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**ROLE PLAY AS A TECHNIQUE TO IMPROVE SPEAKING SKILLS
IN SEVENTH GRADE STUDENTS AT LUIS LEORO FRANCO SCHOOL**

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DEDICATION

To my dear parents Maribel and Miguel for their unconditional love and support despite the adversities. In a special way, it is dedicated to my mother, who has been with me every moment of joy and frustration. Her example of perseverance and kindness inspires me to continue improving every day in every aspect of my life.

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ABSTRACT

This research project aimed to improve the speaking skills of seventh-grade students at Luis Leoro Franco Elementary School through the use of role-play. The theoretical framework was grounded in language learning theories, with a particular focus on Communicative Language Teaching (CLT). It highlighted the importance of role-play as an instructional technique for developing students' oral proficiency. A mixed-methods approach was employed, combining quantitative and qualitative data collected through instruments such as student questionnaires and teacher interviews. The findings offered a clear understanding of the relevance and effectiveness of role-play in real-life communicative contexts. Based on these results, a teaching guide was designed featuring activities that incorporate different types of role-play. The objective was to enhance speaking skills and foster fluency and confidence. The guide includes the necessary resources for teachers to effectively implement role-play in their English classes.

Keywords: Role-play, speaking skills, Communicative Language Teaching.

RESUMEN

Este proyecto de investigación tuvo como objetivo mejorar las habilidades orales de los estudiantes de séptimo grado de la Escuela Luis Leoro Franco mediante el uso del juego de roles. El marco teórico se sustentó en teorías del aprendizaje de lenguas, con énfasis en el Enfoque Comunicativo (Enseñanza Comunicativa de Lenguas - ECL). Se destacó la importancia del juego de roles como técnica didáctica para el desarrollo de la expresión oral de los estudiantes. Se empleó una metodología mixta que combinó datos cuantitativos y cualitativos, recopilados a través de instrumentos como cuestionarios aplicados a los estudiantes y entrevistas a docentes. Los resultados proporcionaron una visión clara sobre la relevancia y efectividad del juego de roles en contextos comunicativos reales. A partir de estos hallazgos, se diseñó una guía didáctica con actividades basadas en diferentes tipos de juegos de roles. El objetivo fue fortalecer las habilidades orales, promoviendo la fluidez y la confianza en los estudiantes. La guía incluye los recursos necesarios para que los docentes implementen el juego de roles de manera efectiva en las clases de inglés.

Palabras clave: Juego de roles, expresión oral, Enseñanza Comunicativa de Lenguas.

TABLE OF CONTENTS

DEDICATION	V
ACKNOWLEDGMENTS	VI
ABSTRACT	VII
RESUMEN	VIII
INTRODUCTION	1
Research Context	1
Problem description	2
Formulation of the problem	3
Justification	4
Research Impacts	5
Educational Impact	5
Research Impact	5
Regional Impact	5
Objectives	6
CHAPTER I: THEORETICAL FRAMEWORK	7
1.1. Language Acquisition and language learning	7
1.2. Second Language Learning	7
1.3. Learning theories	8
1.3.1. Constructivism in Second Language Learning	8
1.3.2. Socio-Constructivism and Language Learning	8
1.4. Methods and Approaches in EFL/ESL	9
1.5. Communicative Language Teaching	10
1.5.1. Teachers' Role	11

1.5.2. Students' Role.....	11
1.5.3. Instructional Materials	11
1.5.4. Communicative Language Teaching Techniques.....	12
1.5.5. Communicative Language Teaching techniques to develop speaking skills..	12
1.6. Role-play	13
1.6.1. The Significance of Role-Play in Language Development	13
1.6.2. Benefits of Role-play in Language Teaching.....	14
1.6.3. Challenges and Limitations of Role-Play	14
1.6.4. Types of Role-Play in Language Learning.....	15
1.7. English as a Foreign Language in Ecuador	15
1.7.1. The Role of English in Ecuador.....	15
1.7.2. Approach to English Teaching in Ecuador	16
1.7.3. English Proficiency Levels in Ecuador.....	16
1.8. Productive Skills	17
1.8.1. Speaking	17
1.8.2. Writing	17
1.9. Receptive Skills	18
1.9.1. Reading	18
1.9.2. Listening	18
1.10. Defining Speaking as a Skill.....	18
1.10.1. The Importance of Speaking Skills.....	19
1.10.2. The Role of Speaking Skills in Language Acquisition.....	19
1.10.3. Components of Speaking Proficiency	19
1.10.4. Challenges in Developing Speaking Skills.....	20

CHAPTER II: METHODOLOGY	21
2.1. Description of the study area	21
2.2. Research approach/Type of Research.....	21
2.2.1. Quantitative approach	21
2.2.2. Qualitative approach	21
2.3. Research Methods.....	22
2.3.1. Deductive method	22
2.3.2. Inductive approach.....	22
2.4. Techniques and instruments	22
2.4.1. Survey	22
2.4.2. Interview	23
2.5. Research Questions.....	23
2.6. Operationalization Matrix of Variables	23
2.7. Population and Sample	25
2.8. Data analysis plan and procedure	25
CHAPTER III: RESULTS AND DISCUSSION	27
3.1. Students' Questionnaire.....	27
3.2. Teacher's Interview	37
3.3 Discussion.....	43
CHAPTER IV: ACADEMIC PROPOSAL.....	45
4.1. Topic	45
4.2. Introduction.....	45
4.3. Presentation.....	45
4.4. Theoretical foundation.....	45

4.4.1. Role-play.....	45
4.4.2. Types of role-play	46
4.5 Objectives	46
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS.....	92
5.1. Conclusions.....	92
5.2. Recommendations.....	93
REFERENCES	95
ANNEXES	104

INDEX OF TABLES

Table 1.....	9
Table 2.....	15
Table 3.....	24

INDEX OF FIGURES

Figure 1	27
Figure 2	28
Figure 3	29
Figure 4	30
Figure 5	31
Figure 6	32
Figure 7	33
Figure 8	33
Figure 9	34
Figure 10	35
Figure 11	36
Figure 12	37

INTRODUCTION

Research Context

English has become essential in today's world of education, business, and social interaction. As Rao (2021) points out, English facilitates cross-cultural communication and creates opportunities for professional growth. Recognizing its global importance, many countries, including Ecuador, have made English a key part of their educational programs to enhance students' future prospects (Rojas & Villafuerte, 2018). However, learning English often faces challenges from environmental factors, institutional limitations, and gaps in teaching methods. These interconnected obstacles significantly affect students' overall ability to use the language effectively (Guevara-Betancourt, 2015).

Speaking English is essential for meaningful communication, as it enables individuals to interact effectively in academic, professional, and social contexts. Oral proficiency is particularly important because it allows individuals to engage in global conversations, access better job opportunities, and participate in cross-cultural exchanges (Derakhshan et al., 2016). Furthermore, clear and confident oral communication enhances academic performance by enabling students to contribute meaningfully to classroom interactions (Dahmani et al., 2024). Nevertheless, achieving fluency remains a significant challenge, particularly in countries where English is taught as a foreign language.

In Ecuador, there are many areas for improvement in English as a Foreign Language teaching. Teachers need more training, teaching methods are outdated, and schools have limited resources (Ortega & Auccahuallpa, 2017). The aforementioned has led to Ecuador ranking low in global English proficiency assessments, such as the EF English Proficiency Index (2024). Moreover, many classes emphasize grammar and vocabulary excessively at the expense of fostering practical communication skills. This grammatical focus often results in a disconnect between educational institutions' instructional goals and students' actual communicative needs, thereby limiting their ability to apply language skills in real-world contexts (Suban, 2021). To try to address these problems, schools need new ideas like using music, technology, and teaching methods that focus more on students to make learning more engaging and meaningful (Suban, 2021).

Role-play has emerged as a dynamic and effective strategy for fostering speaking skills in language learners. This strategy helps students learn to speak better in language classes. Togimin and Jaafar (2020) highlight that this technique enables students to engage in authentic conversational practice across various contexts, enhancing their speaking skills, improving pronunciation, and fostering greater confidence in their language abilities. When students try different roles, they can practice the language without feeling too nervous, and they want to learn more. Role-play aligns with effective teaching methodologies, as it actively engages students in interactive communication with their peers (Rojas & Villafuerte, 2018). This technique is particularly valuable in developing speaking skills, as it encourages participation and provides opportunities for meaningful practice in real-world contexts.

Role-play serves as a powerful tool for developing English speaking skills, particularly in large classes where individual speaking practice becomes challenging. According to Criollo Erazo (2018), although teachers traditionally emphasize grammar and vocabulary instruction, role-play creates opportunities to incorporate real communication into class activities. Through this method, students engage in organized yet natural interactions, thus increasing their participation and speaking confidence. The overcrowded classrooms in Ecuador present obstacles for personalized language development. Nevertheless, role-play offers a practical solution as students practice in small groups. Cirocki et al. (2019) state that this approach promotes active learning and maximizes available resources, making it an effective and accessible strategy to enhance speaking proficiency.

Problem description

English has become very important around the world for studying, working, and connecting with others. Crystal (2003) explains that English is the main language used in international business and helps people access opportunities worldwide. However, numerous nations face significant challenges in English language education due to traditional pedagogical approaches, insufficient teacher professional development, and limited access to contemporary language teaching resources (Derakhshan et al., 2016).

In Latin America, countries are struggling to teach English effectively. The EF English Proficiency Index (2024) shows that most countries in this region have "low" or "very low" English levels, which makes it harder for people to get international opportunities. Ecuador ranks among the countries with "very low" English skills in the region (EF Index, 2024). According to Rojas & Villafuerte (2018), this happens because of large classes, schools do not allocate enough hours to teach English, and teachers focus more on grammar rules than on helping students communicate.

Teaching English in Ecuador has special difficulties, especially in how teachers are prepared. Recent studies have looked at English teaching in Ecuador's public schools. Urena Moreno (2014) found that students often have low English levels because their teachers use traditional teaching methods, like translating everything into Spanish. Benalcazar and Ortega (2019) also showed that high school students in both cities and the countryside do not do well in English. These findings highlight the need for more effective teaching strategies and professional development programs to improve language acquisition in students.

In 2012, Ecuador's government started the Strengthening English Teaching program to make English classes match international standards (CEFR). As Espinosa Cevallos & Soto (2024) explain, this program gave students free books and helped teachers improve through tests. The program wanted students to use English in real situations. Currently, the National English Curriculum in Ecuador provides guidelines for teaching English in high schools, focusing on skills like listening, speaking, reading, and writing, along with cultural understanding and communication. Within this framework,

speaking proficiency represents a primary educational objective. Students need to demonstrate effective oral communication abilities according to their academic level. They are expected to:

Describe topics clearly and logically in different settings.

Discuss issues, exchange information, and suggest solutions.

Participate in casual conversations about familiar or everyday topics (Mineduc, 2020).

Despite the reforms made, public schools in Ecuador still face many barriers. The biggest problems are inadequate infrastructure and a lack of teaching materials. These problems make it difficult for teachers to use modern teaching methods that help students communicate better in English. Given these persistent challenges, Ecuador requires better strategic initiatives. It is crucial to provide equal access to educational resources and improved teacher training across Ecuador's regions to ensure all students have equal opportunities to develop their English language skills. Consequently, to improve the situation, schools could use accessible activities that do not require many resources or special infrastructure, such as role-play. These activities can help students participate more in class and learn to use English in real situations.

Based on observations during pre-professional teaching practices at Unidad Educativa Luis Leoro Franco in Ibarra, English teachers face notable difficulties to develop communicative skills in seventh-grade students. The national curriculum promotes oral and comprehension abilities, yet classroom practices remain traditional and teacher-centered, contrary to communicative language teaching principles. Students from rural areas attend this school with minimal contact with English outside class, therefore effective teaching strategies become essential. Class observations showed that teachers applied behaviorist methods. For instance, students received punishments such as writing repetitive sentences when assignments remained incomplete, instead of practicing meaningful language.

In addition, teachers prepared lesson plans mostly as a formal requirement without actual implementation in daily classes. It is also worth noting that, Spanish dominated classroom instruction while oral activities consisted mainly of reading short paragraphs from textbooks, with few chances for spontaneous communication between students. Role-play represents an effective teaching technique to address these problems and establish a dynamic environment focused on students. Through role-play activities, learners practice English in realistic scenarios, thus developing better fluency, self-confidence, and language abilities.

Formulation of the problem

- How effective do students and teachers perceive role-playing activities in helping them practice real-life communication scenarios?
- Do students feel more engaged in English classes when participating in role-playing activities compared to traditional methods?

Justification

Learning to speak English is very important in Ecuador's schools, especially because English is used all around the world. This research project examines the implementation of role-play activities to enhance oral communication skills among seventh-grade students at Luis Leoro Franco School. Both educators and learners encounter significant challenges in English language instruction and acquisition. The significance of this initiative lies in its transformation of traditional pedagogical methods into dynamic, experiential approaches that enable students to develop practical language competencies applicable to authentic communicative contexts.

In the school, this project helps seventh-grade students by giving them chances to practice English in interactive activities that are similar to real life. These activities help students feel more confident, speak English more naturally, and communicate better, skills they need for their studies and future work. In the area, other schools could use this project as an example to make their English classes better and reach international standards of communication ability. In Ecuador, the project follows the government's education plans, which want to prepare students capable of interacting in global contexts.

This project could create significant interest in the school community because it brings practical ways to teach English that help solve the problems of old teaching methods. Moreover, integrating role-play into the classroom offers a dynamic and engaging approach that not only improves linguistic skills but also fosters teamwork, creativity, and critical thinking—essential competencies in today's world. From a research point of view, this project provides evidence of the effectiveness of role-play as a technique for developing speaking skills, particularly in EFL contexts where resources are often limited.

This project is definitely possible because the school has all the necessary resources. The teachers have the experience and willingness necessary to implement this methodology. Concerning the students, they already have basic knowledge of the language, facilitating the application of role-play. In addition, the project uses simple and available teaching materials like written dialogues, pictures, and classroom spaces, so it does not need significant financial investment. These facts prove the project can be done effectively and will have positive effects on how students learn.

The seventh-grade students get direct benefits from this project because they learn English in a new, active, and meaningful way. Additionally, teachers will benefit from the incorporation of role-play as an effective pedagogical tool, enhancing their professional practice and improving their students' learning outcomes. The indirect benefits could extend to both the school and the community. The school's reputation could grow stronger through its role-play-based English program, and other schools in the area might follow this example. Students who develop good English-speaking skills could find better work opportunities, which would help build a more skilled workforce in the local community.

This project is both necessary and important because it helps solve a serious problem in the education system and offers a feasible solution that benefits students, teachers, and schools. Implementing role-play as a technique to improve speaking skills has the potential to transform the learning experience. It would allow us to teach English in a way that helps students communicate and prepares them to face challenges in a global world with confidence and skill.

Research Impacts

Educational Impact

In Ibarra, Ecuador, many students have low English levels, and role-playing activities can help make language learning better. At Unidad Educativa Luis Leoro Franco, seventh-grade students can learn English in a more natural way through role play. This method helps students practice words, grammar, and speaking skills in situations that feel real (Togimin & Jaafar, 2020). When students use role play, they feel less nervous about speaking English and become more confident in class (Rojas & Villafuerte, 2018). Teachers in Ibarra can use these findings to make their classes more interesting, even when they do not have many resources. This can help solve common problems like students not wanting to participate in English lessons.

Research Impact

This study helps fill an important gap in research about teaching English in places like Ibarra, which are not big cities. The research looks at what both teachers and students think about role play and shows how it helps improve English speaking and student confidence. The results will show how role-playing works specifically in Ecuador's schools, which is important because most research comes from other countries. This information will be useful for other researchers who want to study similar teaching methods in Ecuador and other Latin American countries.

Regional Impact

In Ibarra and Imbabura province, students often do not have many chances to practice English. This study can help create positive changes in the region. When schools see how well role play works, more teachers might start using it, especially in places where they only use traditional teaching methods. As students become better at speaking English and feel more confident, they will have more opportunities for university studies, tourism jobs, and international work. If more schools in the province start using role play and other new teaching methods, the whole region could become known for having good English education. This could help Ibarra and the surrounding areas develop better opportunities for everyone.

Objectives

General Objective: To propose a role-play teacher guide to enhance speaking skills for seventh-grade students at Luis Leoro Franco School in Ibarra, Ecuador.

Specific Objectives:

1. To examine the techniques or methods used by the teacher to foster the communicative skill in seventh- graders students at Unidad Educativa Luis Leoro Franco.
2. To analyze teachers' and students' perceptions about the impact of role-play activities on speaking confidence.
3. To design a role-play teachers' guide with activities for practicing real-life communication scenarios in order to enhance the speaking skill in seventh- graders students at Unidad Educativa Luis Leoro Franco.

To address the research questions and complete this study, the objectives and the structure of the investigation are outlined below. Each chapter provides a detailed explanation of the process and findings.

In the first chapter, Theoretical Framework, is explored the theoretical foundations that support this research. It reviews previous studies, books, articles, and other scientific resources from both national and international contexts. The Chapter II, Methodology, describes the methodology used in this research. It covers the methods, techniques, and instruments used for data collection and analysis. Consequently, Chapter III, Results and Analysis, presents and analyzes the research results. The data collected shows how role-playing activities impacted students' speaking skills. The final chapter, Proposal, provides clear approaches for incorporating role play into English classes according to the research findings. The chapter includes role-playing scenarios, implementation guidelines, and teacher recommendations. These tools aim to enhance students' speaking skills while creating an interactive learning environment.

CHAPTER I: THEORETICAL FRAMEWORK

This chapter presents the theoretical foundations that support the use of role-play as a technique for improving speaking skills. It explores key theories of language learning, examines the concept of speaking skills, defining its components and the challenges students often face when developing oral proficiency, delves into role-play as a pedagogical technique, outlining its principles, benefits, and practical applications in the classroom. Relevant aspects on the effectiveness of role-play in enhancing speaking abilities will be discussed to provide a solid basis for this research.

1.1. Language Acquisition and language learning

Language acquisition and language learning are two different processes in second language development. Krashen (1981) defines language acquisition as a subconscious process where individuals gain language skills naturally, similar to how children acquire their first language. This process occurs through meaningful communication rather than explicit instruction. According to Spada and Lightbown (2021), exposure to a language in real-life contexts supports acquisition, as learners internalize structures through interaction. Studies suggest that acquisition leads to long-term retention and fluency, as it relies on implicit learning mechanisms rather than memorization of rules.

On the other hand, language learning is a conscious process that involves explicit instruction in grammar, vocabulary, and pronunciation (Ellis, 1994). Learners study language rules systematically, often in formal classroom settings. Although this method helps develop accuracy, it may not necessarily lead to fluency in spontaneous communication (Gass et al., 2020). Research indicates that successful language learners often combine both approaches, using explicit knowledge to reinforce their natural acquisition process. Therefore, understanding the differences between these methods is essential for effective language instruction.

1.2. Second Language Learning

Second language learning is a structured process through which individuals acquire linguistic competence in a language different from their native one. Unlike first language acquisition, which occurs naturally in early childhood, second language learning is often facilitated through formal instruction, guided practice, and exposure to authentic language use (Ellis, 1994). EFL programs have structured curricula that focus on developing listening, speaking, reading, and writing proficiency. In Ecuador, the integration of English into the national education system has been guided by standardized teaching methodologies, notably the Communicative Language Teaching (CLT) approach and Content and Language Integrated Learning (CLIL).

The Ministry of Education (2023) emphasized that students learn language most effectively through interaction and communication rather than simple memorization. This view aligns with the CLT approach. Similarly, CLIL aims to combine language learning

with cultural and cognitive development to enhance the overall educational experience for students (Ministerio de Educación del Ecuador – MinEduc, 2018). Both methods prioritize meaningful communication over rote learning, consistent with current theories of second language acquisition. In addition, recent developments in digital tools and online platforms have created more opportunities for language exposure and practice. These technological advances support students across various educational contexts (Ortega, 2014).

1.3.Learning theories

1.3.1. Constructivism in Second Language Learning

Constructivism is a learning theory that focuses on how learners actively build knowledge through experience and interaction. This idea, developed by scholars like Piaget, shows that people do not just receive information passively but create their understanding by using language in real situations. For second language learning, constructivist methods stress the value of authentic tasks, problem-solving activities, and real communication (Brown, 2014). In this approach, students are helped to connect new language structures with what they already know by linking past experiences to new information (Granja, 2015). Also, constructivist language teaching supports learning through discovery, where students form ideas about language use, test these ideas when they communicate, and improve their understanding based on feedback. This connects with task-based language teaching (TBLT), known for increasing student interest and helping them remember language skills longer (Ellis, 2015). In the end, constructivist ideas support classrooms where students take an active part in developing their language skills instead of depending only on direct teaching.

1.3.2. Socio-Constructivism and Language Learning

Socio-constructivism, based on Vygotsky's (1978) sociocultural theory, builds on constructivist ideas by highlighting how social interaction affects learning. This theory suggests that people learn through working together, with teachers or more skilled classmates providing support for the learner's growth. For second language learning, this view indicates that language skills develop through meaningful communication in social settings (Lantolf & Thorne, 2006). Activities such as class interactions, group talks, and working with peers are important for improving language skills in this theory because students build knowledge together and discuss meaning (Amiruddin et al., 2022). The Zone of Proximal Development (ZPD) is a central concept in socio-constructivism. This concept describes the distance between what learners can do without help and what they can achieve with proper support from teachers or peers (Lantolf, 2011). Modern socio-constructivist approaches to second language education also focus on using technology and online platforms, which allow students to work together in real time and communicate across cultures (Bui & Nguyen, 2022). This theory strengthens the idea that language learning is an active, social process rather than just a mental activity done alone.

1.4.Methods and Approaches in EFL/ESL

Table 1

Methods and approaches along the time

Time Period	Methods and Approaches	Key Characteristics	Key Theorists/Proponents
Up to the 1960s	Grammar-Translation Method (GTM)	Focuses on reading and writing; vocabulary taught through translation; little to no speaking practice.	Johann Seidenstücker, Karl Plötz
	Direct Method	Emphasizes spoken language; grammar taught inductively; no translation allowed.	François Gouin, Maximilian Berlitz
	Audiolingual Method (ALM)	Based on behaviorism; relies on repetition, drills, and habit formation.	B.F. Skinner, Charles Fries
1970s to 1990s	Silent Way	Teacher minimizes speaking; students discover language rules through problem-solving.	Caleb Gattegno
	Suggestopedia	Uses relaxation techniques and music to enhance learning.	Georgi Lozanov
	Total Physical Response (TPR)	Language learned through physical movement and commands.	James Asher
	Communicative Language Teaching (CLT)	Focuses on communication; interaction and meaning over grammatical perfection.	Dell Hymes, Michael Canale & Merrill Swain
	Natural Approach	Emphasizes comprehension before speaking; similar to first language acquisition.	Stephen Krashen & Tracy Terrell
Late 1990s to Present	Task-Based Language Teaching (TBLT)	Learning occurs through meaningful tasks rather than explicit grammar instruction.	David Nunan, Peter Skehan
	Content and Language Integrated Learning (CLIL)	Language taught through subject content (e.g., science, history in English).	David Marsh
	Lexical Approach	Focuses on chunks of language and collocations rather than grammar rules.	Michael Lewis

	Blended Learning	Combines face-to-face instruction with digital tools and online learning.	Garrison & Vaughan
	Technology-Enhanced Language Learning (TELL)	Uses digital platforms, AI, and virtual reality to support language acquisition.	Various modern researchers

Note. This table was created by the author based on an analysis of different language teaching approaches.

1.5. Communicative Language Teaching

The Communicative Approach represents an important methodology in language teaching. It concentrates on building communicative competence instead of focusing only on grammar accuracy. Alofi and Almalki (2022) described communicative competence as the gradual development of language skills to achieve communication goals. This perspective aligned with Hymes (1972), who argued that language teaching should help students use language correctly and appropriately in different social and cultural situations. This approach integrated meaning, grammar, and context knowledge, enabling students to manage real conversations effectively.

A basic principle of this approach involves shifting from theory to practical use. Abrams (2023) explained that the Communicative Approach connects formal language knowledge with actual language use. They noted that this approach helps students experience authentic situations, allowing them to learn the second language more naturally. In university settings, this method proves especially useful because it provides students with problem-solving abilities and communication strategies essential for academic, social, and work environments.

The Communicative Approach stresses the importance of understanding different situations while learning a language. It transforms students into active participants who can use their new language in various daily activities. Rincón-Rincón (2024) explained that this method joined grammar instruction with practical language application. It encouraged bilingualism by exposing students to meaningful social contexts. According to Alofi and Almalki (2022), the use of authentic materials and respect for cultural practices demonstrated how this approach adjusts to meet various student needs and objectives. The approach considered both language rules and practical uses. It developed communication skills in natural environments rather than artificial classroom settings. This balance between theory and practice helped students handle real-world situations successfully. As a result, students learned to express themselves naturally while respecting the cultural aspects of the language they studied.

1.5.1. Teachers' Role

In Communicative Language Teaching (CLT), teachers have changed from simply delivering knowledge to facilitating communication. Modern language teachers create active classrooms where language has real purpose and activities connect to everyday life. Otten (2021) explained that good language teachers build active learning spaces, adapt to what students need, and support classroom interaction. Teachers should give helpful feedback so students learn to negotiate meaning and develop communication strategies. This goes beyond just teaching correct grammar to helping students become effective communicators.

Teachers must also pay attention to how students feel during the learning process. CLT classrooms require teachers to work with many different types of learners while including cultural content and keeping students motivated. According to Dos Santos (2020), teachers who use CLT in Latin American classrooms understand it can be challenging to shift focus to students, but they notice students participate more and speak more fluently. The teacher takes on several important roles: facilitator, motivator, and guide for language use.

1.5.2. Students' Role

CLT puts students at the center of learning and encourages them to take charge of their language development. Rather than just receiving information, students need to work together, make decisions, and use the target language in meaningful ways. Ochoa et al.. (2016) found that when students have chances to speak in real communication situations, they become more motivated and confident. This shift from teacher-focused to student-focused learning supports both thinking skills and emotional aspects of language learning.

Students learn to collaborate, think about their progress, and become more independent through interaction. Talking with classmates is essential in CLT because students learn to negotiate meaning, build knowledge together, and improve their fluency through practice. This approach prepares students not just to understand language but to use it effectively in social contexts. CLT helps students become real communicators instead of just memorizing language rules, which matches the goal of developing practical communication skills.

1.5.3. Instructional Materials

Authentic materials are key to CLT because they show students how language works in the real world. Akbari & Razavi (2015) suggested that using materials like videos, advertisements, or articles helps students understand how language functions in context and learn about cultural differences. These materials make language learning more interesting and relevant, especially when they match students' levels and backgrounds. Choosing authentic content that connects to students' lives leads to better understanding and motivation.

However, authentic materials alone are not enough. They must be designed to support communication goals. Domogen (2023) pointed out that effective CLT materials need to balance language input with meaningful tasks that reflect real communication. Task-based activities using authentic resources allow students to apply what they learn in practical ways. In CLT, instructional materials serve both as content and as tools for building real-world communication abilities.

1.5.4. Communicative Language Teaching Techniques

CLT uses several methods to help students become better at using language in real situations. One important method is task-based language teaching (TBLT), which focuses on using real-life tasks. For example, students might work on planning a trip, solving a problem, or making a schedule. These activities require students to use meaningful language and work together. This approach helps students practice using language in practical ways and makes them more interested and motivated to learn. According to Ellis et al. (2019), using TBLT in EFL classrooms helped students speak better and feel more confident.

Another common technique in the Communicative Approach is role-playing. This gives students chances to use the target language in situations that feel like real life. In role plays, students take on different social roles and practice speaking without planning everything first. This helps them speak more smoothly and understand how to use language appropriately in different situations. When well-designed, role plays look like real conversations, such as ordering food, doing interviews, or solving disagreements. Recent research by Xie (2023) shows that role-playing significantly improves students' speaking skills, especially how they interact with others and their confidence. The researchers found that students not only develop better pronunciation and remember vocabulary better, but also get better at starting, responding to, and keeping conversations going in English.

1.5.5. Communicative Language Teaching techniques to develop speaking skills

To improve students' oral abilities, teachers must implement interactive and student-centered teaching methods. Goh and Chuen (2007) described teaching techniques as organized approaches created to support learning and participation. Several effective techniques for developing speaking skills include:

- Role-play: This activity enables learners to practice realistic situations, encouraging spontaneous and interactive language use. Role-plays help develop fluency, confidence, and ability to adapt in various communication contexts (Rincón-Rincón, 2024).

- Debates: Involving students in organized debates develops critical thinking and persuasive speaking, allowing them to share opinions while supporting their points with logical reasoning (Brindley, 2020).

- Gamification: Using game elements, such as competitions and rewards, helps increase motivation and interest in language learning (Girardelli, 2017).

- Flipped classroom:** This method asks learners to study theory materials before class and participate in discussions and practice activities during lessons, which promotes active involvement and better understanding (O’Flaherty & Phillips, 2015).

- Group discussions:** Interactive conversations in groups create a supportive setting where students can share thoughts and ideas without worrying about making mistakes (Ghalebi et al., 2020).

Through the use of these strategies, teachers can establish dynamic and communicative learning environments that strengthen students' speaking abilities.

1.6. Role-play

Role-play has become a powerful tool in language education, especially for students learning English as a Foreign Language (EFL) and in Second Language Acquisition (SLA) settings. This method lets students practice in real-life or made-up situations, helping them use language in active and meaningful ways. Many fields like business, medicine, and law use role-playing, but it has grown particularly important in language teaching because it helps improve communication skills, teamwork, and confidence when using the new language (Aliakbari & Jamalvandi, 2010).

Neupane (2019) explained that role-playing involves taking on different identities and speaking in contexts that feel like real communication. In a similar way, Martínez Lirola (2021) called it a lively and engaging classroom activity where students play assigned roles to perform dialogues or discussions based on real or imaginary situations. When students join in role-playing exercises, they get to practice language patterns, learn new words, and become more fluent in a relaxed and supportive classroom environment.

1.6.1. The Significance of Role-Play in Language Development

Role-playing works as an active learning method that builds both language and social skills at the same time. Krebt (2017) stated that this approach helps students use the new language more confidently while working with classmates. Also, it develops important personal qualities like self-esteem, motivation, and independence, which are key for good communication. This means role-playing not only improves speaking skills but also develops essential soft skills needed for effective conversations (Aliakbari & Jamalvandi, 2010).

One main benefit of role-playing is how it creates real-life situations where students must handle unexpected conversations. As Purizaca-Gallo et al. (2023) pointed out, this activity challenges students' thinking by making them combine social and language knowledge when talking. As a result, it helps develop accuracy, fluency, and proper conversation skills in English.

Research supports how well role-playing works for improving speaking abilities. Cuitiño Ojeda et al. (2019) did a study in Chilean schools and found that role-play activities greatly improved students' fluency and accuracy when speaking English. Through organized role-playing sessions, students showed more confidence, increased motivation, and felt better about their ability to communicate. Furthermore, the research showed that drama activities helped students feel less nervous and uncertain when speaking English. These feelings of anxiety and uncertainty often create barriers that make language learning more difficult.

1.6.2. Benefits of Role-play in Language Teaching

Role-play brings many advantages to language teaching. Studies show that role-playing increases student involvement, improves language skills, and creates better classroom relationships. Xu (2011) noted that role-playing creates a student-focused learning environment where students actively build meaning through interaction, which helps them understand and remember language patterns better. Moreover, it encourages students to use language in real situations. This use helps develop both smooth and correct communication. Some main benefits of role-play in language learning include:

- **Building Confidence and Lowering Worry:** Many students feel nervous when speaking a foreign language. Role-playing offers a safe place where they can try using the language without fear of criticism. This helps students to build their confidence (Pham et al., 2022).
- **Supporting Teamwork and Social Interaction:** Since role-playing usually involves group work, it promotes teamwork, cooperation, and careful listening. These group activities help develop both language and people skills (Rojas & Villafuerte, 2018).
- **Improving Pronunciation, Speaking Flow, and Correctness:** Taking part in role-play situations helps students practice pronunciation and improve their grammar, leading to better speaking skills and communication ability (Cutíño et al., 2019).
- **Offering Real-Life Learning Chances:** Role-playing puts students in realistic talking situations, letting them use language in meaningful ways instead of just memorizing (Rincón-Rincón, 2024).
- **Sparkling Creativity and Interest:** The interactive nature of role-play encourages students to use their imagination, making language practice more enjoyable and livelier (Rojas & Villafuerte, 2018).

1.6.3. Challenges and Limitations of Role-Play

Despite its many advantages, role-playing also has certain challenges in classroom use. Xu (2011) pointed out several possible problems. For example, some shy students may not want to join in because they fear making mistakes. Role-play activities can also be too structured at times. This limits students' ability to use language naturally. Another issue is the time needed for planning, doing the activity, and giving feedback. This can be difficult in school programs with few teaching hours.

The success of role-playing depends greatly on whether students want to take part in the activity. Some students might feel uncomfortable taking on different roles. Others may find it hard to make up responses quickly. To solve these problems, teachers should create a supportive and friendly classroom environment. In this setting, mistakes should be seen as part of learning rather than failures (Pham et al., 2022).

1.6.4. Types of Role-Play in Language Learning

Role-play exercises can be organized into different formats based on their complexity and how much guidance they provide:

Table 2

Types of Role Play

Type of Role-Play	Description	Source
Fully Scripted Role-Play	Students receive ready-made dialogues to memorize and perform. Useful for practicing specific language patterns but limits creativity.	Rojas & Villafuerte (2018)
Semi-Scripted Role-Play	Students receive structured dialogues with missing words/phrases to complete. Balances guidance with freedom of expression.	Krebt (2017)
Unscripted Role-Play	Students receive only general guidelines and must create their own conversation. Promotes natural speaking and critical thinking.	Aliakbari & Jamalvandi (2010)

Source: Own material

Role-play is a very effective way to improve speaking skills in language learners. It creates an immersive and interesting learning experience that helps with fluency, accuracy, and confidence. When teachers include role-play in classroom activities, they can build lively learning environments where students actively join in meaningful conversations. Although there are some challenges, the benefits of role-play are much greater than its limitations. This makes it a valuable method for developing communication skills in English as a foreign language.

1.7. English as a Foreign Language in Ecuador

1.7.1. The Role of English in Ecuador

English is known around the world as an important language for global communication. Over a billion people speak it, and most of them are not native speakers (Rao, 2019). In many countries, including Ecuador, English is considered a foreign language

instead of a second language because people don't use it in everyday life outside the classroom (Graddol, 2006). Even so, learning English is necessary for breaking down language barriers, getting access to educational materials, and finding better job opportunities.

In Ecuador, the Ministry of Education (2018) created an English curriculum that recognizes the country's multicultural and multilingual background. Since not all students in Ecuador speak Spanish as their first language, the curriculum is designed to be inclusive. This ensures all students can learn English effectively, no matter what their native language is. To do this, English teaching in Ecuador focuses on developing four main language skills: speaking, listening, reading, and writing. The curriculum also includes Content and Language Integrated Learning (CLIL). This allows students to study different academic subjects in English, which helps improve their critical thinking skills.

1.7.2. Approach to English Teaching in Ecuador

The English curriculum in Ecuador uses a learner-centered approach. In this method, students play an active role in their education. According to Ur (2014), this approach lets students build their own knowledge through meaningful activities. Teachers guide and support them throughout the learning process. Educators are responsible for creating a positive learning environment. They encourage student participation and adapt lessons to meet different learning needs (Mineduc, 2018).

One main goal of the curriculum is to help students reach specific proficiency levels as they move through school. By the end of high school, students should achieve a B1 level according to the Common European Framework of Reference for Languages (CEFR) (Ministry of Education, 2018). At this level, learners should be able to communicate effectively about familiar topics. They should understand the main ideas in standard texts. They should also be able to write short compositions about subjects that interest them (British council, 2020).

1.7.3. English Proficiency Levels in Ecuador

The Ministry of Education has set clear language proficiency goals for students at different educational stages. Students should progress from basic users (A1-A2) to independent users (B1-B2) by the time they finish secondary education (Mineduc, 2016).

When students reach these levels, they can communicate more confidently with others. Moreover, they can interact with native speakers easily. This also helps enhance their future academic and professional opportunities. Nevertheless, the success of English education in Ecuador depends on several factors, such as teaching quality, learning resources, and how much students use English in real life.

Despite Ecuador's clear goals for English proficiency, many challenges still exist. First of all, students have limited exposure to English outside the classroom. This makes it

hard for them to practice in real-life situations. Furthermore, many schools don't have qualified English teachers or enough learning materials, which affects how well students learn.

To solve these problems, teachers should use interactive and communicative teaching methods. For example, they can try role-playing, group discussions, and project-based learning. By using these engaging and student-centered strategies, teachers can help students develop confidence. As a result, students can improve their fluency and achieve better language outcomes (Mineduc, 2016).

Teaching and learning English in Ecuador is crucial for improving students' global communication skills. Additionally, it expands their academic and professional opportunities. The country has made significant efforts to improve English education through better curriculum design, proficiency standards, and learner-centered approaches. However, ongoing challenges like limited exposure and resource availability need attention. Through continuous improvement of teaching strategies and language policies, Ecuador can help students gain the skills needed to succeed in our connected world.

1.8. Productive Skills

1.8.1. Speaking

Speaking and writing are productive skills because students must create language, not just understand it. Hasanah (2021) explained that these skills made students use what they knew to express thoughts, and this helped teachers see their level and progress. Speaking had special importance for effective communication in daily talks, school discussions, and work environments. For good speaking, students needed more than vocabulary and grammar rules; they also needed many chances to practice and a classroom where they felt safe to talk (Muhammadiyah et al., 2020). Good speaking skills helped people find better jobs and have better social connections.

1.8.2. Writing

Writing, similar to speaking, was necessary for students to share ideas clearly. For good writing, students had to organize thoughts, use correct grammar, and choose the right words. Fathi and Rahimi (2022) said writing skills were important so messages were understood correctly and readers did not misunderstand. Writing was useful not only in school but also in work and personal communication. When students followed writing steps like planning, making a first version, and checking their work, they could improve how they wrote and make their ideas connect better. This process included planning, drafting, and revising to enhance written expression and overall coherence.

1.9. Receptive Skills

1.9.1. Reading

Receptive skills are listening and reading, which focus on understanding and interpreting information. These skills were very important for getting new knowledge and becoming better at language. Reading helped improve vocabulary, made thinking skills stronger, and helped remember things better. Ahmed Okasha (2020) said that reading comprehension was not simple because people had to connect with texts, use what they already knew, and find meanings that were not directly written. Good reading strategies like skimming, scanning, and inferring helped students find important information and understand texts better. Teachers should use different types of reading materials to help students work with texts and develop better understanding skills.

1.9.2. Listening

Listening was another important receptive skill that needed attention, interpretation, and memory. It had a big role in communication because it helped people understand spoken language in many situations. Djabborova (2020) pointed out that listening had three main parts: the sender, the message, and the receiver, and all these parts were necessary for good communication. But some problems could make listening difficult, such as not being interested or not hearing enough of the target language. Teachers could help with these problems by providing interesting listening activities and giving useful practice chances (Ismail & Aziz, 2020). The use of real listening situations, like interviews, discussions, and multimedia resources, could make students' listening skills much better.

Learning language skills takes time and needs regular practice and good teaching strategies. Teachers should use both productive and receptive skills in their lessons to give students a complete language learning experience. When teachers implement effective teaching approaches and create a supportive classroom, they can help students feel more confident and become good at English. Giving different and practical learning opportunities makes sure that students can use their language skills well in many real situations.

1.10. Defining Speaking as a Skill

Speaking represents a fundamental skill that enables individuals to communicate and convey messages, ideas, and emotions. According to Gutierrez Rodríguez et al. (2017), speaking constitutes an essential activity used in everyday interactions, such as requesting information, ordering food, or participating in discussions. Similarly, Kadamovna (2021) described speaking as the process of building and sharing meaning through verbal and nonverbal communication in various contexts. This skill extends beyond verbal articulation; it also incorporates nonverbal elements including gestures, facial expressions, and body language, all of which enhance communication effectiveness (Rao, 2019).

1.10.1. The Importance of Speaking Skills

Speaking skills hold significant value in both academic and professional environments. Kadamovna (2021) pointed out that oral communication serves as an essential tool for sharing ideas, expressing emotions, and taking part in social interactions. Furthermore, the ability to speak a foreign language with confidence creates better career possibilities, allowing individuals to join international education programs, perform well in job interviews, and build professional connections (Rao, 2019). When comparing the four language skills, speaking often receives the most attention because it directly shows language ability, helping teachers evaluate learners' grammar use, word knowledge, pronunciation, and smooth delivery of speech (Newton & Nation, 2020).

1.10.2. The Role of Speaking Skills in Language Acquisition

Language proficiency involves the development of four main skills: listening, speaking, reading, and writing. Among these, speaking and writing are classified as productive skills because learners must generate language instead of simply comprehending it. These skills play an essential role in communication as they allow individuals to express ideas, opinions, and emotions effectively. Writing serves important functions in activities such as academic essays, professional emails, and reports, while speaking remains necessary for real-time interactions, ranging from casual conversations to public presentations (Sudarmo, 2021).

1.10.3. Components of Speaking Proficiency

Developing effective speaking requires mastering several important elements, including fluency, accuracy, pronunciation, vocabulary, and grammar.

Fluency relates to the ability to express thoughts naturally and without many pauses (Newton & Nation, 2020). Although small grammar mistakes might happen, fluency focuses on communicating ideas smoothly and with self-assurance.

Accuracy involves using the correct words, grammar structures, and sentence patterns to ensure clear communication. Learners must select appropriate words and form sentences properly to express what they intend to say (Ching, 2019).

Pronunciation plays an important role in spoken language. This includes word stress, speech rhythm, and voice tone, which differ across various dialects and accents. Incorrect pronunciation may cause confusion and misunderstanding (Goh & Chuen, 2007).

Vocabulary refers to the collection of words a speaker knows and uses effectively. Having many words at disposal helps individuals express their thoughts more clearly and engage in various types of conversations (Goh & Burns, 2012).

Grammar provides the basic rules for language use, including how words change form and how they arrange in sentences (Newton & Nation, 2020).

1.10.4. Challenges in Developing Speaking Skills

Many learners face various obstacles when trying to improve their speaking abilities. Arung and Jumardin (2016) categorize these difficulties into internal and external barriers that affect oral communication development. Internal challenges consist of anxiety, worry about errors, lack of self-assurance, and decreased motivation, which prevent learners from taking active roles in speaking activities. External factors include limited contact with the target language, insufficient opportunities to practice, and dependence on traditional teaching approaches that focus more on grammar and writing than on oral expression (Hussain, 2018).

Additionally, numerous educators emphasize reading and writing skills while giving less attention to speaking practice. As a consequence, students receive fewer chances to participate in authentic conversations, which makes developing fluency and confidence more difficult. To solve this problem, teachers should introduce communicative tasks that give students opportunities to practice speaking in situations similar to real life (Rao, 2019).

CHAPTER II: METHODOLOGY

This chapter describes the research methodology used in the study, including the approach, methods, instruments, operationalization matrix of variables, population and context of the study. It also justifies the use of each data collection tool in relation to the research objectives.

2.1. Description of the study area

This research took place at Luis Leoro Franco School, a public school in the parish of San Francisco, Ibarra, in Imbabura province, Ecuador. The school was founded in 1976 and belongs to the national education system under Zone 1, District 10D01, Circuit C04-05-07. It provides education for both boys and girls from initial level through high school. The school runs on morning and afternoon schedules, serving a total of 2,019 students with 87 teachers. Classes are held in three main academic buildings. As a government-funded institution, the school plays an important role in offering inclusive education access in the region. This setting was selected because it represents a typical Ecuadorian public school and shows relevant challenges and opportunities for using communicative strategies in English as a Foreign Language teaching.

2.2. Research approach/Type of Research

This study uses a mixed-methods approach, bringing together quantitative and qualitative methods to understand the research problem better. Using this mixed method helps the researcher get measurable results while also exploring what participants think and experience. Creswell and Plano Clark (2017) pointed out that mixed methods work very well when one type of data alone cannot fully explain a complex educational issue. For this research, combining numbers from student surveys with detailed insights from teacher interviews made it possible to examine both how role play was used and what effects it had on speaking instruction. This method also makes the findings more reliable through triangulation, as noted by Dikilitas and Reynolds (2022).

2.2.1. Quantitative approach

Quantitative is a useful approach which is primarily concerned with the systematic collection and interpretation of numerical data. According to Oberiri (2017) quantitative approach implies the use and analysis of numbers involving main statistical techniques in order to develop the answers to different types of questions such as who, how much, what, when and where. In other words, it is the measurement of statistical data which will help us to determine a clear idea of the research.

2.2.2. Qualitative approach

Qualitative is an important approach for exploring complex and subjective aspects of human behavior and social phenomena, as it offers insights that quantitative methods

alone cannot capture. Ugwu & Eze (2023) mention that qualitative research involves feelings, ideas, or experiences. Thus, the main goal of data collection, which is often done in narrative form, is to find insights that can lead to testable hypotheses. That means that it is useful in the research to complement the information obtained.

2.3. Research Methods

The study uses both deductive and inductive methods. The deductive part starts with the theory that communicative techniques—especially role play—can help students improve speaking skills in EFL contexts. This theory is then tested with data collected from the school. The inductive part looks at observations and feedback from surveys and interviews to reach conclusions and improve understanding. According to Riazi (2017), using these two types of reasoning together creates a balance between theory and practical insights, making the research both solid and flexible.

2.3.1. Deductive method

Deductive method is employed because it works from the general problem. Conforming to Keiling (2023) deductive reasoning consists of making a general preposition and supporting it with particular facts. In other words, this helps to make a reflection from the global to the more specific.

2.3.2. Inductive approach

Inductive method is helpful because it works with several specific details. It goes from the particular to the general. Many observations are made by researchers, who then discern patterns, generalize, and infer an explanation or a theory (Bradford, 2023). Therefore, it is relevant to use this method to from the details to reach a conclusion.

2.4. Techniques and instruments

For collecting data, two main instruments were used: a student survey and semi-structured interviews with teachers. These tools were chosen to match the research goal of evaluating role play as a technique for improving speaking skills in seventh-grade EFL students.

2.4.1. Survey

A survey involves collecting data from individuals to gather information about their experiences and opinions. The aim is to obtain draw conclusions or insights about the group's characteristics or attitudes. The survey was given to seventh-grade students to collect both quantitative and qualitative data about how they feel about English, what they think about speaking skills, and their experiences using role play in class. As Patton (2014) notes, surveys are good tools for gathering information from many participants in a short time. The survey had both closed-ended and open-ended questions. The closed-ended questions helped

collect numbers that could be analyzed and compared easily (Dörnyei, 2007). The open-ended questions let students share personal experiences and thoughts, which added more depth to the results (Adeoye-Olatunde & Olenik, 2021).

2.4.2. Interview

This technique will be used because, through the design of structured questions, the researchers will be able to obtain relevant information. Puri (2023) mentions that “an interview is a formal conversation between two or more people, typically with one person, the interviewer, asking questions to obtain information, assess qualifications, or evaluate the suitability of a candidate for a job, admission, or other purposes” (par. 2). The interviews were conducted with English teachers to gather qualitative information about their teaching experience, classroom activities, and views on using role play to develop speaking skills. Semi-structured interviews were selected because they offer structure but also allow for detailed answers (Klimas, 2016). According to Henry and MacIntyre (2024), interviews are especially useful when trying to understand complex teaching processes and how teachers make decisions about instruction. In this study, the interviews provided professional perspectives that complemented what students shared, creating a more balanced and complete analysis.

2.5. Research Questions

How effective do students and teachers perceive role-playing activities in helping them practice real-life communication scenarios?

Do students feel more engaged in English classes when participating in role-playing activities compared to traditional methods?

2.6. Operationalization Matrix of Variables

The development of the variable matrix was based on the connection between variable 1 and variable 2, representing the independent and dependent variables (cause and effect). This matrix served as a guide for designing the data collection instruments, establishing the research objectives, selecting the appropriate techniques and tools, and identifying the relevant sources of information. Furthermore, it provides the foundation for the construction of the theoretical framework of this study, ensuring consistency between the variables, their indicators, and the development of research methods and instruments.

Table 3*Matrix of variables*

Variables	Indicators	Data technique	Information source
Role-Play (Independent Variable)	Knowledge of teaching techniques	Interview	Teachers
	Frequency of use of role-play activities		Magazines
	Resources and prior preparation (vocabulary, useful expressions, etc.)		Articles
	Confidence and active participation of students in role-play		Textbooks
	Effectiveness of role-play for learning English		Reviews
Speaking Skill (Dependent Variable)	Students' communication and interaction	Survey	Students
	Challenges in oral communication		Previous investigations
	Level of effectiveness in students' spoken language production		
	Willingness to participate orally in class		
	Classroom tasks designed to promote spoken English practice		

Note: Own Material

2.7. Population and Sample

This study focused on seventh-grade students and English teachers at Luis Leoro Franco School. A non-probabilistic convenience sampling method was used to select participants. This sampling approach is common in school research when access to all potential participants is limited or when research targets a specific group (Privitera & Ahlgrim-Delzell, 2018). One complete seventh-grade class was selected based on availability and accessibility during the data collection period. The English teacher interview involved the instructor who taught this particular class, as this teacher was directly involved with developing the students' speaking skills. Although the sample size was limited, combining the student survey results with the teacher's insights provided sufficient depth and triangulation for this type of case study.

This study focused on seventh-grade students and English teachers at Luis Leoro Franco School. A non-probabilistic convenience sampling method was used to select participants. The target population included 125 individuals, comprising seventh-grade students and three English teachers. Since the population exceeds 100, a large sample size approach was considered. A 95% confidence level ($Z = 1.96$) was applied, and based on this, the sample size was calculated to be 65 students, using a margin of error of 8.45%. These participants were selected from the available pool of students through convenience sampling procedures, as this method was deemed appropriate given the research scope and context.

$$x = Z^2 \times N \times p \times q / [e^2(N - 1) + Z^2 \times p \times q]$$

$$x = (1.96)^2 \times 125 \times 0.5 \times 0.5 / [(0.0845)^2 \times (125 - 1) + (1.96)^2 \times 0.5 \times 0.5]$$

$$x = 3.84 \times 125 \times 0.25 / [(0.00714)(124) + 3.84 \times 0.25]$$

$$x = 120 / (0.885 + 0.96)$$

$$x = 120 / 1.845$$

$$x = 65$$

2.8. Data analysis plan and procedure

The study was organized in steps: planning, validation, application, and analysis. At the beginning, there was a review of important literature about communicative language teaching and how role play can be used as a teaching strategy. This review helped create both the survey and the semi-structured interview. Before using these tools, a university advisor checked them and suggested changes to make sure they were clear, relevant, and matched the research goals.

After getting permission from the school, data was collected in person during the 2024 school term. Students filled out the survey during their regular English class. They were told about the purpose of the research and informed that their participation was voluntary and their identities would remain anonymous. The English teacher took part in a face-to-face interview, which was recorded with permission and later written down for analysis. Ethical rules were followed throughout the process, such as informed consent, data protection, and confidentiality, according to research guidelines for studies with human participants (Privitera & Ahlgrim-Dezell, 2018).

The survey numbers were examined using descriptive statistics to find patterns and common ideas about learning English and speaking skills. The information from the teacher interview was studied through thematic content analysis, looking for repeated ideas and patterns about using role play and its effects on speaking development. Using both types of analysis gave a more complete understanding of the results, which supported the mixed-methods design of the study.

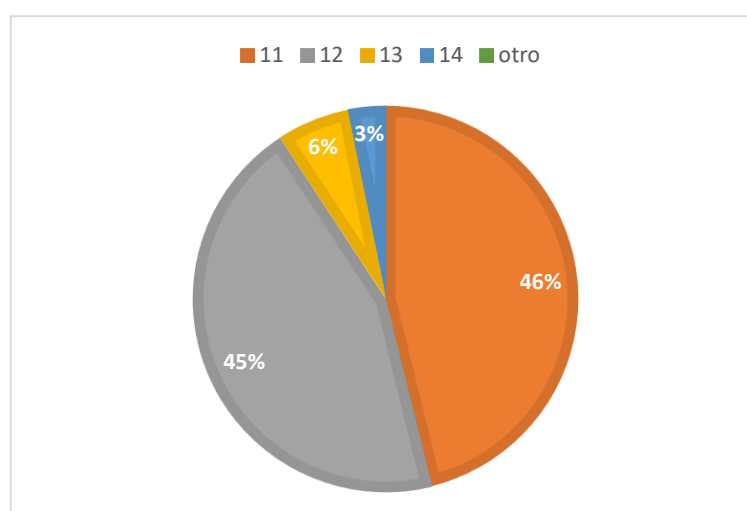
CHAPTER III: RESULTS AND DISCUSSION

This chapter presents the results obtained from the student questionnaire and interviews with English teachers at Luis Leoro Franco School, a public institution located in San Francisco Parish, Ibarra, Ecuador. The research used a mixed-methods approach to examine how students experience role-playing activities and their effect on speaking skills. The questionnaire, which contained closed-ended questions, collected data from 65 seventh-grade students selected through convenience sampling. Additionally, open-ended interviews with two English teachers provided valuable qualitative information on classroom practices and teaching challenges. Academic advisors validated all data collection instruments, and ethical procedures such as informed consent and confidentiality were adequately followed. The findings are organized and connected to the relevant literature, aiming to provide a clear understanding of how role-playing supports communicative English teaching.

3.1. Students' Questionnaire

Figure 1

Students' age

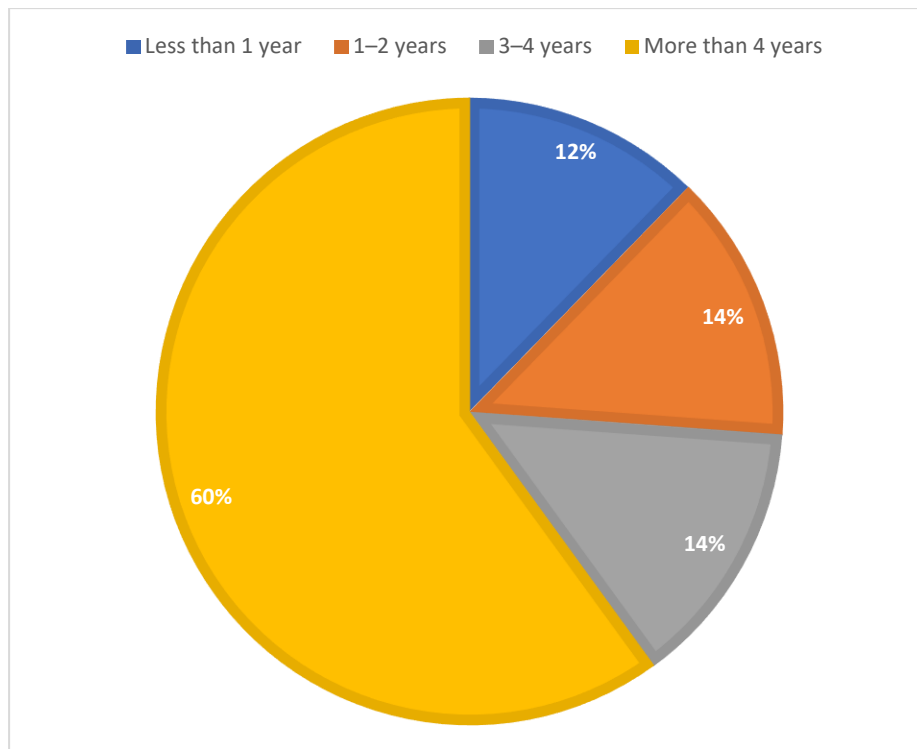


Source: Own material

This question gives basic information and works as a context reference for analyzing the results. Age can affect learners' affective filters, confidence levels, and participation in classroom activities. While the Communicative Approach does not directly focus on age, it emphasizes learner-centered instruction and adapting to student needs. Younger learners often show more flexibility and take more risks in oral tasks, which connects with CLT's focus on fluency and participation (Rincón-Rincón, 2024). According to MinEduc (2018), English instruction in Ecuador tries to accommodate students' backgrounds to support effective learning. On the other hand, older learners might feel more anxiety or ask for more explicit instruction, which could explain different preferences for speaking activities shown later in the survey.

Figure 2

Students' Length of Time Studying English



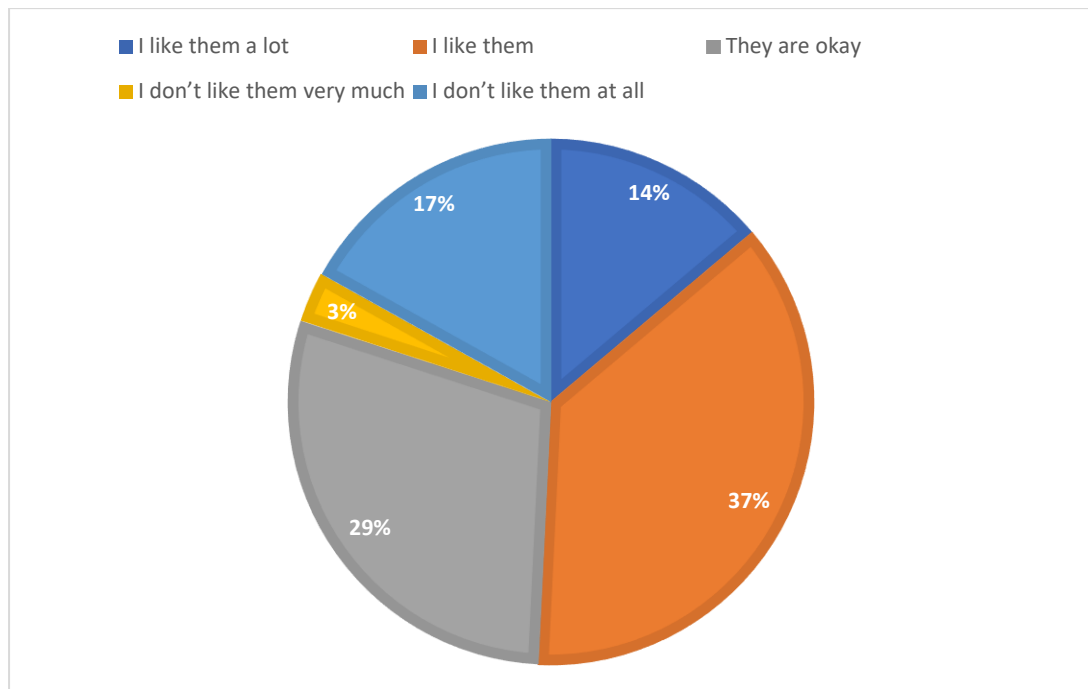
Source: Own material

The chart shows that most students have studied English for more than 4 years, which represents the largest portion of the responses. A smaller number of students reported 3–4 years, 1–2 years, or less than one year of study. This suggests that the majority of learners in this sample have considerable experience with the English language in terms of formal instruction.

Longer exposure creates more natural language acquisition, especially when input is understandable and happens in meaningful contexts, as Gass et al. (2020) support. CLT supports this idea by promoting authentic language use through activities like group discussion and problem-solving tasks (Fauzi & Ridwan, 2025). Students who have studied English for more than four years might show more positive attitudes toward speaking activities and better communicative competence. However, fluency development depends more on practice opportunities than duration alone. The Ministry of Education (2023) highlights the importance of interaction over memorization, suggesting that years of study do not always connect with proficiency if students lack real communication practice.

Figure 3

Students' level of Enjoyment of Speaking Activities



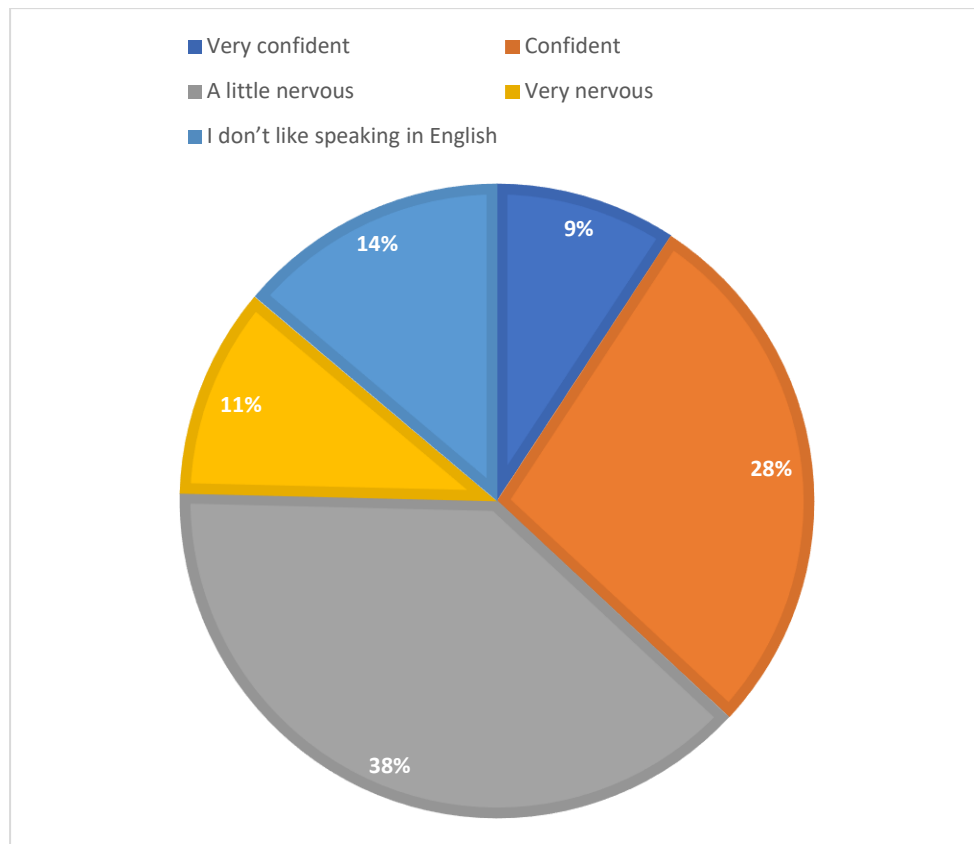
Source: Own material

According to the chart, most students expressed a positive or neutral attitude toward speaking activities. The largest group selected “I like them”, followed by “They are okay” and “I like them a lot.” Only a small portion reported negative feelings, choosing “I don’t like them very much” or “I don’t like them at all.” These results suggest that a majority of students are receptive to speaking-focused tasks in the English classroom. Student answers to this question are important to understand their affective engagement with oral tasks.

The Communicative Approach builds on creating positive emotional environments to lower anxiety and build confidence (Rojas & Villafuerte, 2018). When students say they enjoy speaking activities, it shows alignment with CLT principles, such as using real-life language, encouraging learner autonomy, and promoting interaction. Role-play, as Cuitiño Ojeda et al. (2019) explain, makes motivation better, reduces nervousness, and increases student participation. CLT-based strategies effectively increase motivation and perceived competence, which are necessary for long-term success (Sudarmo, 2021).

Figure 4

Students' Feelings When Speaking English in Class



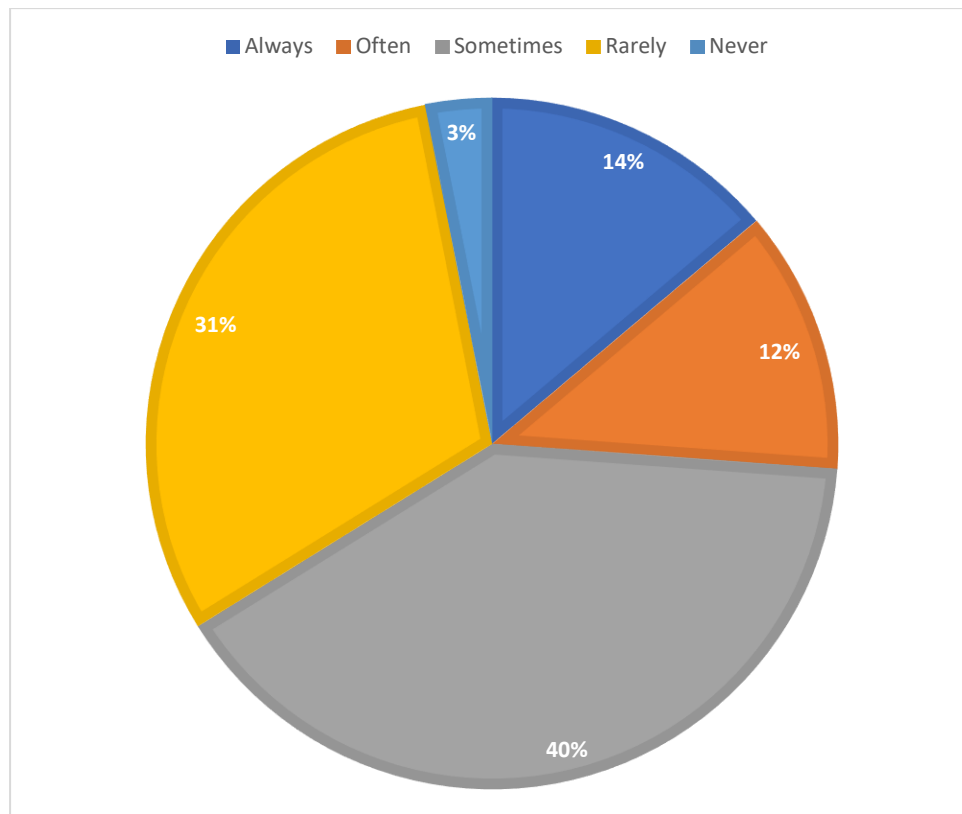
Source: Own material

The chart reveals that the largest group of students reported feeling “a little nervous” when speaking English in class. This is followed by those who feel “confident”, while fewer students feel “very nervous”, “very confident”, or state that they don’t like speaking English at all. These results suggest that although many learners are somewhat comfortable speaking, a significant proportion still experience mild to moderate anxiety during oral activities.

This question looks at students' affective filter, an important concept in Krashen's (1981) theory. High anxiety can stop language acquisition, while a relaxed environment helps learning. Many students reporting nervousness shows the need for more supportive classroom techniques, such as unscripted or semi-scripted role-playing (Aliakbari & Jamalvandi, 2010), which can reduce stress while encouraging spontaneous language use. The Communicative Approach suggests teachers should be facilitators and motivators, not just grammar instructors (Otten, 2021). By guiding interaction and creating safe spaces for speaking, teachers can help students feel more confident. This connects with Rincón-Rincón (2024), who points out that CLT classrooms should focus on real communication and fluency over perfection, which ultimately reduces learners' fear of making mistakes.

Figure 5

Frequency of Students' Use of English During Class



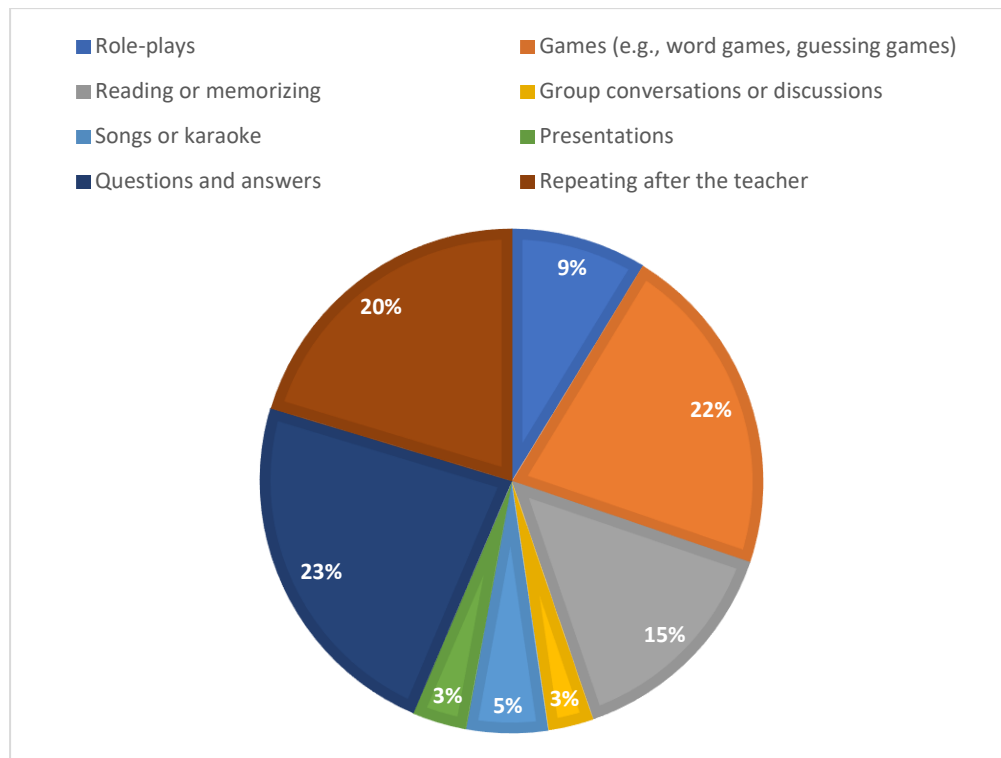
Source: Own material

This question shows learners' opportunities for oral production in the classroom. According to Burns (2016), regular speaking chances are needed for developing fluency, confidence, and communicative competence. The Communicative Approach supports active language use through real-life tasks and constant verbal interaction (Alofi & Almalki, 2022).

The results, with most students choosing "Sometimes" and "Rarely", indicate that oral participation is still limited in many English classes. This might reduce the benefits of the CLT approach, which needs continuous and meaningful communication (Abrams, 2023). Teachers should add more interactive speaking strategies, such as pair-work, debates, and role-plays, to increase speaking time.

Figure 6

Activities Used by the English Teacher to Promote Speaking Skills

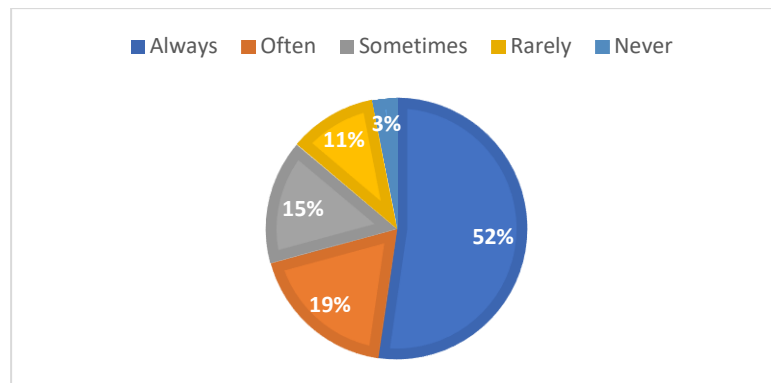


Source: Own material

The most used activities were "Questions and answers" and "Repeating after the teacher," followed by "Games" and "Reading or memorizing." While some of these methods support speaking practice, they may not fully encourage authentic communication if not well used. According to Rincón-Rincón (2024), the CLT approach highlights role-play, group discussions, and games as effective tools for promoting interactive language use. Activities like "Repeating after the teacher" may improve pronunciation but do not develop independent speaking or negotiation of meaning. In comparison, games and role-plays, although used less often, directly connect with CLT principles and should be used more often (Xie, 2023; Ellis et al., 2019).

Figure 7

Frequency of Speaking Activities Used by the English Teacher in class

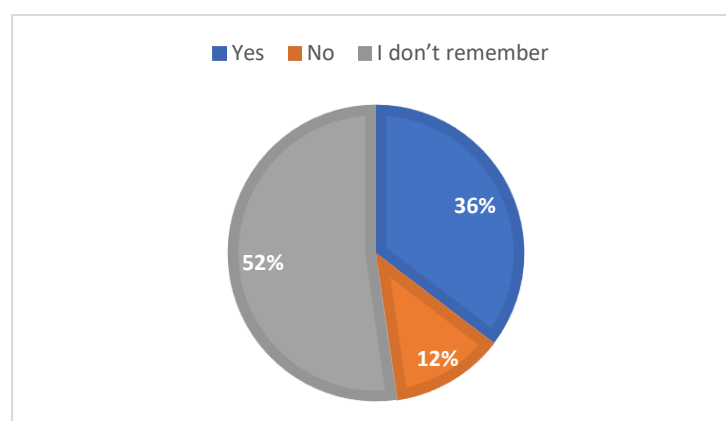


Source: Own material

A high percentage of students reported that their teacher "Always" or "Often" uses speaking activities. This shows that the teacher probably understands the importance of oral interaction. According to Otten (2021), in CLT classrooms, teachers work as facilitators of communication, making sure that students participate in meaningful speaking tasks. However, based on students' reported frequency of speaking (see Q5), there might be a difference between the teacher's efforts and students' actual participation. This could happen because of unequal student engagement, not enough scaffolding, or classroom anxiety. As Krebt (2017) explains, learners need structured opportunities and a low-anxiety environment to develop oral skills with confidence.

Figure 8

Students' Participation in Role Play Activities in English Class



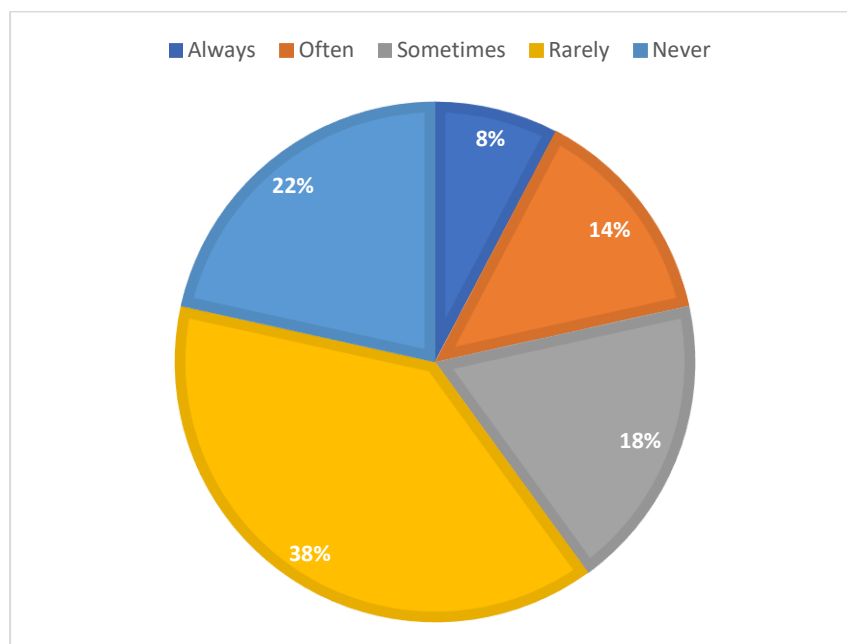
Source: Own material

Role-play is an important technique in the CLT approach because it creates real-life communication scenarios (Aliakbari & Jamalvandi, 2010). The fact that most students

answered "I don't remember" suggests these activities were not clearly or frequently used. According to Rojas & Villafuerte (2018), good role-play improves fluency, vocabulary use, and speaking confidence. Students not remembering these activities could mean they were not regularly or clearly presented as role-plays, or they lacked relevance and structure. Teachers should clearly explain role-play tasks and discuss them with students afterward to strengthen learning outcomes and make the experience more memorable.

Figure 9

Frequency of Role Play Activities Implemented by the English Teacher



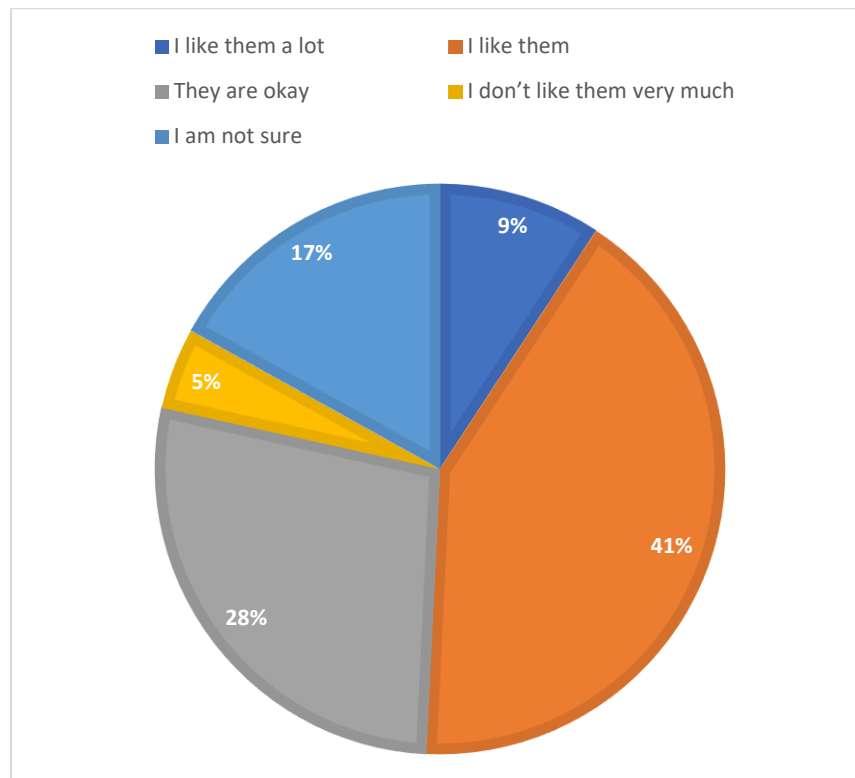
Source: Own material

The chart shows that most students reported that their teacher "rarely" or "never" uses role-play activities. Only a small number selected "always" or "often", while a moderate group chose "sometimes." This suggests that role-play is not consistently integrated into classroom instruction, despite its known value in communicative methodologies. This finding is important, as role-play is one of the main techniques recommended in Communicative Language Teaching (CLT) for improving fluency, confidence, and real-life language use (Rincón-Rincón, 2024; Xie, 2023). When role-play is not used enough, students miss valuable chances for interactive, task-based communication, which is central to developing speaking skills (Aliakbari & Jamalvandi, 2010).

The results reveal a gap between the theoretical foundations of Communicative Language Teaching (CLT) and its practical application in the classroom. Factors such as time constraints, insufficient teacher training, and classroom management challenges may hinder its implementation. Nevertheless, considering its proven effectiveness in reducing anxiety and enhancing student participation (Cuitiño Ojeda et al., 2019), role-play should be incorporated more consistently and systematically into classroom practice.

Figure 10

Students' Level of Enjoyment of Role Play Activities



Source: Own material

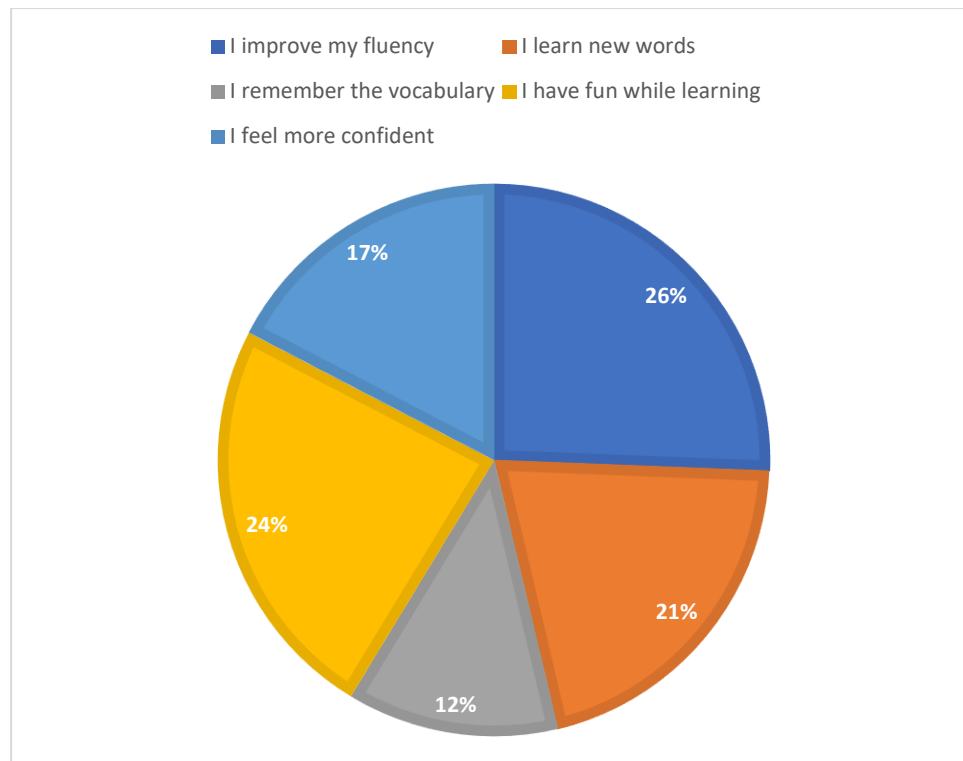
According to the chart, most students selected "I like them" or "They are okay," showing a generally positive to neutral attitude toward role-play. A smaller group reported high enthusiasm ("I like them a lot") or uncertainty ("I am not sure"), and very few students stated they don't like them.

This suggests that students are generally open to interactive, performance-based learning experiences. These attitudes connect with the benefits described in CLT, where role-playing is used to simulate real-life communication and support students' emotional engagement with the language (Martínez Lirola, 2021). As noted by Pham et al. (2022), enjoyment and emotional safety are important for reducing affective filters and improving speaking fluency.

Teachers can build on these mostly favorable attitudes by creating motivating and accessible role-play tasks that match learners' language levels and interests (Ochoa et al., 2016). When role-play activities are tailored to learners' needs, they are more likely to engage actively and feel confident using the target language. This personalization not only increases participation but also fosters a supportive learning environment where students feel comfortable taking risks and expressing themselves.

Figure 11

Students' Perceptions of the Benefits of Using Role Play in English Class



Source: Own material

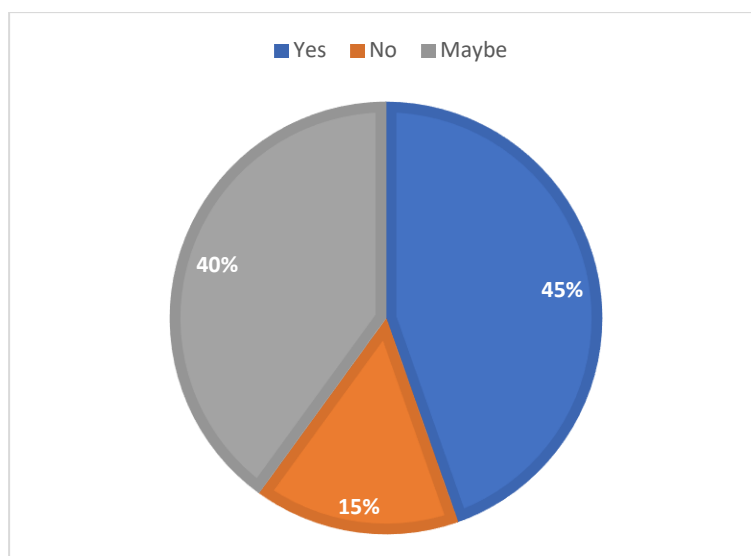
The most frequently selected benefit was "I improve my fluency," followed by "I have fun while learning," "I learn new words," and "I feel more confident." Fewer students chose "I remember the vocabulary," but all options received several responses.

These results confirm that learners recognize the linguistic, emotional, and cognitive value of role-play. As Krebt (2017) and Sudarmo (2021) explain, role-playing promotes natural language use, builds self-confidence, and improves lexical acquisition in dynamic contexts. The recognition of these benefits by students themselves supports the idea that CLT-aligned methods are not only effective but also perceived as meaningful by learners.

This also reinforces the importance of integrating semi-scripted and unscripted role-play (Rojas & Villafuerte, 2018) as a way to encourage autonomy and support students in using language spontaneously. These types of activities provide a balance between structure and creativity, allowing learners to prepare while still requiring them to think on their feet. By gradually reducing reliance on scripts, students can develop greater confidence and fluency, which are essential components of communicative competence. Incorporating a variety of role-play formats helps promote independent language use and prepares students for real-life communication.

Figure 12

Interest in Doing More Role Play Activities in English Class



Source: Own material

A large number of students responded "Yes" or "Maybe," while only a small portion selected "No." This indicates that most learners are either interested or open to doing more role-play activities in their English class. This is a key indicator of student motivation and willingness to engage, two pillars of successful language instruction within the CLT framework (Fauzi & Ridwan, 2025). When students ask for more speaking opportunities, teachers should respond by incorporating role-play as a routine part of classroom interaction. As Aliakbari & Jamalvandi (2010) highlight, learners benefit more when role-plays are frequent, varied, and relevant to their lives. Including learners' preferences not only enhances speaking development but also supports student-centered learning, a central value in communicative pedagogy (Abrams, 2023).

3.2. Teacher's Interview

This section presents the results obtained from the interview conducted with the English teachers who participated in this research. It is important to note that this interview was originally conducted in Spanish, considering that this was the participants' native language, and with the aim of ensuring greater clarity and depth in their responses. The responses were subsequently translated into English by the thesis advisor, ensuring fidelity to the original content and respecting the meaning of each intervention. The results are presented organized by thematic categories, which reflect the specific objectives of this research.

Question 1: What motivated you to become an English teacher?

Teacher 1

I was inspired to become an English teacher when I was about 19 years old. It turned out that sometime in the neighborhood where I lived, some young “gringos” suddenly invited us to play basketball. They were Americans. And while we were playing and all that, there was no problem. After we played, we wanted to talk and felt limited.

Both, the Americans, because they didn't speak Spanish, and we because we didn't speak English. So, that's when the need to know this language was born in me. And, in a small way, not only to know it, but also to teach it. That's how the, let's say, motivation to learn this language was born.

Teacher 2

One of my biggest motivations was my dad. He was a teacher, not an English teacher, but a science teacher, and my biggest motivation was to become like my dad. And besides, I noticed that I had the ability to understand English, so that's where I focused.

ANALYSIS

Both teachers reveal that their motivation came from personal experiences and emotional connections, either through real-life communication limitations or family influence. This connects with the socio-constructivist view of language learning, where social interaction and meaningful experiences are important for motivation and development (Lantolf & Thorne, 2006). According to the Communicative Language Teaching approach, motivation grows when learners experience language as a tool for real communication (Rincón-Rincón, 2024). The teachers' stories show an intrinsic drive, matching how CLT supports language learning with personal meaning and context.

Question 2: Could you describe your experience teaching English and the courses you currently work with?

Teacher 1

Well, so far, I feel satisfied. I mean, I think every hour of class I spend with the children is an experience that motivates me even more to share my knowledge. And the interaction with the kids really nourishes me, you know? Spiritually, it gives me satisfaction. Right now, I'm working with the sixth and seventh graders. And with them, we've had a great learning adventure this year.

Teacher 2

Well, among my jobs, I've worked first in high school, then in university, and now in school. So, each stage has been completely different. Today I'm with fifth and seventh

graders, and from that I'm also learning different techniques and methodological strategies, as well as the way to teach them, since it's completely different at each level, and I learn from each experience.

ANALYSIS

Both teachers highlight the variety of experiences they've had, and one emphasizes how interaction with students is emotionally fulfilling. These reflections show a learner-centered and reflective teaching model, which is central to CLT and to constructivist frameworks (Brown, 2014). According to Otten (2021), effective CLT teachers adapt their strategies based on students' needs and levels. Their emphasis on learning from experience and adapting to grade levels shows this flexible, student-responsive teaching philosophy.

Question 3: How would you describe your students' general level of oral expression in English?

Teacher 1

Well, the kids are currently in a process, right? Of developing their communication skills in the language. Well, this year I'm specifically working with an emphasis on speaking skills. But they haven't progressed or developed the skill as much as I would have liked. However, I feel satisfied because the fundamental aspects of the language, let's talk about pronunciation, vocabulary use, grammatical structures, the essential ones, the kids handle them well and at the same time communicate them well. So, in that sense, I think this competence has been developing.

Teacher 2

Pretty low if I'm going to put it in terms of standards, right? Because you can't even speak English with them throughout the entire class, because of the level they don't have. And the little that has been achieved is simple phrases and more simple commands and expressions that they can remember and find useful.

ANALYSIS

The responses show different perspectives. One teacher recognizes students' limited progress, while the other sees early stages of fluency within familiar topics. This reveals that fluency is still developing, and that students often lack the confidence or skills to continue conversation. According to Muñoz et al. (2024), internal challenges such as low confidence, anxiety, and fear of mistakes can prevent learners from participating actively in oral communication. Moreover, Burns (2016) explains that external barriers, such as lack of exposure and limited opportunities to practice, contribute to slow development of speaking skills. Therefore, even if students learn vocabulary or grammar, without meaningful speaking practice in class, oral expression will remain basic.

Question 4: What technique do you usually use to develop speaking skills in your students?

Teacher 1

I'm currently using gaming. Through games, I develop motivation in the kids so they can spontaneously speak the language without feeling pressured. I'm also working with stimulus-response. Certain activities are planned for the kids to practice and do their personal training, and when the time comes for them to share their achievements, they are encouraged. And so, the kids stay motivated.

Teacher 2

With them, I've used the technique of dialogue with simple phrases and idiomatic expressions, which can be used to communicate in the simplest way possible. I always try to make the dialogues about things of interest to them and try to challenge them a little in developing not only their speaking but also their vocabulary.

ANALYSIS

The first teacher prefers games and stimulus-response activities, while the second uses dialogues based on familiar topics. Both approaches reflect CLT principles by focusing on meaningful and contextualized communication (Rincón-Rincón, 2024). Using games and dialogues matches the idea of learning through interaction rather than isolated grammar exercises (Fauzi & Ridwan, 2025). These techniques also connect with the constructivist emphasis on tasks that relate to students' interests and previous knowledge (Granja, 2015).

Question 5: How do students respond to these techniques that you use? Are they usually motivated or shy? A little motivated? Or more confident?

Teacher 1

I think in this case, 70% of the kids are motivated. They are motivated a little. This is because, within language learning, it's not easy for them to speak the language because we're speaking Spanish into English, there's a transition. However, I can see that there are kids who do develop a certain level of fluency. At least with the expressions they're familiar with, let's talk about self-introduction, describing their daily routine. Anyway. So, there are kids who reach a level of fluency that surprises you, right? That gives you satisfaction as a teacher.

Teacher 2

Most students don't feel confident, and this is quite complicated because they are wary of speaking another language. If they give short presentations with simple personal information, it's clear they lack the confidence and fluency to respond. But if things get more

complicated, due to the fact that their classmates sometimes mock them, then they get stopped, and that's where the teacher must intervene to curb these mocking behaviors. However, this limitation when speaking English already remains in the child's mind.

ANALYSIS

While one teacher observes that 70% of students are somewhat motivated and show signs of fluency, the other notes that most learners lack confidence and often feel afraid to speak, especially when mocked by peers. These comments highlight how emotional safety plays a crucial role in speaking development. According to Pham et al. (2022), learners' confidence in oral expression increases when teachers create a supportive, non-judgmental environment. Similarly, Sudarmo (2021) argues that students must feel emotionally secure in order to take risks in speaking and express themselves meaningfully. The responses also suggest that fluency depends not only on language ability but also on how comfortable learners feel using English in front of others, reinforcing the need for empathetic classroom management.

Question 6: Do you often use role-play technique in your English classes?

Teacher 1

Truth is, I only resort to this technique sometimes because the group we're working with is very large, and that creates indiscipline. However, I do think it's a technique worth applying. Role-play is a very basic technique in English because, as you know, we don't live in a context where everyone speaks English here in the community; rather, we have to recreate that. And we do this through role-play, assigning the kids their roles, right? And establishing certain vocabulary and phrases that the kids must use during this process, right? Role-play is a very powerful technique because the kids take ownership of the moment, and at the same time, through that context, it allows them to develop their language skills.

Teacher 2

Not really. Because children are unfamiliar with these types of activities and often don't respond well to unfamiliar or new situations or activities. Furthermore, the books' topics are very basic, so this doesn't allow for successful planning of good role-play activities.

ANALYSIS

Both teachers express positive views on role-play, but admit it is rarely implemented due to classroom size, discipline issues, or limited content in textbooks. This shows a common gap between CLT theory and practice (Xu, 2011). Despite acknowledging its value, practical barriers prevent its frequent use. CLT literature emphasizes that role-play simulates real-life communication and is important in contexts with little authentic English

exposure (Martínez Lirola, 2021). Therefore, its limited use reduces opportunities for developing communicative competence.

Question 7: What resources or support materials do you think teachers need to implement the role-play technique? Or what is missing in the classroom to successfully implement this role-play technique?

Teacher 1

More than support materials like templates or scripts, I think we need a well-organized and disciplined environment. Since vocabulary flows somewhat when creating real-life situations, of course, we also need to introduce phrases and vocabulary appropriate to the situation we're creating. But often, the limitation for you to work effectively with this role-play technique is the lack of discipline it creates, right? However, we as English teachers shouldn't be afraid of that. Because it's obvious that children, by the very fact of creating an activity of this type, are likely to communicate with each other in their native language, right? However, the fundamental role lies with the teacher because they must establish certain conditions or standards that must be used beforehand for this role-play to be effective, right? In other words, some rules, such as, for example, not using Spanish during the activity. And they must be very clear, and the children must be familiar with those rules. Otherwise, the role play does not work.

Teacher 2

Maybe the classrooms aren't so overcrowded. They're very large. One, that's a bit of a disadvantage, isn't it? In achieving that? Another, the textbooks used aren't geared toward those types of activities. In other words, there would be a lack of teaching materials where, within a specific timeframe, an activity focused solely on role-playing could be carried out.

ANALYSIS

Both teachers mention overcrowded classrooms and lack of materials aligned with role-play as major obstacles. However, one of them points out that discipline and clear preparation are more important than resources themselves. These observations support the idea that teacher training and classroom management are fundamental for implementing CLT effectively (Dos Santos, 2020).

As noted by Rincón-Rincón (2024), pre-teaching contextual vocabulary and setting clear rules before starting the activity are essential for the success of role-play. In addition, Bui and Nguyen (2022) argue that scaffolding language learning through structured interaction helps students feel confident and supported, especially when working with unfamiliar communication tasks. When learners receive appropriate support and clear expectations, they are more likely to participate actively and use the language in meaningful ways.

3.3 Discussion

The research showed some really interesting things about using role-play to help EFL students speak better. To begin with, the results indicated that even though most students have been studying English for several years, they still do not participate much in speaking activities. This made it clear that just being exposed to English is not enough to become fluent, especially when students do not get many chances to actually communicate in real situations (Fauzi & Ridwan, 2025; Ministry of Education, 2023).

When looking at the data, the findings revealed that many students said they feel "a little nervous" when speaking English. Although this might not sound like much, it is still enough to stop them from performing well. According to Krashen (1981), feelings like anxiety can really block language learning. That is why teachers need to use methods that help students feel less stressed, like doing role-plays that are not too structured (Aliakbari & Jamalvandi, 2010).

One thing that kept appearing in both the surveys and interviews was that role-play activities are not used very much, even though many studies show they really help with fluency and confidence (Rincón-Rincón, 2024; Xie, 2023). What is interesting is that students actually have positive feelings about speaking and role-play activities. Many of them understand that these tasks can help them become more fluent and motivated (Sudarmo, 2021). However, both students and teachers said that role-play rarely happens in their classes. This shows there is a big difference between what CLT theory says should happen and what actually happens in classrooms.

The main reasons teachers gave for not using role-play were problems like students not following rules, having too many students in one class, and not having enough materials. As Dos Santos (2020) points out, these practical problems often make it impossible to use communicative teaching methods properly.

When talking to teachers, the study discovered something quite complicated. On one hand, they believe student-centered methods are valuable, but on the other hand, they struggle with managing their classrooms. One teacher mentioned that role-play needs clear rules and good preparation to work well, and that just having materials is not enough (Rincón-Rincón, 2024). This shows how important it is for teachers to have proper training and support so they can create good conditions for students to interact. Another teacher said that students are often afraid because they worry their classmates will laugh at them. This confirms that students need to feel emotionally safe before they can develop their speaking skills (Pham et al., 2022).

To conclude, this study confirms that role-play is really important for helping students improve their speaking skills, especially when following CLT principles. Although students generally have positive attitudes about speaking, teachers still do not use communicative strategies very often in practice. If problems with classroom management can be solved, teachers receive better support, and more structured guidance is provided, it

will be possible to help close the gap between what theory suggests and what actually happens. This way, students will be able to engage with English more confidently and in more meaningful ways.

CHAPTER IV: ACADEMIC PROPOSAL

This chapter of the research project presents a proposal aimed at improving speaking skills among seventh-grade students at Luis Leoro Franco School through role-play activities as a communicative approach. This proposal was developed in response to findings from student surveys and teacher interviews. This technique was chosen due to its communicative focus and its evident effectiveness in generating real-life contexts and situations that help students develop their speaking skills.

4.1. Topic

ROLE-PLAY ACTIVITIES TO IMPROVE SPEAKING SKILLS IN EFL STUDENTS

4.2. Introduction

This proposal aims to improve the speaking skills of seventh-grade students at Luis Leoro Franco School, with role-playing as its primary technique. The goal is to motivate students to speak English by developing fluency and confidence in real-life or fictional situations. To that end, various role-play strategies and types were analyzed and compiled, allowing teachers to apply them in the classroom, fostering a more dynamic, participatory, and trusting environment. It is important to note that the proposed activities were developed based on students' interests and the results obtained from the research instruments, thus ensuring their relevance pedagogically.

4.3. Presentation

This guide is based on role-play activities carefully designed to improve the English-speaking skills of seventh-grade students at Luis Leoro Franco School. The guide includes real-life and simulated situations that are intended to help students achieve meaningful learning and become fluent and confident in speaking, using the grammatical structures and vocabulary of each lesson. The activities included in the proposal encourage student interaction and collaboration, as well as active use of the language.

4.4. Theoretical foundation

4.4.1. Role-play

Role play is a widely used communicative technique in teaching a language as a foreign language. It involves exposing students to real-life situations to help them practice the target language and develop their fluency. This allows them to achieve meaningful learning in a safe and participatory environment. According to Ladousse (1987), taking on character roles in real or fictional contexts allows students to express themselves more freely, thereby improving their language fluency. Furthermore, role-playing is a collaborative technique that strengthens confidence, spontaneity, and ease of expression.

4.4.2. Types of role-play

Role-play techniques are divided into three basic types, depending on the degree of linguistic structure established:

Scripted Role-play: According to Rojas & Villafuerte (2018), in this type of role-play, students work with an established dialogue or script that they only have to perform. This type of role-play is used for students at basic levels because it does not require much improvisation.

Semi-scripted Role-play: This type is one of the most suitable for motivating speaking development because it is at an intermediate level of difficulty. Krebt (2017) argues that semi-scripted role-play is one in which students receive dialogues or scripts but omit words or phrases that the students will have to complete.

Unscripted Role-play: This is at a higher level of interaction because it offers greater freedom, as explained by Aliakbari & Jamalvandi (2010). Students are given guidelines to then create their own conversations. In addition, it helps students develop their cognitive ability and spontaneity.

4.5 Objectives

General

Improve the speaking skills of seventh-grade students at Luis Leoro Franco School through role-playing activities that promote fluency and interaction among students.

Specific

- Create a guide with dynamic role-play activities based on students' interests according to the level of the students.
- Create a comprehensive teaching guide for teachers that includes the different types of role-playing.
- Reinforce vocabulary and grammar according to the students' level in each lesson.

TEACHER'S GUIDE



ROLE-PLAY ACTIVITIES TO
IMPROVE SPEAKING SKILLS IN
EFL STUDENTS

INTRODUCTION

This guide aims to improve the speaking skills of seventh-grade students with role-playing as its primary technique. The goal is to motivate students to speak English by developing fluency and confidence in real-life or fictional situations. To that end, various role-play strategies and types were analyzed and compiled, allowing teachers to apply them in the classroom, fostering a more dynamic, participatory, and trusting environment. It is important to note that the proposed activities were developed based on students' interests and the results obtained from the research instruments, thus ensuring their relevance pedagogically.

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I hope this is helpful to you.

BEST WISHES,

Karla

WHAT IS ROLE-PLAY?

Role play is a widely used communicative technique in teaching a language as a foreign language. It involves exposing students to real-life situations to help them practice the target language and develop their fluency. This allows them to achieve meaningful learning in a safe and participatory environment. According to Ladousse (1987), taking on character roles in real or fictional contexts allows students to express themselves more freely, thereby improving their language fluency. Furthermore, role-playing is a collaborative technique that strengthens confidence, spontaneity, and ease of expression.

TYPES OF ROLE-PLAY

Role-play techniques are divided into three basic types, depending on the degree of linguistic structure established:

Scripted Role-play: According to Rojas & Villafuerte (2018), in this type of role-play, students work with an established dialogue or script that they only have to perform. This type of role-play is used for students at basic levels because it does not require much improvisation.

Semi-scripted Role-play: This type is one of the most suitable for motivating speaking development because it is at an intermediate level of difficulty. Krebt (2017) argues that semi-scripted role-play is one in which students receive dialogues or scripts but omit words or phrases that the students will have to complete.

Unscripted Role-play: This is at a higher level of interaction because it offers greater freedom, as explained by Aliakbari & Jamalvandi (2010). Students are given guidelines to then create their own conversations. In addition, it helps students develop their cognitive ability and spontaneity.

Index of CONTENTS

Unit 1	Lesson	Type of Role-Play	Activity	Grammar	Vocabulary
My first day at school	My classmates	Scripted Role-play	Dialogue	Personal pronouns	Greetings, age, countries or cities
	Knowing a new friend	Semi-scripted Role-play	Mock Interview	Simple Wh-Questions	Hobbies, favorites and Personal information
	Describing my room	Unscripted Role-play	Room Tour	There is and There are	Bedroom and school objects

Unit 2	Lesson	Type of Role-Play	Activity	Grammar	Vocabulary
2. My Daily Life	My daily morning routine	Scripted Role-play	Describe the daily routine	Present simple, third person -s	Wake up, brush teeth, eat, school
	Comparing Routines	Semi-scripted Role-play	Miniposter about weekend routines explanation	Adverbs of frequency	Daily activities, time expressions
	Presenting my day	Unscripted Role-play	Get Ready with me	Sequence connectors (first, then, after that)	Daily routine verbs, time expressions.

Unit 3	Lesson	Type of Role-Play	Activity	Grammar	Vocabulary
3. Jobs and Professions	My dream job	Scripted Role-play	Description	Like/love	Professions, verbs related to professions
	My first Job Interview	Semi-scripted Role-play	Job interview	Can and Cant	Action verbs and interview expressions
	A day with me	Unscripted Role-play	Minivlog	Past Simple	Jobs, daily life, time



Lesson 1

My classmates

Type of Role-play: Scripted Role-play

Level: A2

Time: 40 minutes

Objective: Students will be able to introduce themselves and ask for basic personal information

GRAMMAR

Personal Pronouns

I, You, He, She, It, You, We, They

"To Be" Verb

I ----- am

You ----- are

He ----- is

She ----- is

It ----- is

You ----- are

We ----- are

They ----- are

VOCABULARY

·Greetings

Hello!, Hi!

Good morning, Good afternoon, Good night!

Nice to meet you, Nice to meet you, too, It was a pleasure meeting you!

See you later, Bye

·Names of the cities or countries

·Hobbies

Playing basketball, soccer, the guitar, drawing, listening to music, reading books, singing, dancing

Pre

Warm- up: Questions to knowing us

- The teacher greets the students and then asks them questions such as: What is your name? How old are you? Where are you from? What is your favorite hobby?
- The teacher write the students' answers on the board simulating a brainstorming.

Example:

"My name is Karla" "I am 11 years old" "I am from Ibarra" "My favorite hobby is watching tv"

- The teacher explains to the class the different ways of greetings and some hobbies using flashcards. (Anexe 1)

During

Activity 1: Listen a dialogue

The teacher presents to the students a model dialogue of two people who are starting to get to know each other. (Anexe 2) Then, the students practice reading the dialogue.

Activity 2: Create a dialogue

The teacher organizes the students into pairs and distributes role cards (anexe 3) to the pairs to create their own dialogue following the model presented above.

Post

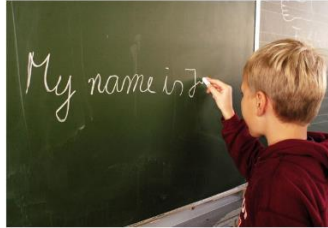
Activity 3: Dialogue Presentation (Role-play)

Students present their dialogues in front of the whole class.

The teacher gives feedback on the expressions used, sentences structure, pronunciation and highlights the work done by the students.

LESSON 1

Warm up: Your teacher will ask you easy questions about your personal information, you will have to answer and write on the board.



Activity 1: Read and practice with a friend the following dialogue.

Student A: Hello! My name is Carlos. What's your name?
Student B: Hi! My name is Sara. Nice to meet you, Carlos.
Student A: Nice to meet you too, Sara. How old are you?
Student B: I am twelve years old. And you?
Student A: I am thirteen years old. Where are you from?
Student B: I am from Quito. Where are you from?
Student A: I am from Cuenca. What is your favorite hobby?
Student B: My favorite hobby is playing soccer. What is your favorite hobby?
Student A: My favorite hobby is listening to music.
Student B: Interesting! It was a pleasure meeting you, see you later.
Student A: Bye

Activity 2: Using the cards given by your teacher, create your own dialogue following the script.

Dialogue Script

A: My name is What's your name?
B: My name is Nice to meet you,
A: Nice to meet you too, How old are you?
B: I am years old. And you?
A: I am years old. Where are you from?
B: I am from Where are you from?
A: I am from What is your favorite hobby?
B: My favorite hobby is What is your favorite hobby?
A: My favorite hobby is
B: Interesting! It was a pleasure meeting you, see you later.
A: Bye

Activity 3: Present to the whole class your dialogue.



It is time to
TALK

ANNEX 1

Flashcards



ANNEX 2

Dialogue

Student A: Hello! My name is Carlos. What's your name?
Student B: Hi! My name is Sara. Nice to meet you, Carlos.
Student A: Nice to meet you too, Sara. How old are you?
Student B: I am twelve years old. And you?
Student A: I am thirteen years old. Where are you from?
Student B: I am from Quito. Where are you from?
Student A: I am from Cuenca. What is your favorite hobby?
Student B: My favorite hobby is playing soccer. What is your favorite hobby?
Student A: My favorite hobby is listening to music.
Student B: Interesting! It was a pleasure meeting you, see you later.
Student A: Bye

ANNEX 3

Role cards



Name: Shakira

Age: 48
City: Medellín
Hobby: Dancing



Name: Messi

Age: 37
City: Buenos Aires
Hobby: Playing soccer



Name: Selena Gómez

Age: 32
City: Texas
Hobby: Cooking



Name: Lamine Yamal

Age: 17
City: Madrid
Hobby: Drawing



Name: Domelipa

Age: 22
City: Monterrey
Hobby: Listening to music



Name: Justin Bieber

Age: 33
City: Miami
Hobby: Playing the guitar



Lesson 2

Knowing a new friend

Type of Role-play: Semiscripted Role-play

Level: A2

Time: 40 minutes

Objective: Students will be able to understand and formulate Wh-questions to obtain personal information.

GRAMMAR

Wh- Questions

What ----- Thing or an action

Where ----- Place

When ----- Time or date

Who ----- Person

VOCABULARY

Personal Information

Full name, date of birth, age, nickname, etc.

Preferences about:

color, food, subject, sport, hobby.

Pre

Warm up: Hot Potato Mystery Questions

The teacher will form a circle with all the students to play the "Hot Potato" game.

The teacher will provide a ball for the students to pass around while the song "Hot Potato" (Annex 1) plays. Once the song stops, the student holding the ball must randomly answer a question from the question box previously prepared by the teacher.

The student must read the question in front of the class and answer it.

The teacher repeats the rounds as many times as necessary

During

Activity 1: Question and Answer Matching

The teacher will distribute sheets of paper to the students. Half of the group will have questions and the other half will have answers.

Students will have a time limit to find their partner, that is, the question and the answer, or vice versa.

Example:

"What is your favorite color?" – "My favorite color is red."

Activity 2: Rearranging Scrambled

Questions Keeping the pairs formed in the previous activity, the teacher will give each pair slips of paper with scrambled questions, which the students will have to arrange to form a meaningful question. Example: "What is your favorite color?"

Post

Activity 3: Interview Questions

The teacher will pair students to create a list of five personal information questions.

Example:

What is your favorite subject?

Who is your best friend?

Then, students prepare an interview where one student acts as the host and the other as the guest, using the questions they created.

They present a "mock interview o podcast" using a natural conversational style.

LESSON 2

Warm up: Your teacher will give you a ball that you have to pass around your classmates while a song plays. When the song stops, the person with the ball will have to take a question out of the mystery chest and answer it.



Activity 1: Your teacher will give you a strip of paper with either a question or an answer. You have to walk around the class to find your partner. That is, if you have a question, find the answer, and if you have an answer, find the question.

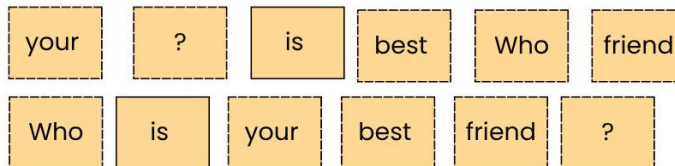
My sentence is:
What is your
favorite food?



My sentence is:
My favorite food is
sushi.



Activity 2: Your teacher will give you pieces of paper with words on them, which you have to arrange until they form a question.



Activity 3: Write 6 questions to ask your partner.
Present these 6 questions in an interview with your partner.

- Question 1:
- Question 2:
- Question 3:
- Question 4:
- Question 5:
- Question 6:

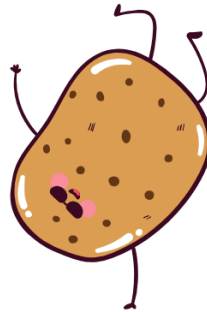
It is time to

TALK



ANNEX 1

"Hot Potato" song



Questions

What is your full name?
 What is your favorite hobby?
 Where do you live?
 Where are you from?
 What is your favorite sport?
 Where do you study?
 When is your birthday?
 Who is your best friend?

ANNEX 2

What is your favorite color?
 What is your favorite food?
 Where do you live?
 Where are you from?
 When is your birthday?
 When is Halloween?
 Who is your favorite teacher?
 Who is your best friend?

My favorite color is orange.
 My favorite food is sushi
 I live in San Antonio
 I am from Ecuador
 My birthday is in August
 Halloween is in October
 My favorite teacher is "Teacher Karla"
 My best friend is Joe

ANNEX 3

favorite your is food What ?

? your best friend Who is

What subject ? your favorite is

is time ? What it

do Where ? you live

Lesson 3

Describing my room

Type of Role-play: Unscripted Role-play

Level: A2

Time: 40 minutes

Objective: Students will be able to differentiate the use of "there is" and "there are" by describing their room.

GRAMMAR

There is and There are

There is ----- Singular

There are----- Plural

VOCABULARY

Bedroom objects

Bed, desk, chair, table, closet, sofa, carpet, lamp, mirror, poster, clock, curtains, TV / television, computer / laptop

Pre

Warm up: Stand up if...!

The teacher says sentences using "there is" and "there are" with basic vocabulary about school supplies or personal belongings.

The teacher explains the activity, instructing students that they should only stand up if the sentence is true.

Example:

Stand up if there is a blue pen in your pencil case.

Stand up if there are two books in your backpack.

During

Activity 1: Flashcard Presentation

The teacher indicates the use of "There is" and "There are" using flashcards.

Then, write the structures on the board to emphasize the use of singular and plural forms.

Activity 2: Describe the Messy Room

The teacher forms small workgroups and distributes pictures of messy rooms, which students must observe and describe.

Example:

There is a bed

There is a mirror.

Activity 3: Sentence Correction

The teacher will distribute a worksheet to each student on which there are incorrect sentences. Students must correct the sentences according to the drawing, using "There is" and "there are."

Post

Activity 4: Room Tour

Students record a video simulating a "room tour" where they describe their room using the grammar and vocabulary learned during the lesson.

LESSON 3

Warm up: Your teacher will say things like, "Stand up if there are two books in your backpack." You have to search through your things, and if what the teacher says is correct, you must stand up. If it isn't, you must remain seated.



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Activity 1: The teacher will teach you how to use "there is" and "there are" correctly. Pay close attention to the explanation and ask if you have any questions.



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Activity 2: In your work group, analyze the image given by the teacher and describe it using "There is" or "there are."

Example:

"There is a bed."



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

It is time to

TALK

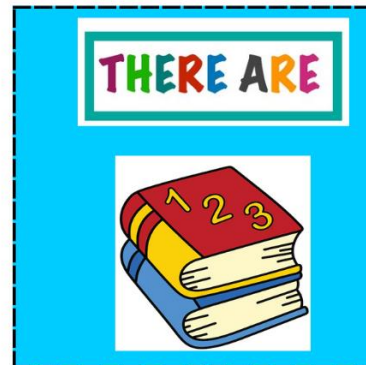
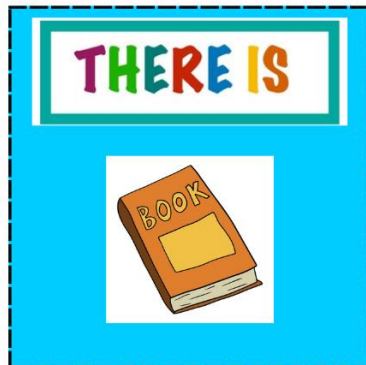
Activity 4: With the help of your parents, make a creative a "Room Tour"

Use the vocabulary learned in class.
Send the video to your teacher



ANNEX 1

Flash cards



ANNEX 2



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ANNEX 3

Worksheet

ACCORDING TO THE IMAGES, CORRECT THE INCORRECT SENTENCES.



There is four beds.



There is a desk.



There are a TV.



There are five mirrors.



There is three lamps.



There is three closets.



There are two windows

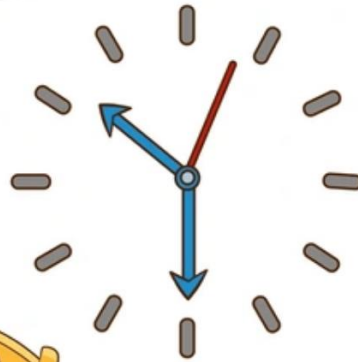
Evaluation

CRITERIA

CRITERIA	5	4	3	2	1
Grammar	Use grammar correctly	Some errors but the structure is correct	Partially uses grammar and makes several mistakes	Uses grammar incorrectly	Does not use grammar
Vocabulary	Use rich, varied and topic-appropriate vocabulary	The vocabulary is correct but not varied.	The vocabulary is very repetitive but related to the topic.	Has difficulty using learned vocabulary	Uses vocabulary that is not related to the topic
Fluency	Speak clearly and fluently without pauses	Some pauses but explains the information coherently	Speak with frequent pauses or read the text	Has many interruptions even when reading	The student is unable to express himself/herself fluently
Pronunciation	The pronunciation is clear and uses the appropriate tone for the context.	Some minor pronunciation and intonation errors	Poor pronunciation makes understanding difficult.	Very poor pronunciation	Very poor pronunciation, the information cannot be understood

UNIT 2

MEAL PLAN



GOOD MORNING



YAY!



my
DAILY
ROUTINE

Lesson 1

My daily morning routine

Type of Role-play: Scripted Role-play

Level: A2

Time: 40 minutes

Objective: Students will be able to use the Simple Present to describe daily routines.

GRAMMAR

Present Simple

Affirmative: S+V+C

Negative: S+ do/does+ not+ V+ C

Interrogative: Do/does S+ V+C?



VOCABULARY

Daily morning activities

Get up, Wake up, take a shower, brush the teeth, get dressed, have lunch, go to school.

Pre

Warm up: The mime

The teacher acts as a mime, interpreting his/her daily morning routine, and the students have to guess what he/she does at each moment in the morning.

Example:

The teacher brushes his/her teeth

The teacher takes a shower

During

Activity 1: Flashcard Presentation

The teacher explains the routines performed in the warm-up using flashcards. Then, the teacher writes sentences with these routines, intending to explain the simple present, clarifying the variation in the third person and the auxiliary used to make negative and interrogative sentences.

Activity 2: Organize the routine

The teacher will form work groups and give them pictures of a particular character's morning routine. The students will have to name the character, arrange the pictures, and write their routine.

Example:

Juanchito wakes up at 6:00 a.m.

Activity 3: Find someone who....

The teacher will provide worksheets with simple present routines. Students will have to go around the class asking questions to fill out their worksheets, writing their classmate's name next to the sentence.

Example:

Find someone who wakes up at 5:00 am.

Student 1: Do you wake up at 5:00 am?

Student 2: Yes.

Student 1: Okay, tell me your name.

Student 2: My name is Sara.

Post

Activity 4: My morning routine

Students will have to write a morning routine and act out their morning routine in front of the class, using the vocabulary they have learned.

LESSON 1

Warm up: Your teacher is now a mime who acts out what he/she does every morning before going to school. Pay close attention and try to guess what action the mime is performing.



Activity 1: You will learn about the simple present tense in affirmative, negative, and interrogative sentences. Pay attention to your teacher's explanation, and if you have any questions, don't hesitate to ask.



Activity 2: In work groups, your teacher will give you an envelope with pictures of morning routines and a character. Give that character a name, organize them, and write down their morning routine.

Character name:
Write the morning routine:

Activity 3: Using the vocabulary you learned in class, write your morning routine and then act it out in front of the class..

Write your routine here:

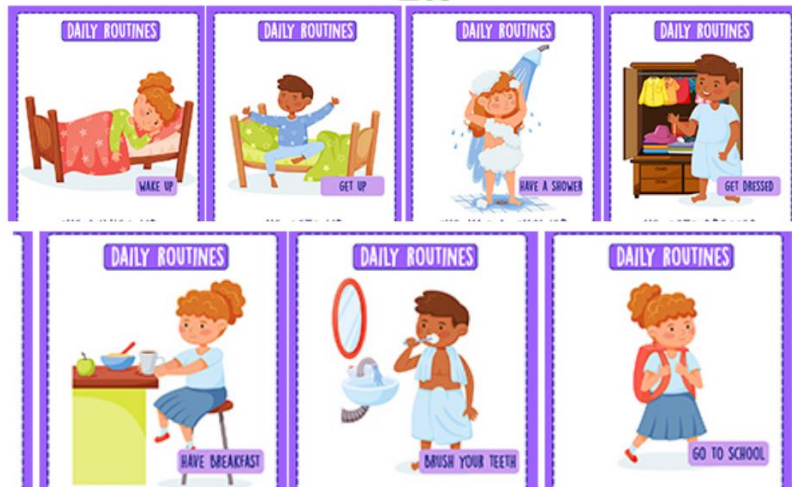
It is time to

TALK



ANNEX 1

Flashcards

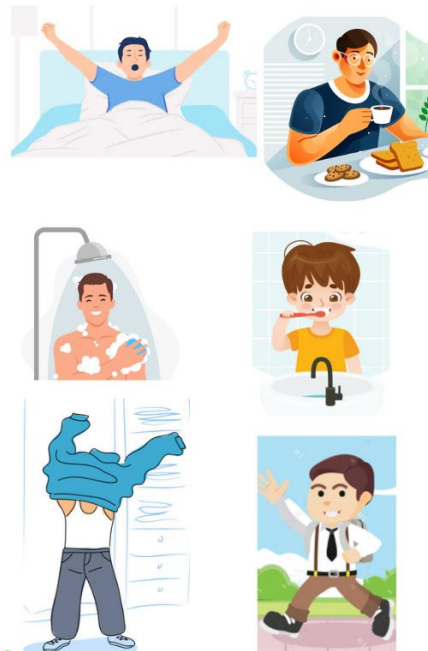


ANNEX 2

Characters



Pictures



ANNEX 3**“Find someone *who*”**

Walk around the class and ask your classmates questions using the simple present tense to fill out your worksheet, as shown in the example. Remember that you cannot repeat names.

Find someone who...	Question	Name
wakes up at 6 am	Do you wake up at 6 am?	Daniela
wakes up at 5 am		
has breakfast at school		
doesn't have breakfast in the mornings		
takes a shower in the morning		
brushes your teeth after waking up		
gets dressed before having breakfast		
doesn't take a shower in the morning		
goes to school before 6:50 am		
brushes your teeth after having breakfast		

Lesson 2

Comparing routines

Type of Role-play: Semiscripted Role-play

Level: A2

Time: 40 minutes

Objective: Students will be able to use the simple present and adverbs of frequency to talk about how often they perform daily life activities.

GRAMMAR

Adverbs of frequency

Always, usually, often, sometimes, rarely, never

How often do?

VOCABULARY

Personal Information

Have lunch, have dinner, do homework, do exercise, watch tv, clean the room, play video games, go to bed.

Pre

Warm up: I never never

The teacher adapts the "I never" game so that all adverbs of frequency can be included in the game. The teacher will say sentences using different adverbs of frequency and daily routines. Students will have to put down a finger each time the sentence is true.

Example:

I never do homework on Saturday

I sometimes eat lunch at a restaurant

During

Activity 1: Explanation

The teacher explains the adverbs of frequency with the help of a scale.

The teacher explains the vocabulary using flashcards.

Activity 2: Roll the dice

The teacher will form a circle with the students. Using a dice with images of routines, previously designed by the teacher, the students will pass a ball while the teacher sings "Ini, mini, maini, mo." When the teacher stops, the student holding the ball will spin the dice and say how often they do the activity shown on the dice.

Example:

I never do homework on Sundays.

Activity 3: Word puzzle

The teacher will provide a worksheet, a word puzzle where the adverbs of frequency are hidden. Students will have to find them and color them in different colors.

Post

Activity 3: Talking about my weekend routine

Students will make a mini poster about a weekend routine. Below each image, they will write their routine using an adverb of frequency, but the presentation must be fluid.

LESSON 2

Warm up: Remember the game "Yo nunca nunca"? This game is similar: you have to raise your hands, and the teacher will say sentences like: I always eat lunch at a restaurant on the weekends. And if the sentence is true, you have to lower a finger. This continues until someone has lowered all their fingers.



Activity 1: You will learn about adverbs of frequency. Pay attention to your teacher's explanation, and if you have any questions, don't hesitate to ask.



Activity 2: In the following word puzzle you must find the adverbs of frequency and color them in different colors.

A	L	W	A	Y	S	K	A	N	R	L	A
O	F	T	S	T	Y	L	E	R	A	R	Y
E	N	E	T	F	O	V	R	E	O	B	J
L	O	S	O	M	E	T	I	M	E	S	O
S	A	E	S	R	U	S	U	A	L	L	Y

Activity 3: Make a mini poster with pictures of your weekend routine. Place a sentence about your routine using adverbials of frequency under each picture. Present your mini poster to the entire class and explain your routine fluently..



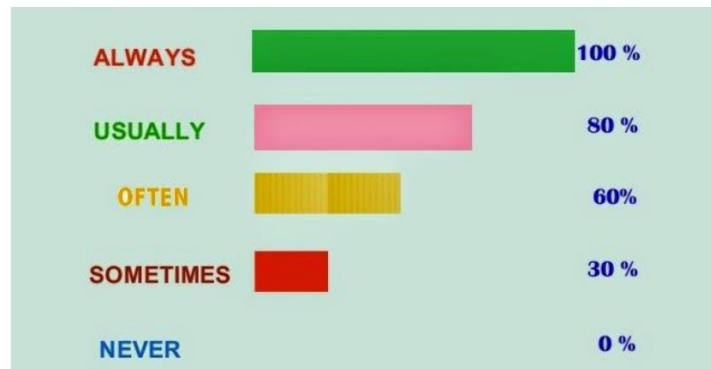
It is time to

TALK



ANNEX 1

Flashcard



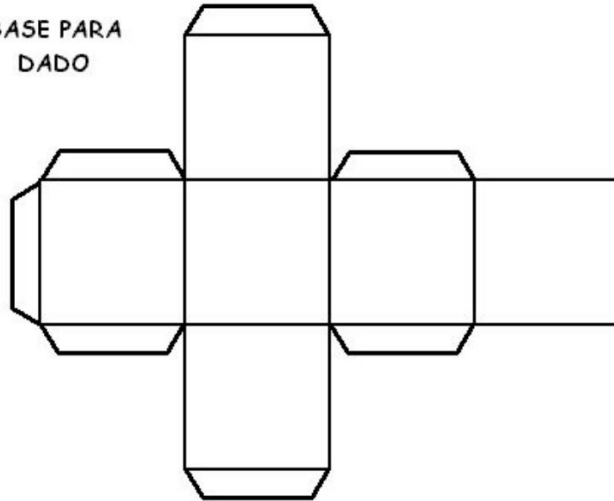
ANNEX 2



ANNEX 3

How to make a dice?

BASE PARA
DADO



Pictures



PLACE AN IMAGE ON EACH SIDE OF THE DIE

Lesson 3

Presenting my day

Type of Role-play: Unscripted Role-play

Level: A2

Time: 40 minutes

Objective: Students will be able to describe their daily routine chronologically using sequence connectors.

GRAMMAR

Sequence connectors

First, Then, Next, After that, Finally



VOCABULARY

Daily routines

Comb the hair, make the bed, wash the face, go to, play

Pre

Warm-up: Draw Your Morning

- The teacher will ask students to briefly draw four actions they do in the morning. Then, the teacher will ask a few students to explain their morning routine in order, emphasizing the sequence connectors.

During

Activity 1: Explanation

Using the examples provided by the students in the warm-up activity, the teacher explains the use and meaning of each of the sequence connectors.

The teacher explains the new vocabulary using flashcards.

Activity 2: Fill in the blanks

The teacher explains that the students will have to fill in the blanks with the correct sequence connector.

Activity 3: Bingo

The teacher will make a list of all the routines seen in the unit and ask the students to choose 9 of them and write them in a grid. The teacher will then conduct a bingo game using the vocabulary list.

Post

Activity 4: Get Ready with Me

Students will prepare a Get Ready with Me using the simple present tense, sequence connectors , and the vocabulary learned throughout the unit. They should bring the necessary materials to present this in front of the class.

LESSON 3

Warm up: Draw four things you do in the morning

Activity 1: You will learn about sequence connectors. Pay attention to your teacher's explanation, and if you have any questions, don't hesitate to ask.



Activity 2: In the following sentences, write the connector that best fits.

_____, I wake up at 6:30.
 _____, I brush my teeth.
 _____, I get dressed.
 _____, I have breakfast.
 _____, I go to school at 7:00.

_____, I do my homework
 _____, I watch TV.
 _____, I have dinner.
 _____, I brush my teeth
 _____, I go to bed at 8:00.

Activity 3: Prepare a Get Ready with Me exercise, which you'll need to present to the entire class, so be sure to bring the necessary materials.

Use the vocabulary you've learned throughout the unit, including the simple present tense and connectives.



ANNEX 1

Flashcards



ANNEX 2

VOCABULARY

Lesson 1

Get up
Wake up
take a shower
brush the teeth,
get dressed
have breakfast
go to school

VOCABULARY

Lesson 2

Have lunch
have dinner
do homework
do exercise
watch tv
clean the room
play video games
go to bed.

VOCABULARY

Lesson 3

Comb the hair
make the bed
wash the face
go to
play



From the vocabulary list your teacher writes on the board, choose nine and write them on the BINGO board.

Evaluation

CRITERIA

CRITERIA	5	4	3	2	1
Grammar	Use grammar correctly	Some errors but the structure is correct	Partially uses grammar and makes several mistakes	Uses grammar incorrectly	Does not use grammar
Vocabulary	Use rich, varied and topic-appropriate vocabulary	The vocabulary is correct but not varied.	The vocabulary is very repetitive but related to the topic.	Has difficulty using learned vocabulary	Uses vocabulary that is not related to the topic
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UNIT 3

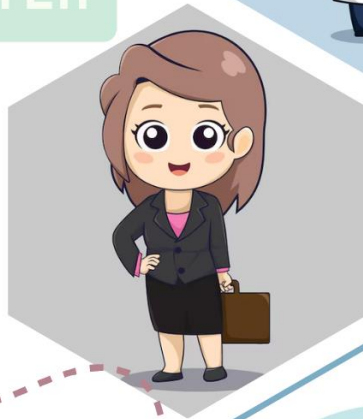
JOBS AND OCCUPATIONS



LAWYER



DOCTOR



POLICE



TEACHER

Lesson 1

My dream job

Type of Role-play: Scripted Role-play

Level: A2

Time: 40 minutes

Objective: Students will be able to express their career preferences using like and love.

GRAMMAR

I want to be.....

Like/ Love + Ving

VOCABULARY

Professions and action verbs related to them.

Teacher: teaching

Doctor: healing people

Nurse: Taking care people

Police: Protecting people

Vet: healing animals

Chef: Cooking/ preparing food

Architect: Build houses

Pre

Warm- up: Guess the profession

- The teacher will choose some students and give them an image of a profession. The students have to act out that profession until their classmates guess what it is.

During

Activity 1: Explanation

The teacher will use emojis to explain the meaning of "like" and "love." Then, the teacher will explain the use of gerundive verbs with "like" and "love."

The teacher will introduce the new vocabulary using flashcards.

Activity 2: Match the profession and the verb

The teacher will form work groups and provide them with images of professions and their activities. Students will have to match each profession with its respective verb.

Activity 3: Crossword

The teacher will give the students a worksheet where they have to complete the crossword puzzle following the given clues.

Post

Activity 3: My dream job description (Role-play)

Based on what they wrote in Activity 2, students should describe their dream job using the grammar and vocabulary learned during the lesson.

Students should read their dream job description to the entire class.

LESSON 1

Warm up: Your teacher will choose some of you to play the profession guessing game. If you're one of the ones the teacher chooses, your teacher will give you a picture with a profession on it. You have to imitate it with the intention of having your classmates guess it.



Activity 1: You will learn about professions and how to express your preferences about jobs and professions. Pay attention to your teacher's explanation, and if you have any questions, don't hesitate to ask.



Activity 2: Group work

Your teacher will give you pictures of professions and the activities each profession does. Match them up. Example:



take care of patients

Activity 3:

Describe your dream job so you can read it to your classmates. Use the grammar: I want to be, I like and I love.

Please, write one sentence on each line.

Write your dream job description here

In the future, I want to be

Because....

I like

And I love

It is time to

TALK



ANNEX 1

Flashcards



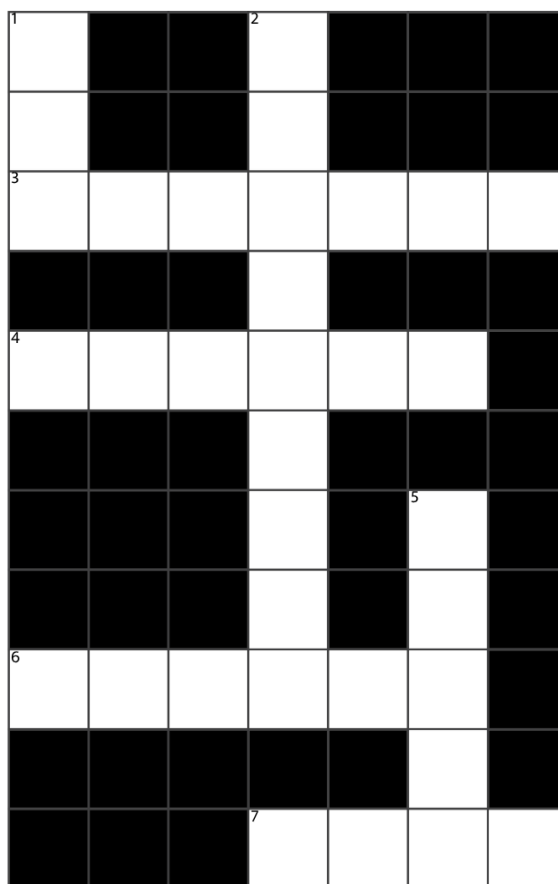
ANNEX 2



Teaching
Healing people
Taking care people
Protecting people
Healing animals
Cooking/ preparing food
Building houses

ANNEX 3

Crossword Puzzle



horizontal

- 3 Person who teaches
- 4 Person who protects people
- 6 Person who heals people
- 7 Person who cooks and prepares food

abajo

- 1 Person who heals animals
- 2 Person who builds houses
- 5 Person who cares for the sick

<https://puzzel.org/es/crossword/build?menu=content&p=-OVPmYmYSrcn-jrmUJbl>

Lesson 2

My first Job interview

Type of Role-play: Semiscripted Role-play

Level: A2

Time: 40 minutes

Objective: Students will be able to express their skills in relation to professions using the grammar "can" and "can not".

GRAMMAR

Can and Can not + V
to express abilities
Can + S + C?
I am good at.....

VOCABULARY

Action verbs related to professions

Mechanic: Repair cars, Lawyer: Defend people, Hairdresser: Cut and style hair, Singer: Give concerts, Soccer player: Play professional soccer, Pilot: Fly airplanes, Firefighter: Put out fires, Reporter: Report news

Pre

Warm up: Guess the profession with emojis

The teacher will present a group of emojis that relate to a profession; the students must guess which profession it is.

During

Activity 1: Explanation

The teacher will use flashcards of the vocabulary professions and write two sentences below each one, one using "can" and the other using "can not." The teacher will then explain the correct use of "can" and "can not."

Activity 2: Two lies, one truth

The teacher will practice the lesson's grammar with the help of pictures of professions. Students will write two things that profession can't do and one thing it can do under each picture.

Example:

A chef can prepare food.

A chef can't take care of animals.

A chef can't design buildings.



Activity 3: My first CV

The teacher will provide students a template to create their first CV, adding personal information and a description using the grammar Like/Love + Ving and Can and Can not.

Post

Activity 3: Job Interview (Role-play)

The teacher will provide an interview guide so that students can perform the semi-scripted roleplay where they will act in pairs, one as the interviewee and the other as the interviewer, then switch roles.

LESSON 2

Warm up: Your teacher will present you with a group of emojis related to professions. You have to guess which profession it is.



Activity 1: You will learn about professions and the correct use of "can" and "can not". Pay attention to your teacher's explanation, and if you have any questions, don't hesitate to ask.



Activity 2: Under each picture, write two lies and one truth about the skill of each profession. **Example:**

A chef can prepare food.
A chef can't take care of animals.
A chef can't design buildings.



Activity 3: In pairs

Present a job interview, one person is the interviewee and the other the interviewer. Use the guide below for help. Then, switch roles.

Interviewer: Good morning
Interviewee:
Interviewer: What is your name?
Interviewee:
Interviewer: Nice to meet you
Interviewee:
Interviewer: Okay, let's get started with the interview. Tell me where do you live?
Interviewee:
Interviewer: What do you want to be in the future?
Interviewee:
Interviewer: What do you like doing?
Interviewee:
Interviewer: What do you love doing?
Interviewee:
Interviewer: Can you speak English?
Interviewee:
Interviewer: Tell me about the things you can and can not do.
Interviewee:
Interviewer: Interesting. We will review your CV and call you later.
Interviewee:

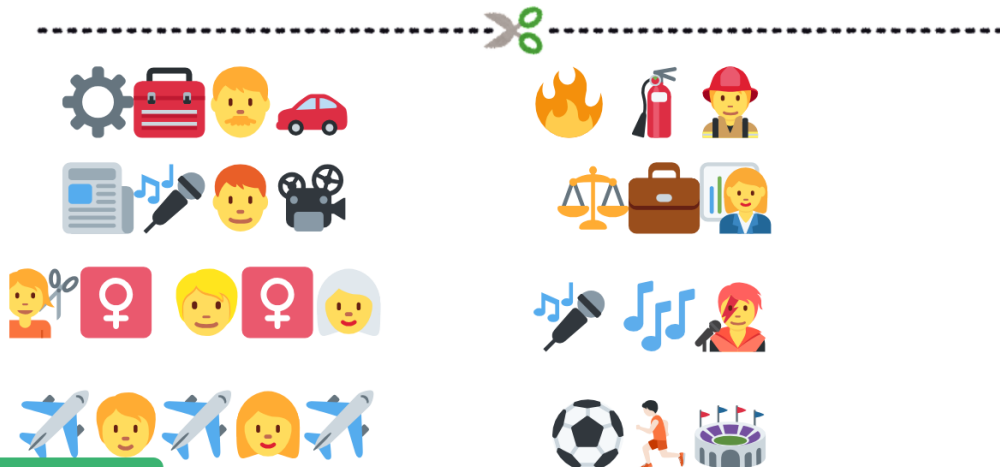
It is time to

TALK



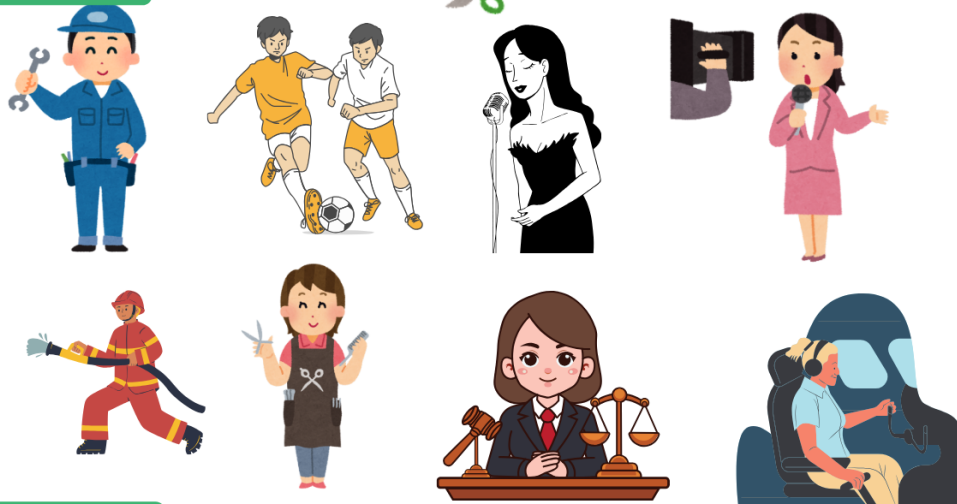
ANNEX 1

Emojis



ANNEX 2

Flashcards



ANNEX 3

Roleplay Guide

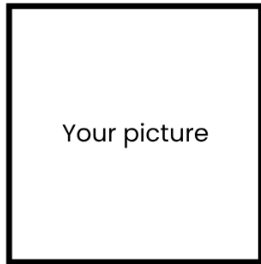
Interviewer: Good morning
 Interviewee:
 Interviewer: What is your name?
 Interviewee:
 Interviewer: Nice to meet you
 Interviewee:
 Interviewer: Okay, let's get started with the interview. Tell me where do you live?
 Interviewee:
 Interviewer: What do you want to be in the future?
 Interviewee:
 Interviewer: What do you like doing?
 Interviewee:
 Interviewer: What do you love doing?
 Interviewee:
 Interviewer: Can you speak English?
 Interviewee:
 Interviewer: Tell me about the things you can and can not do.
 Interviewee:
 Interviewer: Interesting. We will review your CV and call you later.
 Interviewee:

ANNEX 4

My first CV



Personal Information



Name

Age

Date of birth



City

Country

Address



Cellphone

What do you want to be in the future?



Describe the things you like to do



Describe the things you love to do



Describe the things you can do



Describe the things you can't do



Signature

Lesson 3

A day with me

Type of Role-play: Unscripted Role-play

Level: A2

Time: 40 minutes

Objective: Students will be able to talk about past situations using regular and irregular verbs.

GRAMMAR

Simple Past
Regular and
irregular verbs

VOCABULARY

Action verbs related with work contexts
worked, cleaned, helped, checked, fixed, went, did, made, drove, gave, etc
This lesson also includes vocabulary from past lessons.



Pre

Warm up: A day with me being teacher, mimic

The teacher will tell the students what a day as a teacher is like, using simple past tense and regular and irregular verbs. This should be done dynamically so that the students can understand what the teacher is saying.

Example:

A day with me being teacher, I first got up at 6 a.m., ate breakfast, took a shower, and went to Luis Leoro Franco Elementary School. I taught my English class, checked homework, and then called it a day. In the afternoon, I had lunch with my mom and then planned my class for the next day.....

During

Activity 1: Presentation

The teacher explains the structure of the simple past with examples and action verbs with mimes.

Activity 2: Classify the verbs

The teacher will give the students a list of verbs related to professions and the students will have to classify the verbs into regular and irregular.

Activity 3: Complete the gaps

The students have to complete the sentence with the correct form of the verb.

Example:

The teacher _____ (teach) the students a new topic yesterday.

Post

Activity 4: A day with me being.....

Students will choose their dream profession and pretend to be in that profession. They will then record a 1-3 minute mini-blog explaining what their day was like as that professional, using simple past tense grammar and vocabulary from this and previous lessons.

LESSON 3

Warm up: Your teacher will tell you about his or her day as an English teacher yesterday. Pay close attention to his or her body language so you can understand what he or she means.



Activity 1: You will learn about "Simple Past" and some regular and irregular verbs. Pay attention to your teacher's explanation, and if you have any questions, don't hesitate to ask.



Activity 2: From the following list of verbs, classify them into regular and irregular verbs.

- Taught
- defended
- flew
- played
- helped
- examined
- healed
- cooked
- protected
- built
- saved
- sang
- fixed

Regular verbs

Irregular verbs

Activity 3: Complete the following sentences with the correct form of the verb in parentheses

The teacher **taught** (teach) the students a new topic yesterday.

- The lawyer _____ (defend) to my cousin.
- The pilot _____ (fly) the helicopter.
- The vet _____ (examine) to my dog.
- The architect _____ (build) my new house.
- The policeman _____ (protect) o the children.
- The singer _____ (sing) a beautiful song yesterday.
- Leonel Messi _____ (play) an important soccer match.
- The nurse _____ (help) the patient.
- The doctor _____ (heal) the sick man.
- The chef _____ (cook) a delicious food.
- The firefighter _____ (save) to the cat.
- The mechanic _____ (fix) the old car.

Activity 4: Choose your dream profession and, at home, with the help of your parents, record a 1-3 minute mini-vlog like a mini tiktok, about a day with you in that chosen profession using the simple past tense and the vocabulary we have learned during the 3 units.



ANNEX 1

Warm up

A day with me being teacher, I first got up at 6 a.m., ate breakfast, took a shower, and went to Luis Leoro Franco Elementary School. I taught my English class, checked homework, and then called it a day. In the afternoon, I had lunch with my mom and then planned my class for the next day.....

ANNEX 2

PAST SIMPLE TENSE

TO BE

+

S + Was/were
They were friends.

-

S + was not/were not + ...
They weren't friends.

?

Was/Were + S + ...?
They weren't friends.

VERBS

S + V-ed

She worked yesterday.

S + did not + verb (base form)

She didn't work yesterday.

Did + S + verb (in base form)?

Did she work yesterday?

Usage

Example

ANNEX 3

Activity 2: From the following list of verbs, classify them into regular and irregular verbs.

- Taught
- defended
- flew
- played
- helped
- examined
- healed
- cooked
- protected
- built
- saved
- sang
- fixed

Regular verbs

Irregular verbs

Activity 3: Complete the following sentences with the correct form of the verb in parentheses

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- Leonel Messi _____ (play) an important soccer match.
- The nurse _____ (help) the patient.
- The doctor _____ (heal) the sick man.
- The chef _____ (cook) a delicious food.
- The firefighter _____ (save) to the cat.
- The mechanic _____ (fix) the old car.

Evaluation

CRITERIA

CRITERIA	5	4	3	2	1
Grammar	Use grammar correctly	Some errors but the structure is correct	Partially uses grammar and makes several mistakes	Uses grammar incorrectly	Does not use grammar
Vocabulary	Use rich, varied and topic-appropriate vocabulary	The vocabulary is correct but not varied.	The vocabulary is very repetitive but related to the topic.	Has difficulty using learned vocabulary	Uses vocabulary that is not related to the topic
Fluency	Speak clearly and fluently without pauses	Some pauses but explains the information coherently	Speak with frequent pauses or read the text	Has many interruptions even when reading	The student is unable to express himself/herself fluently
Pronunciation	The pronunciation is clear and uses the appropriate tone for the context.	Some minor pronunciation and intonation errors	Poor pronunciation makes understanding difficult.	Very poor pronunciation	Very poor pronunciation, the information cannot be understood

**THANK YOU SO
MUCH**



**ROLE-PLAY ACTIVITIES TO
IMPROVE SPEAKING SKILLS IN
EFL STUDENTS**

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This section presents the conclusions and recommendations reached after completing the research project. The conclusions are derived from the findings obtained during the research process, while the recommendations are directed toward future research related to the topic.

5.1. Conclusions

Conclusion 1

The theoretical framework provides a strong foundation for understanding why enhancing speaking skills through communicative approaches and active techniques like role-playing matters in language education. Research in second language acquisition and learning, combined with constructivist and socio-constructivist perspectives, clearly shows the importance of meaningful, contextualized, and learner-centered instruction. The combination of Communicative Language Teaching (CLT) with task-based learning and authentic materials has shown success in classroom settings for developing fluency and confidence and genuine interaction. Role-playing emerges as a highly effective strategy in this framework because it enhances communicative competence while lowering emotional barriers to learning and provides students with real opportunities to practice their target language skills. The theoretical basis confirms the significance of this research and directs its research methodology.

Conclusion 2

This study uses both quantitative and qualitative methods to look at how role-play helps EFL students speak better. The research design combines different ways of thinking about the problem, which gives a solid way to collect information from both students and teachers. Surveys and interviews work well together because they let researchers check their findings and really understand what happens in the classroom. Picking participants from the available group made sense for this school setting and kept things doable. The whole setup matches what the research wanted to accomplish and gives a complete picture of whether role-playing actually works as a teaching method in real classrooms.

Conclusion 3

Students showed a generally positive attitude toward speaking tasks and role-play activities, but these methods are rarely used in class. The contrast between students' willingness to participate and the limited role-play opportunities shows a clear mismatch between CLT principles and what happens in real classrooms. Teachers express theoretical support for communicative approaches yet their classroom teaching methods do not always reflect this preference. The situation represents a missed chance to develop fluency through interactive teaching methods. According to Rincón-Rincón (2024), role-play is a key

strategy in the communicative approach because it encourages real-life language use, reduces student anxiety, and boosts motivation.

Conclusion 4

This teaching proposal was created to help seventh-grade EFL students develop better speaking skills through different types of role-play activities - some with scripts, some partly scripted, and others completely free. Each unit brings in real-world scenarios that connect with how students actually use language, which fits well with the Communicative Language Teaching approach and addresses the specific language and emotional needs found in these students. The way the units build up - starting with simple introductions and moving toward talking about future plans - helps students become both more accurate and more fluent, while focusing on meaningful conversations keeps them interested and engaged. Using different grammar patterns and practical vocabulary means students practice language the way they would actually use it outside class, which makes them better communicators overall. The different role-play formats can be adjusted for various classroom situations, making this proposal genuinely useful for EFL teaching in Ecuadorian public schools.

5.2. Recommendations

Recommendation 1

EFL programs in contexts similar to Ecuador should systematically incorporate communicative techniques such as role-playing, especially for students at intermediate and advanced proficiency levels. Educational institutions would benefit from offering professional development opportunities for teachers that focus on active, student-centered methodologies designed to promote interaction, creativity, and meaningful language exposure. The training programs should focus on teaching practical implementation methods which enable teachers to transition from conventional teaching methods to more dynamic communicative approaches that meet student learning requirements.

Recommendation 2

Other researchers working in similar schools should keep using this combination of research methods because it captures both the statistical patterns and what individual people think. Future studies could work with more participants and follow students over longer periods to see if communicative methods like role-playing keep helping language learning over time. Getting teachers more involved and actually watching what happens in classrooms would give even better information about how these teaching methods work in practice.

Recommendation 3

The school should enable teachers to implement multiple role-play formats including unscripted tasks because students demonstrate positive attitudes toward role-play and speaking activities. Teachers can use the structured proposal developed in this study to implement relevant units such as “Get Ready with me” or “A day with me being.....” These units fulfill curriculum requirements while matching student interests and everyday life experiences. The implementation of these units will enable students to express themselves freely while creating new ideas which leads to authentic communication. The national curriculum communicative goals will be better represented in classroom instruction through this approach.

Recommendation 4

This role-play approach should be tested and modified for other grade levels to see how well it works more broadly and what kind of lasting effects it has on speaking ability. Teachers will need training sessions to run these role-play activities effectively and to feel comfortable using student-focused teaching methods. Regular evaluation and feedback systems would help improve the proposal over time and keep it relevant as students' communication needs change and develop.

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ANNEXES

Annex 1. Validation of research tools



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

Ibarra, 24 de abril de 2025
Magister
FRANKLIN FERNANDO NARVAEZ VEGA
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar la entrevista y encuesta de Investigación del Proyecto **“ROLE PLAY AS A TECHNIQUE TO IMPROVE SPEAKING SKILLS IN SEVENTH GRADERS STUDENTS AT LUIS LEORO FRANCO SCHOOL”** Previo a la obtención del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto la entrevista, la encuesta de investigación y los instrumentos de validación.

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

Atentamente,

Karla Daniela Yáñez Flores
1050143328

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros



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

TOPIC: ROLE PLAY AS A TECHNIQUE TO IMPROVE SPEAKING SKILLS IN
SEVENTH GRADERS STUDENTS AT LUIS LEORO FRANCO SCHOOL

ENTREVISTA PARA PROFESORES DE INGLÉS

Objetivo: Esta entrevista busca conocer su perspectiva sobre el proceso de enseñanza-aprendizaje para desarrollar la expresión oral mediante la técnica del juego de roles.

Instrucciones: Esta entrevista es anónima y confidencial, y se aplica únicamente con fines académicos. Por lo tanto, puede responder con libertad y honestidad.

- 1) ¿Qué le motivó a convertirse en profesor de inglés?
- 2) ¿Podría describir su experiencia enseñando inglés y los cursos con los que trabaja actualmente?
- 3) ¿Cómo describiría el nivel general de expresión oral de sus alumnos en inglés?
- 4) ¿Qué técnicas suele utilizar para desarrollar la expresión oral en sus alumnos?
- 5) ¿Cómo responden sus alumnos a las actividades de expresión oral en general? ¿Suelen estar motivados, tímidos o seguros de sí mismos?
- 6) ¿Utiliza juegos de roles en sus clases de inglés? ¿Por qué sí o por qué no?
- 7) ¿Qué recursos o apoyo cree que necesitan los profesores para utilizar los juegos de roles de forma más eficaz?



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FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
ROLE-PLAY AS A TECHNIQUE TO IMPROVE SPEAKING SKILLS IN SEVENTH GRADERS
STUDENTS AT LUIS LEORO FRANCO SCHOOL

ENCUESTA PARA ESTUDIANTES

Objetivo: Esta encuesta busca recopilar información sobre los métodos de enseñanza que el profesor de inglés aplica para mejorar la expresión oral de sus alumnos.

Instrucciones: Esta encuesta es anónima, no tiene calificación cuantitativa y se utilizará únicamente con fines académicos. Por favor, responda cada pregunta con sinceridad marcando con una X la opción que mejor se adapte a su situación.

PREGUNTAS

1. **¿Cuál es tu edad?**
☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ Otro
2. **¿Cuántos años llevas estudiando inglés?**
☐ Menos de 1 ☐ 1–2 años ☐ 3–4 años ☐ Más de 4 años
3. **¿Cómo te sientes cuando hablas inglés en clase?**
☐ Muy confiado/a ☐ Confiado/a ☐ Algo nervioso/a ☐ Muy nervioso/a ☐ No me gusta hablar en inglés
4. **¿Con qué frecuencia hablas inglés en clase?**
☐ Todos los días ☐ 3–4 veces por semana ☐ 1–2 por semana ☐ Rara vez ☐ Nunca
5. **¿Qué actividades usa tu profesor para ayudarte a hablar en inglés? (Más de una opción es admitido)**

<input type="checkbox"/> Juego de roles	<input type="checkbox"/> Juegos (juegos de palabras, juegos de adivinanzas, etc.)
<input type="checkbox"/> Diálogos (Leer o memorizar)	<input type="checkbox"/> Grupos de discusión
<input type="checkbox"/> Canciones o karaoke	<input type="checkbox"/> Exposiciones
<input type="checkbox"/> Preguntas y respuestas	<input type="checkbox"/> Repetir después de la profesora
6. **¿Con qué frecuencia tu profesor utiliza actividades de hablar en inglés?**
☐ En cada clase ☐ 3–4 veces a la semana ☐ 1–2 veces a la semana ☐ Algunas veces ☐ Nunca
7. **¿Has realizado actividades de juego de roles en la clase de inglés?**
☐ Si ☐ No ☐ No recuerdo
8. **¿Con qué frecuencia utilizas el juego de roles en la clase de inglés?**
☐ Cada semana ☐ 2–3 veces al mes ☐ Una vez al mes ☐ Pocas veces ☐ Nunca
9. **¿Cuánto te gustan las actividades de juego de roles?**
☐ Me gusta mucho ☐ Me gusta ☐ No me gusta mucho ☐ No me agrada para nada ☐ No podría decirlo
10. **¿A qué crees que el juego de roles ayuda? (Hay más de una opción disponible)**

<input type="checkbox"/> Hablar más inglés	<input type="checkbox"/> Aprender nuevas palabras	<input type="checkbox"/> Ayuda a que recuerde vocabulario
<input type="checkbox"/> A divertirse mientras aprende	<input type="checkbox"/> A sentir más confianza al hablar	
11. **¿Cuánto te gustan las actividades de juego de roles?**
☐ Me gusta mucho ☐ Me gusta ☐ No me gusta mucho ☐ No me agrada para nada ☐ No podría decirlo
12. **¿Te gustaría hacer más actividades de juego de roles??**
☐ Sí ☐ Quizás ☐ No ☐ No estoy seguro/a

THANK YOU



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

**TOPIC: ROLE PLAY AS A TECHNIQUE TO IMPROVE SPEAKING
SKILLS IN SEVENTH GRADERS STUDENTS AT LUIS LEORO FRANCO
SCHOOL**

INTERVIEW FOR THE ENGLISH TEACHERS

Objective: This interview aims to get to know their point of view about the teaching-learning process to develop speaking skills through role play technique.

Instructions: This interview is anonymous and confidential, is applied for academic purposes only. So, you are free to answer the interview freely and honestly.

- 1) What motivated you to become an English teacher?
- 2) Can you describe your experience teaching English and the grade levels you currently work with?
- 3) How would you describe your students' general level of speaking ability in English?
- 4) What techniques do you usually use to develop speaking skills in your students?
- 5) How do your students respond to speaking activities in general? Are they usually motivated, shy, or confident?
- 6) Do you use role play activities in your English classes? Why or why not?
- 7) What resources or support do you think teachers need to use role play more effectively?

Fecha de envío para la evaluación del experto:	24 de abril de 2025
Fecha de revisión del experto:	25 de abril de 2025



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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
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:

.....

.....

.....

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
ROLE-PLAY AS A TECHNIQUE TO IMPROVE SPEAKING SKILLS IN SEVENTH GRADERS
STUDENTS AT LUIS LEORO FRANCO SCHOOL

ENCUESTA PARA ESTUDIANTES

Objetivo: Esta encuesta busca recopilar información sobre los métodos de enseñanza que el profesor de inglés aplica para mejorar la expresión oral de sus alumnos.

Instrucciones: Esta encuesta es anónima, no tiene calificación cuantitativa y se utilizará únicamente con fines académicos. Por favor, responda cada pregunta con sinceridad marcando con una X la opción que mejor se adapte a su situación.

PREGUNTAS

1. ¿Cuál es tu edad?
☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ Otro
2. ¿Cuántos años llevas estudiando inglés?
☐ Menos de 1 ☐ 1-2 años ☐ 3-4 años ☐ Más de 4 años
3. ¿Cómo te sientes cuando hablas inglés en clase?
☐ Muy confiado/a ☐ Confiado/a ☐ Algo nervioso/a ☐ Muy nervioso/a ☐ No me gusta hablar en inglés
4. ¿Con qué frecuencia hablas inglés en clase?
☐ Todos los días ☐ 3-4 veces por semana ☐ 1-2 por semana ☐ Rara vez ☐ Nunca
5. ¿Qué actividades usa tu profesor para ayudarte a hablar en inglés? *(Más de una opción es admitido)*

<input type="checkbox"/> Juego de roles	<input type="checkbox"/> Juegos (juegos de palabras, juegos de adivinanzas, etc.)
<input type="checkbox"/> Diálogos (Leer o memorizar)	<input type="checkbox"/> Grupos de discusión
<input type="checkbox"/> Canciones o karaoke	<input type="checkbox"/> Exposiciones
<input type="checkbox"/> Preguntas y respuestas	<input type="checkbox"/> Repetir después de la profesora
6. ¿Con qué frecuencia tu profesor utiliza actividades de hablar en inglés?
☐ En cada clase ☐ 3-4 veces a la semana ☐ 1-2 veces a la semana ☐ Algunas veces ☐ Nunca
7. ¿Has realizado actividades de juego de roles en la clase de inglés?
☐ Sí ☐ No ☐ No recuerdo
8. ¿Con qué frecuencia utilizas el juego de roles en la clase de inglés?
☐ Cada semana ☐ 2-3 veces al mes ☐ Una vez al mes ☐ Pocas veces ☐ Nunca
9. ¿Cuánto te gustan las actividades de juego de roles?
☐ Me gusta mucho ☐ Me gusta ☐ No me gusta mucho ☐ No me agrada para nada ☐ No podría decirlo
10. ¿A qué crees que el juego de roles ayuda? *(Hay más de una opción disponible)*

<input type="checkbox"/> Hablar más inglés	<input type="checkbox"/> Aprender nuevas palabras	<input type="checkbox"/> Ayuda a que recuerde vocabulario
<input type="checkbox"/> A divertirse mientras aprende	<input type="checkbox"/> A sentir más confianza al hablar	
11. ¿Cuánto te gustan las actividades de juego de roles?
☐ Me gusta mucho ☐ Me gusta ☐ No me gusta mucho ☐ No me agrada para nada ☐ No podría decirlo
12. ¿Te gustaría hacer más actividades de juego de roles??
☐ Sí ☐ Quizás ☐ No ☐ No estoy seguro/a

THANK YOU



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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			
12	X			

Firma del Evaluador

C.C: 1001758026

Apellidos y nombres completos	Narváez Vega Franklin Fernando
Título académico	Magíster
Institución de Educación Superior	UNIVERSIDAD TECNICA DEL NORTE
Correo electrónico	ffnarvaez@utn.edu.ec
Teléfono	0992530502

Annex 2. A formal request submitted to the principal requesting approval to apply research instruments

REPÚBLICA DEL ECUADOR



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro.173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN Y TECNOLOGÍA
DECANATO



Oficio Nro. UTN-FECYT-D-2025-0055-O
Ibarra, abril 23 de 2025

PARA: Dra. Miriam Pazpuezán
RECTORA DE LA UNIDAD EDUCATIVA LUIS LEORO FRANCO

ASUNTO: Trabajo de integración curricular Srta. Karla Daniela Yánez Flores

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

Medirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde lasfacilidades necesarias a la Srta. KARLA DANIELA YÁNEZ FLORES, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "ROLE PLAY AS TECHNIQUE TO IMPROVE SPEAKING SKILLS IN SEVENTH GRADER STUDENTS AT LUIS LEORO FRANCO SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ
MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

Firmado digitalmente
por JOSE LUCIANO
REVELO RUIZ
Fecha: 2025.04.23
10:30:13 -05'00'

JLRR/M.Báez

Annex 3. Approval Letter to Conduct Research at the Institution.

REPÚBLICA DEL ECUADOR



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO



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ASUNTO: Trabajo de integración curricular Srta. Karla Daniela Yáñez Flores

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 de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Srta. KARLA DANIELA YÁÑEZ FLORES, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "ROLE PLAY AS TECHNIQUE TO IMPROVE SPEAKING SKILLS IN SEVENTH GRADER STUDENTS AT LUIS LEORO FRANCO SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ


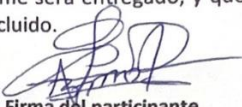

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MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez



Annex 4. Letters with Consent of the participants: English Teacher and student.

	<p style="text-align: center;">UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA Pedagogía De Los Idiomas Nacionales Y Extranjeros</p>
<p>Acepto participar voluntariamente en esta investigación, conducida por Karla Daniela Yáñez Flores estudiante de la carrera de Pedagogía De Los Idiomas Nacionales Y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es únicamente para fines académicos.</p>	
<p>Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10-15 minutos.</p>	
<p>Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.</p>	
<p>Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.</p>	
<p>Nombre del participante</p>	
<p>Cargo English Teacher de la UE</p>	<p>Firma del participante</p>
<p>Nombre del investigador : Karla Daniela Yáñez Flores</p>	
	<p>Firma del investigador</p>



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
Pedagogía De Los Idiomas Nacionales Y Extranjeros

Acepto participar voluntariamente en esta investigación, conducida por Karla Daniela Yáñez Flores estudiante de la carrera de Pedagogía De Los Idiomas Nacionales Y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es únicamente para fines académicos.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10-15 minutos.

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del participante Joe Tashigvano

Cargo Estudiante de la UE

Firma del participante

Nombre del investigador : Karla Daniela Yáñez Flores

Firma del investigador

Annex 5. Acceptance letter for socialization of the proposal

REPÚBLICA DEL ECUADOR



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO



Oficio Nro. UTN-FECYT-D-2025-0161-O
Ibarra, julio 24 de 2025

PARA: MSc. Miriam Paspuezán
RECTORA DE LA UNIDAD EDUCATIVA LUIS LEORO FRANCO

ASUNTO: Socialización propuesta

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita KARLA DANIELA YÁNEZ FLORES, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta del trabajo de integración curricular con el tema: "ROLE PLAY AS A TECHNIQUE TO IMPROVE SPEAKING SKILLS IN SEVENTH GRADERS STUDENTS AT LUIS LEORO FRANCO SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ
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por JOSE LUCIANO
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MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez



Annex 6. Evidence of socialization



Annex 7. Certificate of Proposal Socialization



REPÚBLICA
DEL ECUADOR

Unidad Educativa Luis Leoro Franco

"EXCELENCIA ACADÉMICA, DEPORTIVA Y CULTURAL"
Juan Francisco Bonilla 12-29 y Antonio Cordero

Ministerio de Educación



Ibarra, 29 de Julio de 2025

Quien suscribe Doctora Miriam Paspuezan, Rectora de la Unidad Educativa "Luis Leoro Franco":

CERTIFICA

Que, la Señorita. YÁNEZ FLORES KARLA DANIELA portador de la CC: 1050143328, estudiante de la Universidad Técnica del Norte, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, ha realizado la SOCIALIZACION DE SU PROPUESTA titulada "ROLE PLAY AS A TECHNIQUE TO IMPROVE SPEAKING SKILLS IN SEVENTH – GRADE STUDENTS AT LUIS LEORO FRANCO SCHOOL", en el área de Inglés de la institución el día martes 29 de julio del 2025 a las 10h00.

Es todo cuanto puedo certificar en honor a la verdad el interesado puede hacer uso del presente documento como estime conveniente.

Atentamente

Dra. Miriam Paspuezan

RECTORA

1001516879

vinomiri@hotmail.com

0958844518



EL NUEVO
ECUADOR