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**TRABAJO DE INTEGRACIÓN CURRICULAR**


**TEMA:**


**"ROLE-PLAYING AS A STRATEGY FOR L2 SPEAKING PRACTICE IN 2DO AÑO DE EDUCACIÓN GENERAL BÁSICA AT UNIDAD EDUCATIVA EJÉRCITO ECUATORIANO".**


**Trabajo de titulación previo a la obtención del título de licenciado(a) en:** Pedagogía de los Idiomas Naciones y Extranjeros -Mención inglés.


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**DEDICATORIA**

First, I want to thank God, who has made everything possible through His goodness, and my mother, the woman who dedicates her life to her children every day, because she is my support and motivation.

Cusme Loor Melani Yamileth

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# ABSTRACT

This research analyzes the use of role-playing as a pedagogical strategy to enhance English speaking practice among second-year students of Educación General Básica at Unidad Educativa Ejército Ecuatoriano. In Ecuador, English has been established as a mandatory subject from the early years of education; however, national and international reports continue to reveal low levels of English proficiency, particularly in public institutions. One of the main challenges identified is the limited development of speaking skills, often caused by low motivation, fear of making mistakes, and insufficient opportunities for meaningful oral interaction.

This study is grounded in the Common European Framework of Reference for Languages (CEFR), specifically at the A1 level, which emphasizes basic oral interaction through simple and familiar communicative situations. Role-playing is presented as an interactive and communicative strategy that allows students to simulate real-life scenarios, encouraging active participation, confidence, and collaborative learning. Through guided and age-appropriate role-playing activities, students practice vocabulary, pronunciation, and basic communicative structures in a safe and motivating environment. The findings of this research aim to demonstrate that role-playing can be an effective and accessible strategy to support the development of speaking skills from the early stages of education within the Ecuadorian public-school context. Additionally, this study contributes to English teaching practices by providing a pedagogical alternative that promotes meaningful learning and aligns with CEFR A1 Can-Do Statements.

**Keywords:** role-playing, speaking skills, English as a foreign language, CEFR A1, elementary education.

# RESUMEN

La presente investigación analiza el uso del role-playing como estrategia pedagógica para fortalecer la práctica de la expresión oral en inglés en estudiantes de segundo año de Educación General Básica de la Unidad Educativa Ejército Ecuatoriano. En Ecuador, el inglés ha sido incorporado como asignatura obligatoria desde los primeros niveles educativos; sin embargo, diversos estudios evidencian que el nivel de dominio del idioma sigue siendo bajo, especialmente en instituciones públicas. Una de las principales dificultades identificadas es el limitado desarrollo de la habilidad oral, asociado a la falta de motivación, al temor de cometer errores y a la escasa práctica comunicativa significativa.

Este estudio se fundamenta en el Marco Común Europeo de Referencia para las Lenguas (MCER), específicamente en el nivel A1, el cual prioriza la interacción oral básica en contextos familiares y cotidianos. En este sentido, el role-playing se presenta como una estrategia comunicativa que permite a los estudiantes participar en situaciones simuladas de la vida real, favoreciendo la confianza, la participación activa y el aprendizaje colaborativo. A través de actividades de juego de roles guiadas y adaptadas a la edad de los estudiantes, se promueve la práctica del vocabulario, la pronunciación y el uso de estructuras simples en inglés. Los resultados de esta investigación buscan demostrar que el role-playing puede aplicarse de manera efectiva en el contexto de la educación pública ecuatoriana para mejorar la expresión oral desde los primeros años de escolaridad. Asimismo, el estudio aporta una alternativa metodológica accesible para los docentes, alineada con los Can Do Statements del nivel A1, que favorece el aprendizaje significativo y el desarrollo de la competencia comunicativa en inglés.

**Palabras clave**: role-playing, expresión oral, inglés como lengua extranjera, MCER A1, educación básica.

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# INTRODUCTION

English has become an essential tool for communication in academic, professional, and social contexts worldwide. In Ecuador, the Ministry of Education established English as a mandatory subject from the early years of Educación General Básica, with the aim of improving students' communicative competence in a globalized society. Despite this initiative, national and international reports indicate that English proficiency levels remain low, particularly in public educational institutions, where students often face limited exposure to the language and reduced opportunities for meaningful oral practice.

One of the most significant challenges in early English instruction is the development of speaking skills. At the elementary level, many students experience fear of making mistakes, low confidence, and limited vocabulary, which negatively affect their oral participation. As highlighted in the literature, these difficulties often originate during the first years of language learning and can create gaps that impact students' progress in subsequent educational stages. Therefore, it is necessary to implement pedagogical strategies that promote a safe, motivating, and interactive learning environment from an early age.

According to the Common European Framework of Reference for Languages (CEFR, 2020), learners at the A1 level are expected to interact simply, using basic expressions and familiar vocabulary, provided that communication is slow and clear. In this context, role-playing emerges as a communicative strategy that aligns with CEFR principles, as it allows students to practice oral interaction through simulated real-life situations. Role-playing encourages creativity, collaboration, and confidence, enabling learners to use English meaningfully rather than relying solely on memorized structures.

This research focuses on analyzing the use of role-playing as a pedagogical strategy to improve English speaking practice among second-year students at Unidad Educativa Ejército

Ecuatoriano. The study seeks to examine how role-playing activities can enhance motivation, reduce anxiety, and foster oral interaction in alignment with CEFR A1 Can-Do Statements. By doing so, this research aims to contribute to the improvement of English teaching practices in public education and to support the development of oral communication skills from the early stages of schooling.

# CHAPTER I

## I. THEORETICAL FRAMEWORK

### 1.2. Role-Playing as a Teaching Strategy in L2

### 1.2.1. Definition and theoretical foundations of role-playing in language teaching

According to Torres (2017), role-playing in language teaching is a pedagogical activity that is associated with teaching and learning and is intended to be an intervention, development, or training tool for all professionals working with groups in various fields such as health, education, and social services. This strategy proves to be advantageous when dealing with unfamiliar roles, representation strategies, and situations. The use of real-life scenarios in fictional situations during role-playing allows for a more immersive experience in the language and greater immersion.

Additionally, this method allows students to feel secure and comfortable with others, encouraging them to engage in authentic dialogue that occurs naturally. The notion behind this approach is that students can exhibit diverse practical scenarios related to their studies (Torres, 2017). Furthermore, the objective is to make the language student represent a real or imagined situation. (p.40)

### 1.2.3 Advantages of role-playing for the development of speaking skills

It is a teaching strategy in English that offers several significant advantages, as it facilitates the acquisition of skills in a fun and natural way for students.

According to Sanchez (2019), people adapt their behavior and strategic thinking to suit the varying circumstances in which they are placed, acted, and presented. Student participation in fictional scenarios allows them to experience different situations, which promotes authentic communication in the classroom.

Moreover, role-playing "encourages creative thinking by prompting players to find original and effective solutions to challenges posed during the activity" (Sanchez, 2019). When teachers incorporate this strategy into the classroom as a teaching method, it creates a safe environment in which students feel free to express themselves and apply what they have learned to navigate the scenario. It also allows students to make mistakes, which will be corrected, resulting in more impactful training that can be transferred to real-life experiences.

**1.3. Common European Framework of Reference for Languages: Learning, Teaching, Assessment**

The CEFR is a global standard that specifies the essential language skills for comprehending, speaking, reading, and writing. Europe CEFR (2020) outlines six levels of language proficiency, which are A1 to beginner, B2 to intermediate, and C2, Intermediate to advanced, and then Proficient in 2. The CEFR identifies the level of proficiency as: 1. These levels are commonly employed in curriculum design, teaching materials, and language competency assessments.

This research focuses on the development of oral communication skills at the A1 level for English beginner learners. Level A1 represents the initial stage of language use, at which learners can:

•Interact simply, asking and answering basic questions about themselves, their place of residence, people they know, and things they possess.

•Initiate and respond to simple statements related to immediate needs or familiar topics, rather than relying exclusively on memorized phrases for specific situations (Europe CEFR, 2020).

At the A1 level, the verbal skills focus on comprehension and interaction in simple conversational contexts. This enables students to understand expressions related to family, school, hobbies, or the environment, provided that communication is slow and clear (Europe

CEFR, 2020). Additionally, learners at this level can produce simple sentences to describe people or places, although their communication remains limited in complexity and accuracy.

Educators at this level can interact easily by means of repetition, reformulation, and repair, making communication highly dependent on these methods.(Europe CEFR, 2020).

**1.3.2. Council of Europe EAQUALS/ALTE Can Do Statements**

Can-Do Statements are brief statements that convey what students can do during different levels of language acquisition. Their use facilitates the creation of realistic targets for skills such as speaking, listening to speech, and reading, and writing, while also serving as a means of tracking lesson outcomes and measuring student performance across all levels. Learning Can-Do Statements helps learners to focus on specific knowledge and objectives, which can motivate them to learn a new language.

In this context, the present study emphasizes language skills, particularly oral interaction among A1-level learners of English. Europe CEFR (2020) demonstrates that learners at this level are able to:

•Ask and answer basic questions about where people live, who they know, and what they have, provided the speech is slow and clear.

•Introduce others and use basic greetings and farewells.

•Ask and respond to simple questions, as well as initiate and react to basic statements related to immediate needs or familiar topics.

•Provide personal information such as address, phone number, nationality, age, family details, and hobbies.

**1.4. Development of Speaking Competence in L2**

**1.4.1. Factors influencing the acquisition of speaking competence in second-grade children**

When learners know a second language, several factors can positively or negatively influence the acquisition of the necessary competencies in the language. In this sense, Rubio, (2011) indicates that it is scientifically proven that a Spanish child learning English, for instance, while living abroad or with a native teacher during their early years, will achieve excellent pronunciation. In contrast, a student who starts to know English in adulthood may reach a high level of competence in syntax and vocabulary but will likely struggle to achieve such precise pronunciation. Constant and total exposure to a second language allows young children to achieve better results and more genuine language instruction.

In a more effective knowledge context, "teaching in a natural environment facilitates social interaction in children, as they are not usually embarrassed to pronounce the foreign tongue" (Rubio, 2011, p. 2). When students find themselves in a safe and fully immersive English environment, they feel free to express themselves and actively participate in conversations within the study group. In this context, they are not afraid to make mistakes and flow naturally, examining through observation and listening, which fosters the development of their speaking skills.

**1.4.2. Common challenges for 6-year-olds in practicing L2 speaking**

The acquisition of a new linguistic system often presents various challenges. For 6-year-old children, they often face specific difficulties to know and domain English as a second language. One of these obstacles is the fear of speaking. Many children fear making mistakes and being judged by their peers or teachers, which prevents them from actively participating in conversation activities. This fear of being reprimanded by teachers often leads

to a preference for avoiding participation, as they wish to avoid corrections. At this stage, the fear of corrections usually causes shyness and a lack of active participation in the classroom.

Another issue is vocabulary restrictions, which are crucial for maintaining acceptable communication. Students' capacity to speak successfully may be hampered if they do not understand certain words. (Almache et al., 2023). Due to their early language development, children have a restricted vocabulary at this stage. Consequently, when they have the chance to learn another language (like English), they may mispronounce words or forget them altogether, often leading to exasperation and no longer using the language. Their reasoning for doing this is that they cannot communicate effectively or match the proficiency of those who develop their expressive abilities more rapidly.

### 1.4.3. How role-playing can overcome oral communication barriers

Alvarado (2022) explains that role-playing allows students to socialize and support each other, strengthens their relationships in terms of equality, does not encourage competitiveness, and promotes collaboration among group members to achieve the session's goal. This makes it easier for students to express themselves freely and have more effective interactions with their peers, favoring communication and socialization. As a playful activity, participants engage actively.

Role-playing also encourages self-analysis of the given position, identifies different ways of thinking and acting, fosters interpersonal connections, and improves speaking and producing abilities (Gonzales & Valdivia 2017). Before and during the activity, students mentally prepare to assume their roles and interact fluently and naturally. This process allows them to navigate more extensively, reflect on how to express themselves correctly, and communicate with greater confidence and naturalness.

### 1.5. Role-Playing Strategies Adapted for 2nd Grade

### 1.5.1. Role-playing activities appropriate for the cognitive development level of students

Elises (2023) emphasizes the importance of this strategy in early childhood education to foster social skills.... The act of playing various roles requires children to collaborate and use their imagination, which fosters cooperation. Socialization is reinforced, and the fear of speaking freely diminishes.

Moreover, early childhood education involves role-playing as a natural means of building language and communication skills. (Elises, 2023). By engaging in conversation and listening, children develop their vocabulary skills by learning new words and expressions that can be used in other contexts. The process is both natural and meaningful.

### 1.5.2. Use of everyday and relevant themes for effective role-playing

In the opinion of Ohidujjaman (2025) in an English class as a second language, role-playing games are an excellent tool for students to practice conversations and use common expressions in various contexts. By presenting everyday scenarios children experience in their environment, more meaningful education is facilitated, as students can relate these situations to their real-life experiences. This allows them to express themselves more naturally and associate English with their native language.

Similarly, Lliguichuzhca (2010) suggests some scenarios for the develop of this technique with students such us stores where students simulate a conversation between a customer and a salesperson, practicing vocabulary related to shopping. Also, students can make creative adaptations by producing alternative version of a famous scene, changing the ending or introducing new characters, and use improvisation, students improvise scenes based on a given situation, which encourages quick thinking and improves fluency in the language.

### 1.5.3. Methods to evaluate the impact of role-playing on speaking performance

To evaluate students' oral performance after applying role-playing as a strategy and developing speaking skills in children, structured observations are used to assess key aspects such as fluency and oral accuracy. Oral fluency is measured by considering speed and breakdown of fluency. In this context, Skehan (2009) speed can be assessed through the number of syllables produced per minute, while fluency breakdown refers to the amount and length of pauses made during speech.

Additionally, the student's oral accuracy is taken into account while performing the activities. García et al., (2012) note that oral accuracy is assessed through tests designed to analyze the child's ability to use correct and appropriate language in communicative situations. These tests are divided into semantic and phonological fluency tasks, where students must name elements within specific categories or generate words starting with specific letters.

## 1.6. Designing Role-Playing Guides for L2 Teaching

### 1.6.1. Key Elements for Designing a Role-Playing Guide

Mora (2015) states that the activities associated with this method accomplish varying educational objectives, such as imparting knowledge and altering beliefs. To perform role-play and fulfill established objectives, it is necessary to create an appropriate guide and record every step in depth.

Furthermore, there are basic steps to consider, such as preparing the role descriptions and outlining the roles' objectives, or learning the necessary skills and behaviors from the beginning of performances without using any stage set, and instead assessing the participants' acting skills. Additionally, they should evaluate their performance in practicing these new behaviors. Allowing individuals to have diverse opinions about roles can enhance learning (Mora, 2015).

### 1.6.2. Selection of Dynamic and Motivating Activities for Children

Ratna & Asep (2022) argue that using role-playing games might encourage motivation based on real-world scenarios. By immersing students in scenarios that are part of their daily life, their attention is captured, and they are motivated to participate actively. This generates a positive response from the children in the classroom.

Furthermore, using affirmations and encouraging positive thinking is one of the best strategies for inspiring pupils both inside and outside of the classroom. Recognizing achievements, rewarding efforts, and speaking empathetically when students make mistakes are strategies that reinforce their confidence and willingness to learn. This eventually aids in achieving the goals established in class (Ratna & Asep, 2022).

According to Koo & Lee (2015), positive thoughts are a powerful tool to help children develop an optimistic and secure mindset. These performances not only improve the acquisition of new knowledge but also encourage students to overcome challenges and participate more actively and naturally. To put it differently, the duration and intensity of engagement would greatly influence adjustment to school life, whereas the frequency of involvement would significantly impact adherence to regulations and overall satisfaction with school life.

### 1.6.3. Integration of Specific Learning Objectives in Role-Playing Activities

To carry out a role-playing activity in the classroom with the goal of boosting students' speaking skills, it is essential to establish clear objectives that can be evaluated at the end of the class (Gabino Boquete, 2014). Similarly, Nicholson (2006) indicates that one of the key objectives of using dramatic techniques in the classroom is for students to communicate more fluently and with greater confidence. Therefore, fluency in expressing themselves during interactions with peers is a central aspect of these activities.

Additionally, Andreu et al., (2005) highlight the importance of working on specific grammatical aspects, such as the proper use of a particular verb tense, and developing language functions, such as giving and receiving information. This approach not only improves oral proficiency but also strengthens fluency and expressive ability in the foreign language. During oral sessions, both grammatical and pronunciation corrections can be made. This allows students to progressively advance and reach the desired level of fluency in the language.

### 1.6.4. Evaluation and Feedback in Role-Playing Activities

To assess the knowledge acquired and the progress of students in class through role-playing, observation is used, and we listen to their interactions. Each student is assigned a role and given the freedom to be creative. In this case, they must demonstrate their fluency and oral skills learned in class. This shows the level of mastery and knowledge of the structured activity and provides a starting point for reflection on additional areas to be examined  (Hernandez & Cañabate, 2020).

**CHAPTER II**

**II. METHODOLOGY**

**2.1 Type of Research**

This research has a mixed approach, combining qualitative and quantitative elements. According to Creswell & Plano (2018), a mixed-methods approach is useful when seeking to leverage the strengths of both qualitative and quantitative methods to better understand a research problem. This study had a qualitative approach because it investigated the educational phenomena related to the use of role-playing games as a strategy to promote L2 oral exercise, based on teachers' perceptions, classroom experiences, and pedagogical considerations. Likewise, it had a quantitative approach because it counted the students' responses, providing measurable evidence of the extent to which role-playing contributed to improving L2 speaking in English classes.

**2.2 Research Methods, Techniques, and Instruments**

Methodology refers to the systematic plan for conducting an investigation, including the collection and analysis of data to achieve research objectives (Creswell, 2009). For this study, a mixed-methods approach was used to comprehensively examine the use of role-playing as a strategy for L2 speaking among second-grade students. As stated by Creswell and Plano (2018), mixed methods of inquiry combine qualitative and quantitative approaches to obtain a more complete understanding of an inquiry problem.

**2.3. Techniques**

**2.3.1 Interview**

To obtain essential information for this study, three interviews were conducted: one with the coordinator of the English area, Lic. Estelita Guarochico and two English teachers, Ing. Cindy Alcívar and Lic. Betsy Banchon. The interview consisted of 10 open-ended questions; it enabled me to gather information to support the validity of my research.

### 2.3.2 Survey

The second-grade students of the Unidad Educativa Ejército Ecuatoriano were surveyed, which helped me obtain relevant information about the opinions, experiences, and perceptions of the students. Employed Likert scales to measure the relationship between role-playing and oral performance.

### 2.4 Instruments

Questionnaires for interviews

Questionnaires for the survey

### 2.5 Research Questions

How do role-playing activities impact the oral performance of 2nd EGB students at Unidad Educativa Ejército Ecuatoriano?

What role-playing strategies are most effective in increasing motivation and interest in L2 oral exercises among second-grade students?

What elements should a guide for role-play activities include to improve L2 speaking practice for 2nd EGB students?

### 2.6 Participants

This research was conducted at Unidad Educativa Ejército Ecuatoriano, located in Lago Agrio city, Sucumbíos province, Ecuador. The institution is distributed at the basic elementary and middle school levels. The study included a population of 76 students from the 2nd grade of Educación General Básica (EGB), and three English teachers.

### 2.7 Procedure and Data Analysis

A descriptive statistical analysis was used to identify patterns and trends related to the implementation of role-playing and its influence on L2 speaking training students.

Quantitative data were interpreted to describe how role-playing activities influenced oral performance and participation of the students in English classes. In the same way, qualitative information was examined to describe teachers' perceptions of the effectiveness of role-playing strategies in promoting a more engaging environment. Moreover, the descriptive analysis provided insights into how role-playing activities contributed to speaking opportunities among second-grade students.

## III.    RESULTS AND DISCUSSION

3.1. Survey administered to 2nd-year elementary school students at the Unidad Educativa Ejercito Ecuatoriano.

**3.1.1. ¿Cuánto disfrutas las clases de inglés? / How much do you enjoy English class?**

**Figure 1**

Students enjoy English
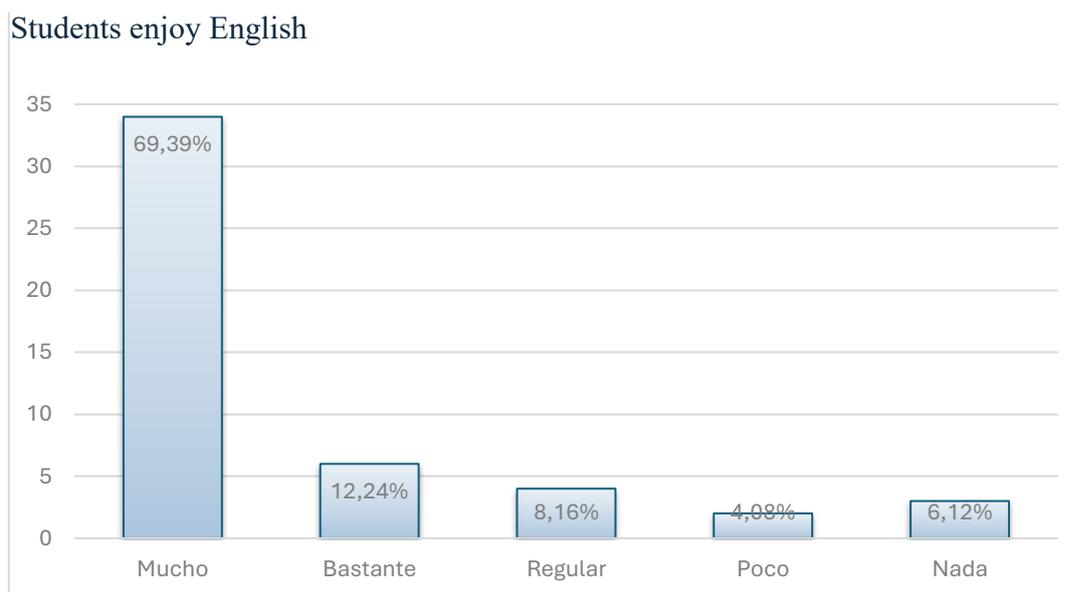


Source: Own elaboration.

**Analysis**

The first table shows that 69.39% really enjoy English classes. Likewise, 12.24% said they enjoy them quite a lot, while 8.16% consider them average. In smaller percentages, 4.08% said they enjoy the classes a little, and 6.12% said they do not enjoy them. In other words, the students enjoy English classes.

These results reflect that most students have a positive perception of the subject, which is a key aspect in the process of acquiring a foreign language. The high percentage of students who enjoy the classes very much suggests that the strategies used in the classroom generate interest and motivation, which are fundamental factors in promoting active participation and the development of communication skills, especially oral expression. As

Harmer (2007) points out, when students feel motivated and enjoy classroom activities, they are more willing to participate, make mistakes without fear, and progressively improve their communicative competence in the foreign language. Therefore, maintaining a dynamic, playful, and participatory environment is essential for strengthening meaningful English processes in students.

### 3.1.2. ¿Qué tan importante es para ti aprender inglés en la escuela? /How important is it for you to learn English at school?

**Figure 2**

It is important for students to learn English.
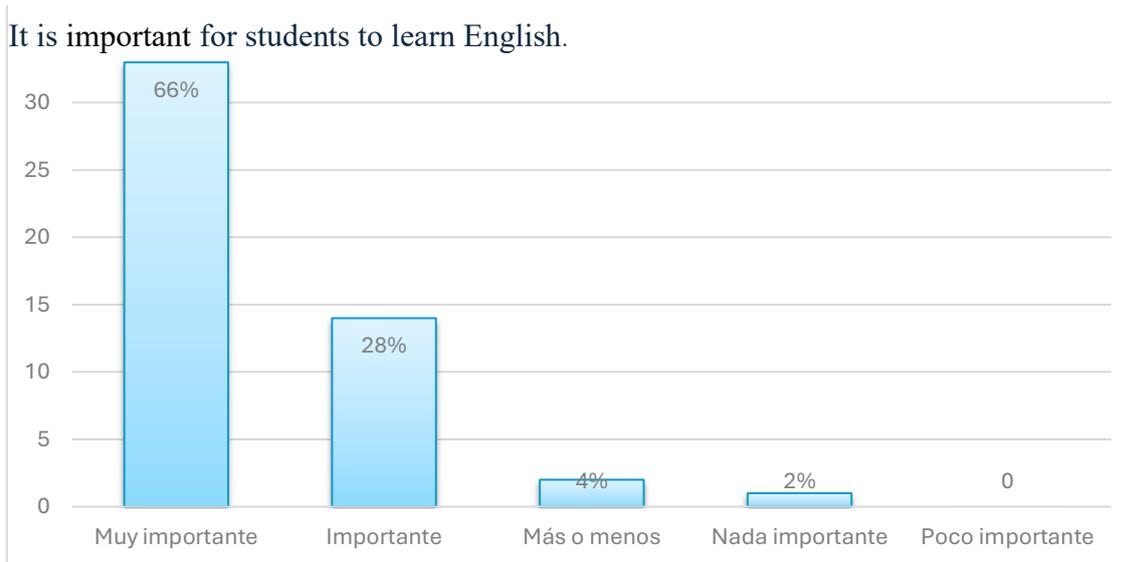


Source: Own elaboration.

**Analysis**

The graph indicates that a large majority consider it essential for learning English, with 66% of students indicating that it is highly relevant, while 28% rated it as relevant. A smaller proportion, 4%, stated that it is moderately relevant, 2% reported that it lacks relevance, and 0% of responses indicated very low relevance.

These results prove a clear awareness on the part of students of the value of English as a foreign language. The high percentage of responses in the "very important" and "important" categories suggests that students recognize the usefulness of the language not only within the

educational context but also as a tool for communication and future academic development. This positive perception can directly influence their motivation to actively participate in class and strive to improve their language skills, especially oral expression. According to Ridge (2011) English has established itself as a global language, indispensable for international relationships, education, and access to new opportunities. For this reason, when students understand the relevance of the language, they show a greater willingness to engage in communicative activities and overcome the difficulties inherent in studying a foreign language.

### 3.1.3. ¿Con qué frecuencia participas en actividades de expresión oral en clase? /How often do you take part in speaking activities in class?

**Figure 3**

Students practice speaking in class.
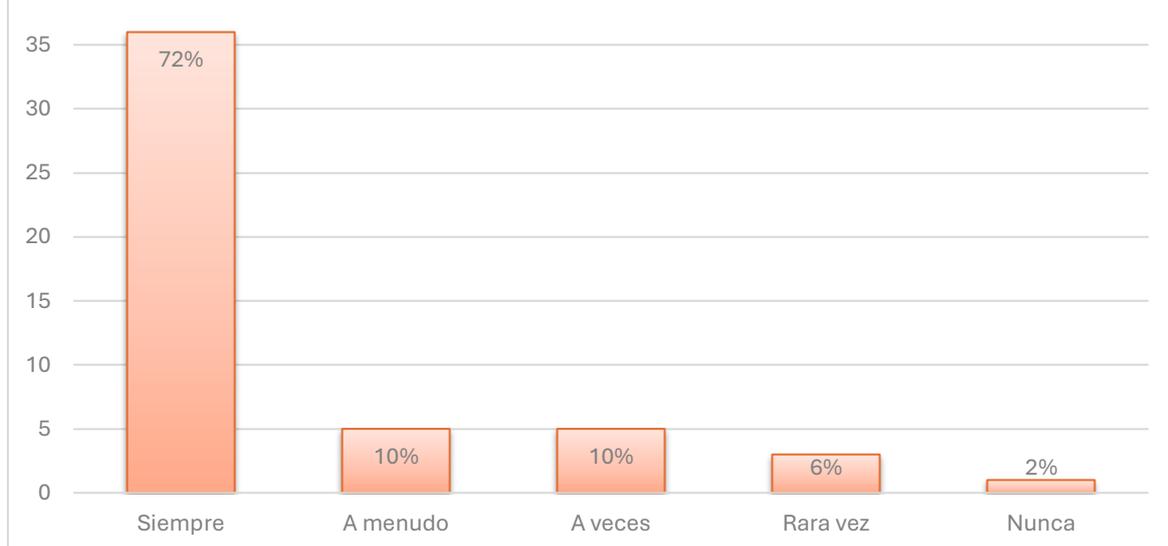


Source: Own elaboration.

**Analysis**

The findings of this table indicate how often students participate in oral expression activities during EFL classes. The 72% always participate actively; likewise, 10% often participate orally in class. Similarly,10% said they participate sometimes. In smaller percentages, 6% said they rarely participate, while only 2% said they never participate orally.

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These results reflect a high level of involvement in oral activities, which is a positive aspect for the development of communicative competence in English. High participation may be related to a favorable classroom environment, where students feel confident and motivated to express themselves without fear of making mistakes. Constant interaction encourages language process and allows for consolidation of learning through real-life use of the language. Consistent with this, Brown (2007) states that active participation in oral activities is essential for knowing a foreign language, as it provides students with authentic opportunities to work, receive feedback, and develop fluency and confidence in speaking. In this sense, encouraging continuous oral participation contributes significantly to strengthening interaction skills in the classroom.

**3.1.4. ¿Qué parte del inglés te parece más difícil en clase? /Which part of English is the hardest for you in class?**

**Figure 4**

The hardest thing about learning English
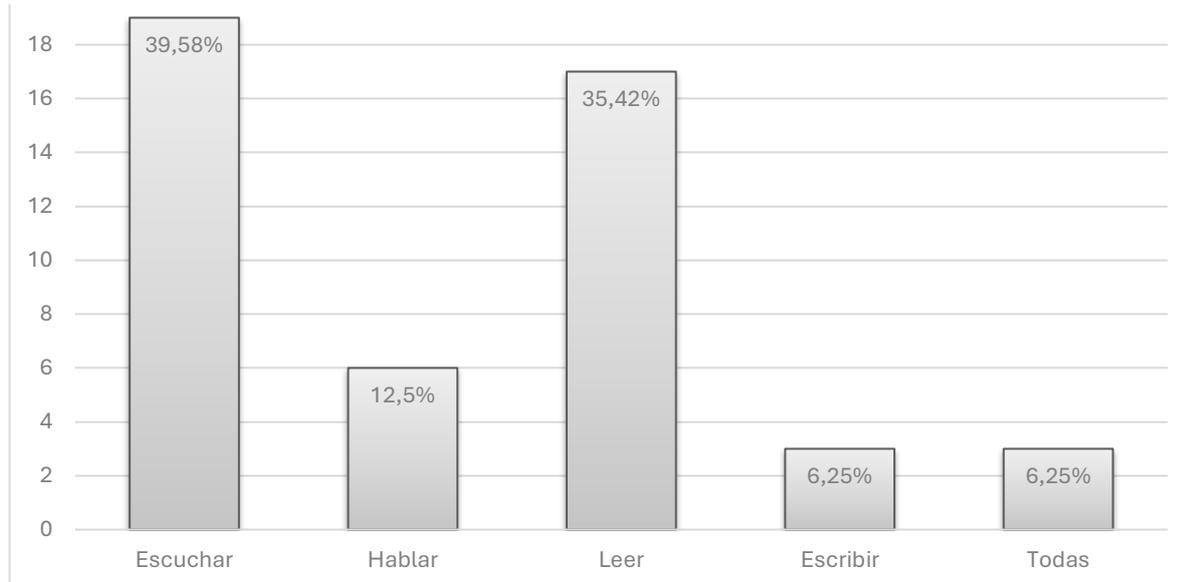


Source: Own elaboration.

**Analysis**

This table represents which part of English is hardest for the students. In this case, 39.58% show that the greatest difficulty is concentrated in listening skills. In second place, 33.42% indicated that reading represents a significant difficulty. In the same way, 12.5% said that speaking is the most difficult part of the English language, and in smaller percentages, 6.25%, both indicate that writing or all skills represent a difficulty for them.

These results show that receptive skills, especially listening comprehension, represent a greater challenge for students. This may be related to speech rate, pronunciation, and limited exposure to the language outside the classroom. Likewise, difficulty in reading may be due to limited vocabulary and a lack of reading comprehension strategies in a foreign language. Although speaking does not appear to be the main difficulty, it remains an area that requires attention, as it is closely linked to listening comprehension. According to Rost (2011) listening comprehension is one of the most complex skills in foreign language acquisition due to the ephemeral nature of spoken language and the need to process information in real time. Therefore, teachers must implement activities that integrate listening with oral production, using resources such as audio recordings, role-playing, and real-life communicative situations that allow for the progressive improvement of these skills.

### 3.1.5. ¿Con qué frecuencia tu profesor hace actividades para mejorar la expresión oral? /How often does your teacher do activities to help you speak English better?
**Figure 5**

Frequency of oral practice in class
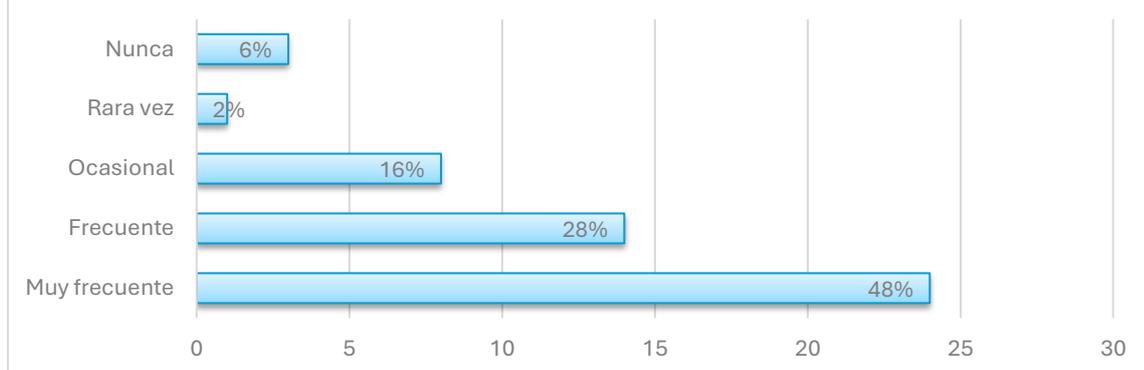
Source: Own elaboration.

**Analysis**

The graph shows that 48% of students engage in oral activities "Very frequently,"
followed by 28% who do so "Frequently," indicating that a significant majority have regular
opportunities to practice speaking in class**. In** contrast, 16% do so "occasionally," while only
2% and 6% reported 'rarely' and "never," respectively, indicating that a smaller portion still
does not regularly have access to these opportunities for oral interaction.

These results suggest that, although the majority of students are consistently exposed
to oral training, there is room to further strengthen these experiences for those who only do so
occasionally or never. As Subarnin, Abidin, and Atikah point out in Benefits of Pair Work
Activity in Speaking Class: A Narrative Review, oral activities promote language
development, active engagement, and student confidence in using the target language, which
are key aspects for improving communicative competence.

**3.1.6. ¿Te gustan las actividades que tu profesor de inglés utiliza en clase para mejorar
tus habilidades de expresión oral? /Do you like the activities your English teacher uses
in class to help you speak better?**

**Figure 6**

*Students' enjoyment of speaking English*
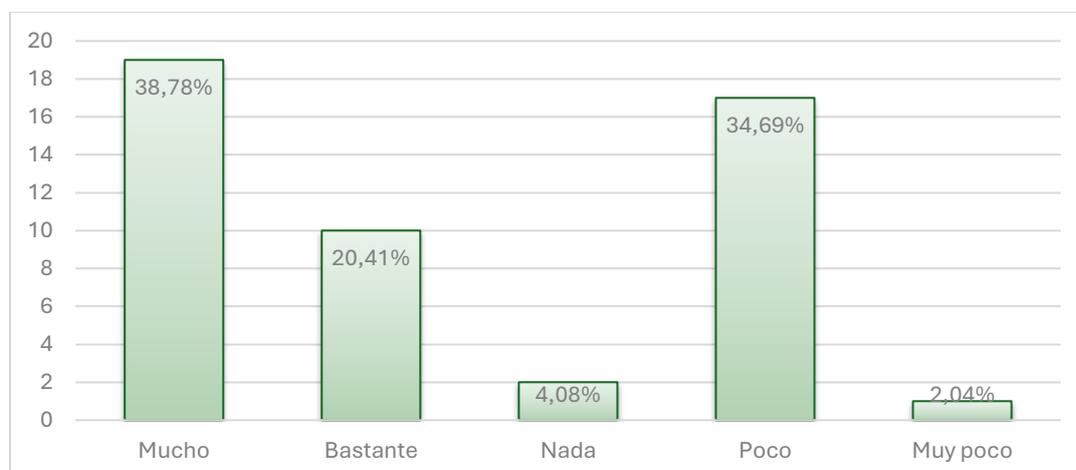


Source: Own elaboration.

**Analysis**

The graph shows that 38.78% of students "really like" participating in oral activities, which was the most popular response. This was followed by 34.69% who responded "I don't like it very much," suggesting that, although a considerable number enjoy these activities, there is also a significant group whose preference is low. On the other hand, 20.41% said "Quite a lot," showing moderate enjoyment, while options such as "Not at all" and "Somewhat" obtained very low percentages (4.08% and 2.04%, respectively), indicating that few students feel completely indifferent to these activities.

These results indicate that, in general, a majority values oral activities positively, although there are different degrees of liking among students. Brown (2007) explains that active participation in oral communicative tasks can increase motivation and confidence in language use, which is key to the development of communicative competence. This majority preference suggests that strengthening oral experiences can have a positive impact on student preparation.

**3.1.7. ¿Te gustaría que tu profesor utilizara otras actividades, como el "role-playing" en clase para mejorar tus habilidades de expresión oral en inglés? /Would you like your teacher to use other activities, like role-playing, in class to help you speak English better?**

**Figure 7**

*Students want to use roleplay in class.*
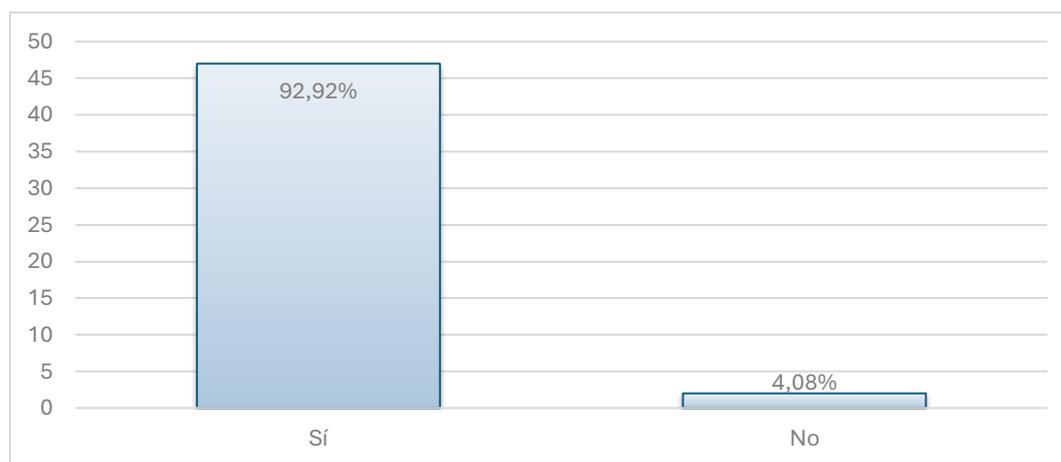
Source: Own elaboration.

**Analysis**

The graph proves that 92.92% of students responded that role-play is used in class, while only 4.08% indicated that this technique is not used. This demonstrates widespread adoption of role-play in teaching activities, suggesting that most students have experience with this strategy. The difference between those who do and those who do not experience it is clearly significant, reflecting that this type of activity is a common process in the context evaluated.

The widespread use of role-play may be related to its pedagogical benefits, as this technique promotes active communication, creative thinking, and the real-life practice of linguistic situations. As Larsen-Freeman and Anderson point out in Techniques and Principles in Language Teaching, role-play promotes more meaningful learning by allowing students to "act out" different real-life contexts through the use of language, which strengthens both fluency and confidence in speaking.

**3.1.8. ¿Cuál de los siguientes tipos de "role-playing" te gustaría utilizar para mejorar tus habilidades de expresión oral? /Which type of role-playing would you like to do to help you speak English better?**

**Figure 8**

*The roleplay style preferred by students*
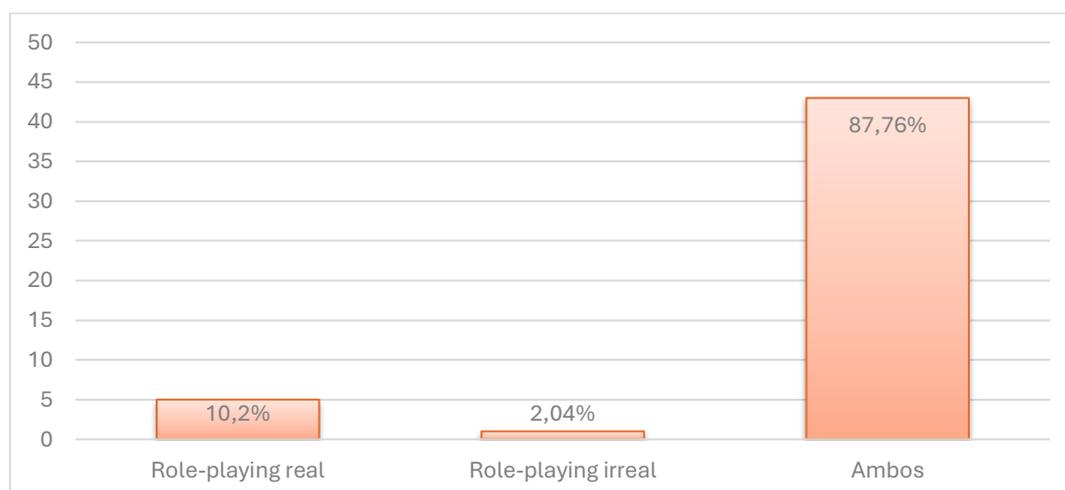
Source: Own elaboration.

**Analysis**

The bar chart reveals students' preferences regarding the type of role play they would like to use in class during oral expression activities. The results show that a large majority of children, 87.76%, expressed a preference for using both types of role play. Similarly, 10.2% indicated that they would like to work with only one type of role play, while only 2.04% expressed an exclusive preference for the other type.

These results reflect that students demonstrate greater interest when role-play activities are varied and combine different approaches. The preference for both types suggests that children value both guided activities, which provide them with greater support and security, and freer activities, which allow them to express themselves creatively and spontaneously. This diversity promotes a more dynamic and motivating environment in which students can actively participate without feeling limited. As stated by Harmer (2007), role-play is highly effective in foreign language teaching, as it allows students to perform real communicative situations in a playful and meaningful way. **In** this sense, offering different types of role-plays in the classroom not only responds to children's interests but also contributes to the development of their confidence and fluency in oral expression.

**3.1.9.¿Cuál de las siguientes formas de "role-playing" te gustaría usar para mejorar tus habilidades de expresión oral en inglés? /Which way of role-playing would you like to use to help you speak English better?**

**Figure 9**

*Roleplay method to improve oral expression*



Source: Own elaboration.

**Analysis**

The bar chart displays students' preferences regarding the type of role-play they would like to use in class. According to the results, the majority of students, representing 63.27%, expressed a preference for scripted role-play. **In** second place, 26.53% indicated that they prefer semi-guided role-play activities, while only 10.2% expressed an interest in participating in unscripted role-play.

This table demonstrates that students, especially children, feel more comfortable and confident when role-play activities have a clear structure. The use of scripts allows them to rely on previously worked-on linguistic models, which reduces anxiety and fear of making mistakes during oral production. On the other hand, although to a lesser extent, the preference for semi-guided role play indicates a progressive openness to activities that combine guidance and freedom, favoring the development of fluency. Harmer (2007) indicates that oral activities should be adapted to students' level of confidence and linguistic competence, starting with more controlled tasks and gradually moving towards freer activities. In this sense, the preference for scripted role play reflects the need to provide adequate scaffolding that allows students to develop their oral expression safely and effectively.

# IV. CHAPTER IV: PROPOSAL

## 4.1 Proposal title

LET'S ACT AND SPEAK! TEACHING GUIDE BASED ON ROLE-PLAYING TO DEVELOP ORAL PERFORMANCE IN 2ND GRADE STUDENTS AT UNIDAD EDUCATIVA EJÉRCITO ECUATORIANO.

## 4.2 Objectives

### 4.2.1 General objectives

Promote the development of oral skills in English among 2nd grade students through role-playing activities that encourage communication, creativity, and active participation in the classroom.

### 4.2.2 Specific objectives

Integrate everyday communicative situations that motivate students to express themselves in English in a natural and fun way.

Develop activities that combine vocabulary, pronunciation, and oral expression through role-playing games.

Encourage interaction among classmates through collaborative activities that reinforce the practical use of the language in real or simulated contexts.

## 4.3 Introduction

This proposal offers a teaching guide designed to improve the oral performance in English of 2nd grade students through role-playing activities. This communicative and playful methodology encourages children to use English in meaningful contexts, gaining confidence, improving pronunciation, and expanding their vocabulary in a fun way.

The guide is aligned with the objectives of the national curriculum for level A1, promoting the development of speaking and listening skills through interactive activities appropriate for their age.

**4.4 Justification**

The improvement of oral skills in English among second-grade students in General Basic Education is a fundamental aspect, since at this stage, children begin to build the foundations of communication in a foreign language. However, in the educational process, it has been observed that many students have difficulty expressing themselves orally due to a lack of confidence, fear of making mistakes, and limited use of the language in the classroom. For this reason, it is necessary to implement methodological strategies that encourage active participation and meaningful use of English from an early age.

The teaching guide "Let's Act and Speak!" is justified because it proposes role-playing as an effective pedagogical strategy for developing oral expression in a natural, dynamic, and contextualized way. Through role-playing, students have the opportunity to interact in communicative situations close to their reality, which facilitates vocabulary acquisition, improves pronunciation, and strengthens confidence when speaking English. This methodology promotes meaningful learning, as the language is used as a communication tool and not just as theoretical content.

# UNIT 1

# My Home and My Family

## -- Learning by Doing

I CAN USE SIMPLE PHRASES AND SENTENCES TO DESCRIBE MY FAMILY AND MY HOME IN ENGLISH.

**Unit Objective:**

To develop oral expression in English through role-playing games that allow students to describe their family and home using basic vocabulary.

**Content:**

- My family
- My house
- Rooms in the house
- Presentation of my home

# LESSON 1: ROLE-PLAY – MY FAMILY

**OBJECTIVE:**
To practice vocabulary related to family and simple sentences in English through role-play.

## ACTIVITY DESCRIPTION

Students participate in a role-play where they represent different members of a family. Through this activity, they practice simple phrases in English to introduce themselves and others, building confidence in speaking

## STRATEGY

Students receive cards with family roles and become part of a fictional family to act and communicate in English.

## ACTIVITY DEVELOPMENT - 45 MINUTES

- **Warm-up (5 minutes):**
The teacher presents visual cards of family members and asks, "Who is this?" Students respond as a group.

- **Instructions (5 minutes):**
The teacher explains that students will represent a family and must introduce themselves using simple sentences in English.

- **Preparation (5 minutes):**
Students receive role cards (mother, father, sister, brother, baby) and practice the structure "I am the..." in pairs.

- **Game/Role-play (20 minutes):**
Students perform a short family skit where each one says phrases such as "I am the mother" or "This is my brother." Everyone participates at least once.

- **Review (5 minutes):**
The teacher reviews the vocabulary through questions and choral repetition.

- **Closing (5 minutes):**
The students' participation and effort are positively reinforced.

(Canva , 2026)

# VOCABULARY

**NOUNS:**

- mother
- brother
- father
- baby
- sister

**SENTENCES:**
- I am...
- This is my...

# ILLUSTRATED FAMILY CARDS

Mother

Father

Sister

Brother

Baby

# LESSON 2: ROLE PLAY – THE ROOMS IN MY HOUSE

**OBJECTIVE**:
Identify and name the rooms in the house using simple spoken sentences in English.

## ACTIVITY DESCRIPTION

Students participate in a role-play where they act as guides and show the different rooms of a house using basic English.

## STRATEGY

The classroom is symbolically transformed into a house, sparking students' interest in exploring and talking.

## ACTIVITY DEVELOPMENT - 45 MINUTES

- **Warm-up (5 minutes):**
The teacher shows pictures of rooms and asks, "Is this the kitchen?"

- **Instructions (5 minutes):**
Explain that students will be guides and must show the rooms using simple sentences.

- **Preparation (5 minutes):**
Place pictures of rooms around the classroom to simulate a house.

- **Game/Role-play (20 minutes):**
Students walk around the classroom and say phrases such as "This is the bedroom" or "This is the kitchen."

- **Review (5 minutes):**
Students match images with words and repeat the sentences aloud.

- **Closing (5 minutes):**
The teacher congratulates the students on their participation and use of English.

(Canva , 2026)

# IMAGES OF ROOMS



ADHESIVE TAPE

(Canva , 2026)
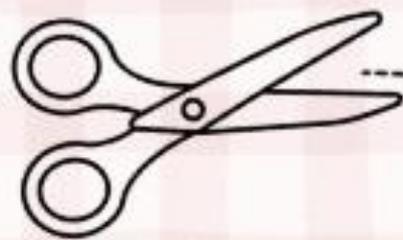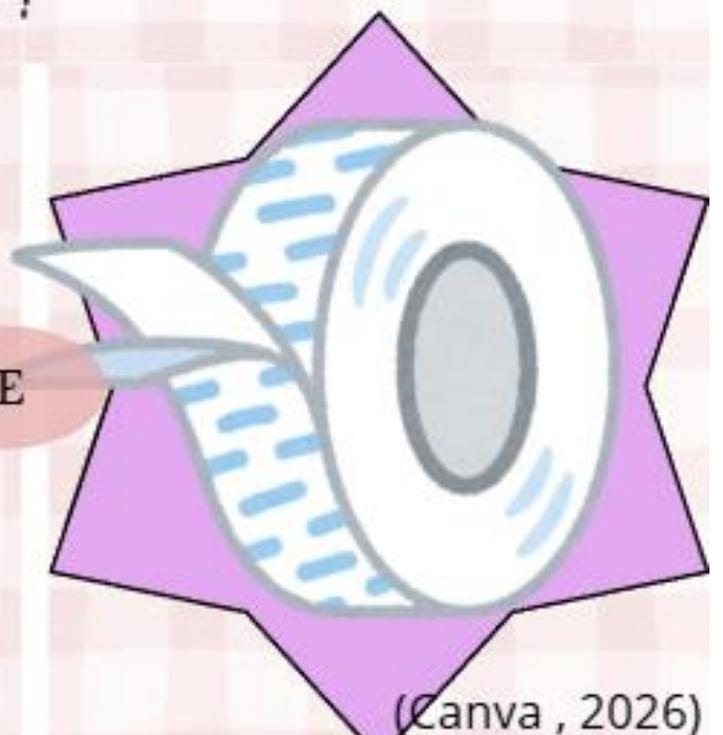
## VOCABULARY

- BEDROOM
- KITCHEN
- BATHROOM
- LIVING ROOM

- THIS IS THE BEDROOM
- THIS IS THE KITCHEN
- THIS IS THE BATHROOM.
- THIS IS THE LIVING ROOM.

(Canva , 2026)

# LESSON 3: ROLE PLAY – INTRODUCING MY HOME

**OBJECTIVE:**
Present simple information about the home using short sentences in English.

## ACTIVITY DESCRIPTION

Students participate in a role-play where they introduce their home to their classmates using simple structures.

## STRATEGY

Students participate in a short "home presentation," promoting oral expression in a playful way.

## ACTIVITY DEVELOPMENT - 45 MINUTES

- **Warm-up (5 minutes):**
The teacher models a brief presentation of their home using the vocabulary learned and introducing new sentences.

- **Instructions (5 minutes):**
Students are instructed to present their home using short sentences in English. To do this, each student draws their home on a poster board.

- **Preparation (5 minutes):**
Students practice sentences such as "I live in a house" and "My house has a kitchen" while pointing to their drawings.

- **Game/Role-play (20 minutes):**
Each student presents their home while the others act as a respectful audience.

- **Review (5 minutes):**
Key phrases and pronunciation are reinforced through group repetition.

- **Closing (5 minutes):**
The teacher acknowledges the students' efforts and encourages them to continue practicing English.

(Canva , 2026)

# MATERIALS

DRAWING PAPER
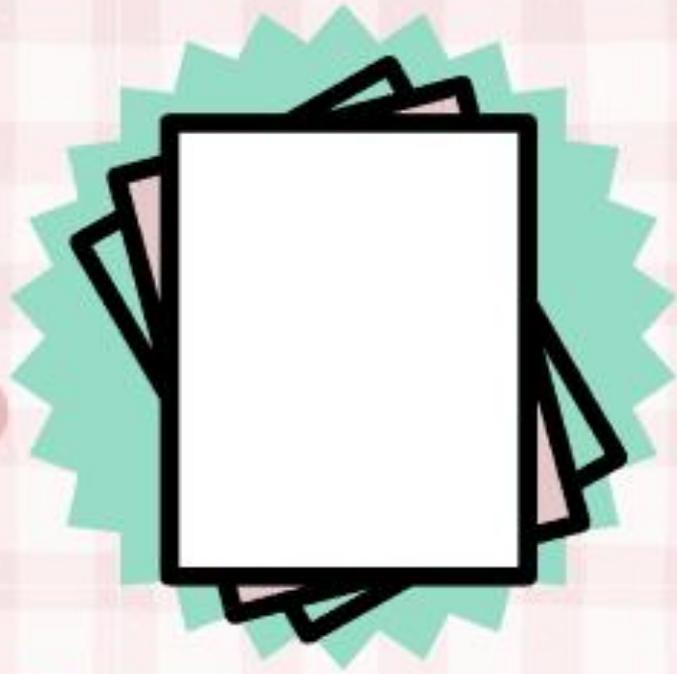
COLORS

ADHESIVE TAPE

(Canva , 2026)

## VOCABULARY

### PARTS OF THE HOUSE

- HOUSE
- KITCHEN
- BEDROOM
- BATHROOM
- LIVING ROOM

### SENTENCES

- I LIVE IN...
- MY HOUSE HAS...
- THIS IS MY...

(Canva , 2026)

# LESSON 4: ROLE-PLAYING – VISIT TO MY HOME

**OBJECTIVE:**
Develop oral expression in English through a role-playing game where students simulate inviting and receiving visitors in their home using simple phrases.

## ACTIVITY DESCRIPTION

Students participate in a role-play in which some act as hosts and others as visitors. Through simple dialogues, they practice basic vocabulary and expressions related to the home and family.

## STRATEGY

The teacher presents the activity as a special visit, where students must use English to communicate and welcome their classmates in a friendly manner.

## ACTIVITY DEVELOPMENT - 45 MINUTES

- **Warm-up (5 minutes):**
The teacher greets the students as a visitor, saying, "Hello! Can I come in?" and the students respond in unison, "Yes, welcome!", repeating the expressions in a playful manner.

- **Instructions (5 minutes):**
The teacher explains that the students will work in pairs; one will be the host and the other the visitor, and they must use simple phrases to interact.

- **Preparation (5 minutes):**
Badges with roles (host/visitor) and images of parts o the house and family members are handed out.

- **Game/Role-play (20 minutes):**
The pairs act out the visit using expressions such as "Welcome to my house," "This is the kitchen," and "This is my family." Then, the roles are switched so that everyone participates actively.

- **Review (5 minutes):**
The teacher asks simple questions about the activity and reinforces the correct use of vocabulary through oral repetition.

- **Closing (5 minutes):**
The students' efforts are recognized by highlighting their participation, respect, and use of English during the role-play.

(Canva , 2026)

# MATERIALS

## BADGES

## ADHESIVE TAPE.

## IMAGES

Mother

Father

Sister

Brother

Baby

(Canva , 2026)

## VOCABULARY

- WELCOME
- HOUSE
- KITCHEN
- BEDROOM
- BATHROOM
- LIVING ROOM
- FAMILY
- FATHER
- MOTHER
- SISTER
- BROTHER
- BABY

### SENTENCES

- THIS IS...

- WELCOME TO MY HOUSE.

# UNIT 2

# MY DAILY LIFE – LET'S PLAY AT SCHOOL

I can interact in a simple way provided the other person talks slowly and clearly



**Objective**: Develop confidence in basic presentations and everyday communication.

**Contents**:
Daily routines at school.
Objects and actions in the classroom.
School rules and responsibilities.
School interactions and presentations.

# LESSON 1: ROLE-PLAYING - MY DAILY ROUTINE AT SCHOOL

## OBJECTIVE
PRACTICE ORAL INTERACTION IN ENGLISH BY DESCRIBING SIMPLE SCHOOL ROUTINES THROUGH ROLE-PLAYING.

## ACTIVITY DESCRIPTION

Students participate in a role-play where they act out different moments of their school day, using simple expressions to communicate everyday actions and basic schedules.

## STRATEGY

The teacher presents the activity as a school day in action, inviting students to act and speak as if they were going through their actual routine.

## ACTIVITY DEVELOPMENT - 45 MINUTES

- **Warm-up (5 minutes):**
The teacher mimics school activities and asks, "What am I doing?", prompting short answers.

- **Instructions (5 minutes):**
Explain that students will act out school routines using simple phrases in English.

- **Preparation (5 minutes):**
Daily classroom actions such as greeting others are practiced, and model expressions are practiced in groups.

- **Game/Role-play (20 minutes):**
Using a die labeled with actions that take place in the classroom, each student rolls the die and acts out the scene that comes up, such as arriving at class, sitting down, or studying, using phrases such as "I'm going to school" and "I'm studying English."

- **Review (5 minutes):**
The teacher reinforces vocabulary and gently corrects pronunciation.

- **Closing (5 minutes):**
Active participation and use of English during the activity are recognized.

(Canva, 2026)

I ENTER THE CLASSROOM.

I READ THE SENTENCE.

I SIT DOWN.

I WRITE ON THE BOARD.

I STAND UP.

I LEAVE THE CLASSROOM.
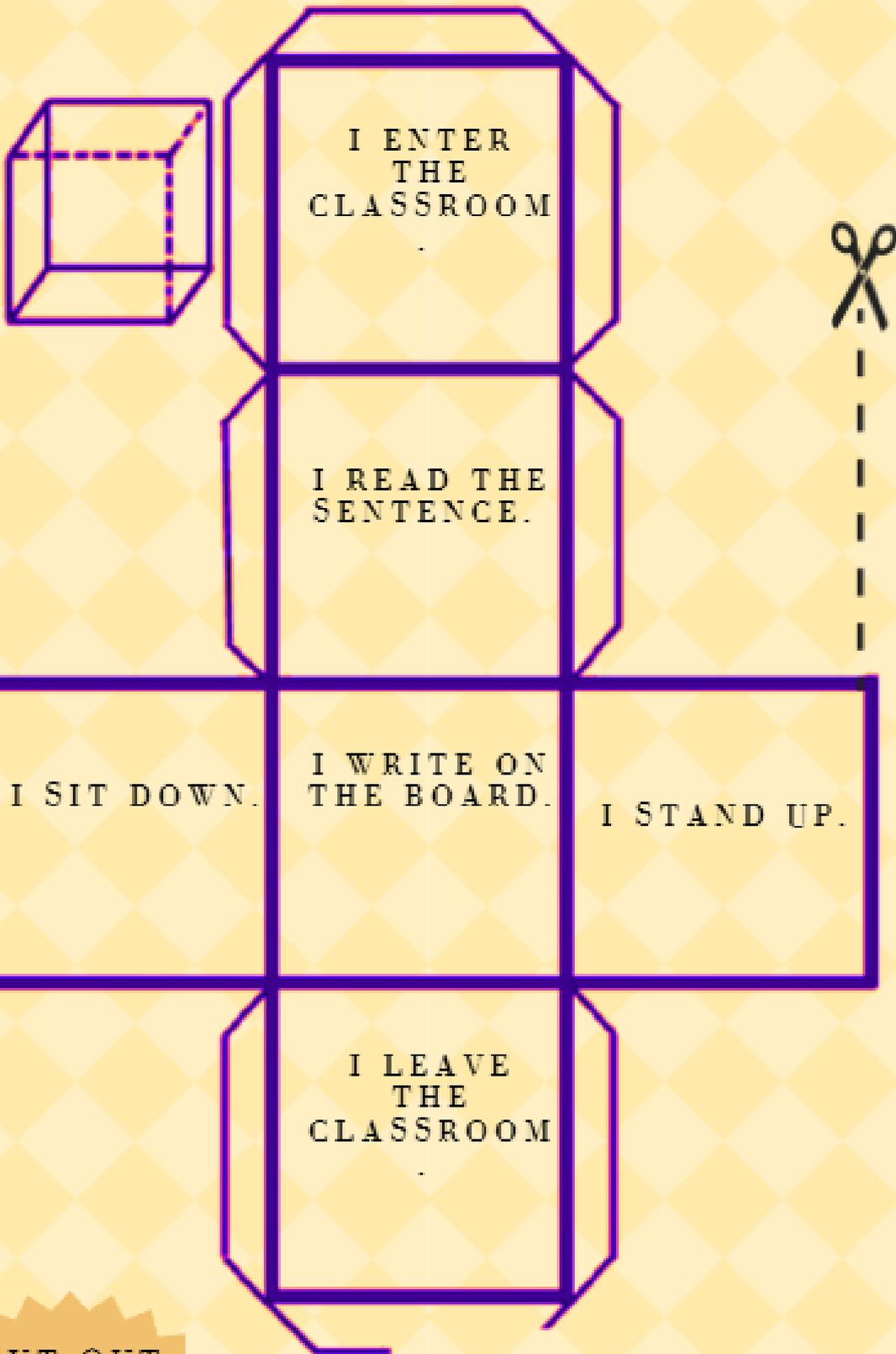
CUT OUT AND ASSEMBLE THE DICE FOR THE GAME.

(Canva , 2026)

## SENTENCES
I ENTER THE CLASSROOM.
I READ THE SENTENCE.
I SIT DOWN.
I WRITE ON THE BOARD.
I STAND UP.
I LEAVE THE CLASSROOM.

## WORDS
SCHOOL
TEACHER
STUDENT
STUDY
PLAY
READ
WRITE

# LESSON 2: ROLE-PLAYING - IN THE CLASSROOM

## OBJECTIVE
INTERACT ORALLY IN ENGLISH USING VOCABULARY AND EXPRESSIONS RELATED TO OBJECTS AND ACTIONS IN THE CLASSROOM.

## ACTIVITY DESCRIPTION
Students participate in a role-playing game where they simulate being in the classroom, asking for, using, and naming school objects orally.

## STRATEGY
The classroom becomes a performance space where students play at being classmates who help each other using English.

## ACTIVITY DEVELOPMENT - 45 MINUTES

- **Warm-up (5 minutes):**
The teacher shows real objects and asks "What is this?" to activate prior knowledge.

- **Instructions (5 minutes):**
Explain that students should ask and answer using simple phrases.

- **Preparation (5 minutes):**
Practice expressions such as "Can I have...?" and "Here you are" in pairs.

- **Game/Role-play (20 minutes):**
Students act out situations where they ask for school supplies and respond in a simple way.

- **Review (5 minutes):**
Key words and expressions used during the game are reviewed.

- **Closing (5 minutes):**
The teacher positively reinforces respectful interaction and language use.

(Canva , 2026)

## SCHOOL SUPPLIES



PENCILS



BOOKS



ERASER



PENCIL SHARPENER



MARKER

(Canva , 2026)

**SCHOOL SUPPLIES**
PENCILS
BOOKS
ERASER
PENCIL SHARPENER
MARKER

SENTENCES:
CAN I HAVE...?
HERE YOU ARE

# LESSON 3: ROLE-PLAYING - RULES AND RESPONSIBILITIES AT SCHOOL

**OBJECTIVE**
USE SIMPLE ENGLISH PHRASES TO EXPRESS SCHOOL RULES AND RESPONSIBILITIES THROUGH ORAL INTERACTION.

## ACTIVITY DESCRIPTION

Students participate in a role-play where they act out situations related to classroom rules, expressing correct and incorrect actions in a simple way.

## STRATEGY

The activity is presented as a "good student game," where everyone participates by acting and speaking.

## ACTIVITY DEVELOPMENT - 45 MINUTES

- **Warm-up (5 minutes):**
The teacher performs actions and asks "Is it good or bad?" guiding oral responses.

- **Instructions (5 minutes):**
Explain that students will act out school situations and say simple phrases.

- **Preparation (5 minutes):**
Practice expressions such as "Sit down" and "Listen to the teacher."

- **Game/Role-play (20 minutes):**
Students choose an ice cream stick with different expressions that they will act out in scenes showing good school behavior using basic English.

- **Review (5 minutes):**
The expressions learned are reinforced through guided repetition.

- **Closing (5 minutes):**
The teacher recognizes participation and positive behavior.

(Canva , 2026)

STICKS WITH ACTIONS

SIT DOWN

LISTEN TO THE TEACHER

STAND UP

SILENCE

PAY ATTENTION

DO YOUR HOMEWORK

EXAMPLE OF HOW TO RECREATE YOUR STICKS WITH ACTIONS FOR THE GAME

# VOCABULARY

**SENTENCES:**
- SIT DOWN
- LISTEN TO THE TEACHER
- STAND UP
- SILENCE
- PAY ATTENTION
- DO YOUR HOMEWORK
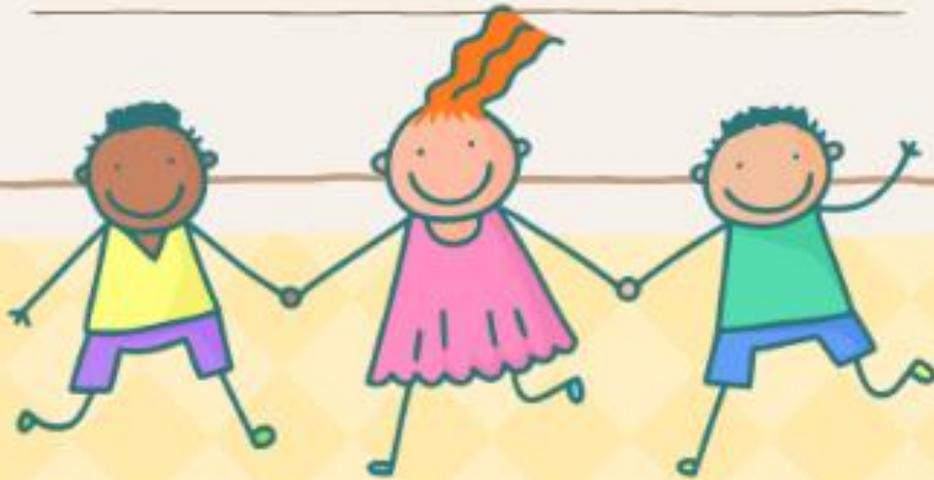
# LESSON 4: ROLE PLAY - INTRODUCING MYSELF AT SCHOOL

## OBJECTIVE

DEVELOP CONFIDENCE IN ORAL INTERACTION IN ENGLISH THROUGH SIMPLE PRESENTATIONS IN A SCHOOL CONTEXT.

## ACTIVITY DESCRIPTION

Students participate in a role-play where they simulate introducing themselves to their classmates using short, clear sentences.

## STRATEGY

The activity is presented as a "special moment" where each student has the opportunity to speak in English.

## ACTIVITY DEVELOPMENT - 45 MINUTES

- **Warm-up (5 minutes):**
The teacher models a short presentation using gestures and visual aids.

- **Instructions (5 minutes):**
Explain that each student will introduce themselves using simple sentences.

- **Preparation (5 minutes):**
Students practice structures such as "My name is..." and "I am a student."

- **Game/Role-play (20 minutes):**
Each student draws a picture of themselves and writes simple phrases such as their age, name, etc. They then introduce themselves by showing their drawing while the others listen and respond with simple phrases.

- **Review (5 minutes):**
Pronunciation and vocabulary are reinforced through group repetition.

- **Closing (5 minutes):**
The teacher congratulates the students on their effort and participation.

(Canva , 2026)

DRAWING PAPER

COLORS

ADHESIVE TAPE

(Canva , 2026)
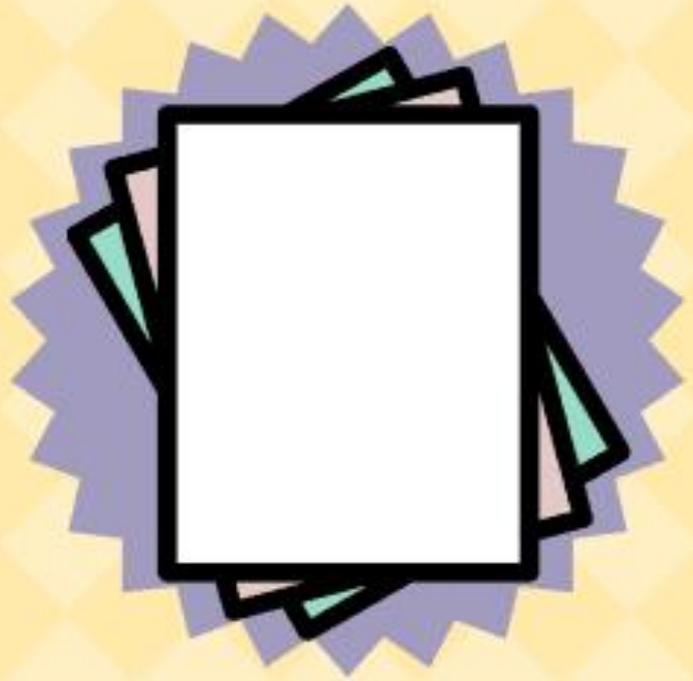
- MY NAME IS
- I AM
- STUDENT
- SCHOOL
- FRIEND
- HELLO.

EXAMPLE OF THE PRESENTATION

HELLO, MY NAME IS MELODY, I AM 7 YEARS OLD, I STUDY ENGLISH, I LIVE IN LAGO AGRIO, AND I LIKE CATS.

# Unit 3

## MY WORLD AND THINGS I LIKE – LET'S EXPRESS OURSELVES

"I can ask and answer simple questions about things I like."

**Objective:**
To practice oral expression through fun and relatable topics.

CONTENS:
- MY FAVORITE TOYS
- FOOD I LIKE
- HOBBIES AND FREE TIME ACTIVITIES
- MY FAVORITE THINGS

(Canva , 2026)

# LESSON 1: ROLE PLAY - THE TOY STORE

## OBJECTIVE
FORMULATE AND ANSWER SIMPLE QUESTIONS IN ENGLISH ABOUT FAVORITE TOYS THROUGH AN INTERACTIVE ROLE-PLAY.

## ACTIVITY DESCRIPTION

Students participate in a role-playing game where they simulate a toy store. Some students play the salespeople and others play the customers, practicing simple questions and answers about tastes and preferences.

## STRATEGY

The classroom is transformed into a toy store with visual and real materials, sparking students' interest and curiosity.

## ACTIVITY DEVELOPMENT - 45 MINUTES

- **Warm-up (5 minutes):**
The teacher shows pictures of toys and asks, "Do you like this?", encouraging short oral responses.

- **Instructions (5 minutes):**
Explain that students will play at buying toys using basic English.

- **Preparation (5 minutes):**
Role badges (seller/buyer) are handed out and structures such as "Do you like...?" and "Yes, I do/No, I don't" are practiced.

- **Game/Role-play (20 minutes):**
Students interact in the store by asking and answering questions about toys, switching roles to ensure active participation.

- **Review (5 minutes):**
The teacher reinforces the correct use of questions and answers through guided repetition.

- **Closing (5 minutes):**
The students' effort and participation are recognized.

(Canva , 2026)

# MATERIALS

**SELLER**

01100101

STORE

CLASSROOM

**BUYER**

01100101

STORE

CLASSROOM

# VOCABULARY

**TOYS:**
- DOLL
- TEDDY BEAR
- BALL
- CUBES
- TOY CAR
- KITE

# LESSON 2: ROLE-PLAYING - THE FUN RESTAURANT

**OBJECTIVE**
TO EXPRESS LIKES AND PREFERENCES ABOUT FOOD USING SIMPLE QUESTIONS AND ANSWERS IN ENGLISH.

## ACTIVITY DESCRIPTION

Students participate in a role-play where they simulate a restaurant. Some act as waiters and others as customers, communicating orally about the food they like.

## STRATEGY

Illustrated menus and toy food images are used to create a playful and realistic environment.

## ACTIVITY DEVELOPMENT - 45 MINUTES

- **Warm-up (5 minutes):**
The teacher shows pictures of food and asks, "Do you like pizza?"

- **Instructions (5 minutes):**
Explain that students will play a game of ordering food in a restaurant using English.

- **Preparation (5 minutes):**
Practice model phrases such as "I like..." and "I don't like..." in pairs.

- **Game/Role-play (20 minutes):**
Students interact by ordering and offering food, using expressions of taste orally.

- **Review (5 minutes):**
The teacher reinforces the vocabulary and pronunciation of food items.

- **Closing (5 minutes):**
Students are congratulated for their participation and creativity.

(Canva , 2026)

FOOD IMAGES

# MENU

- **PIZZA**
- **APPLE**
- **BANANA**
- **JUICE**
- **ICE CREAM**
- **CANDYS**

FOOD:

- PIZZA
- APPLE
- BANANA
- JUICE
- ICE CREAM
- CANDYS

MENU

SENTENSES:
- I LIKE....
- I DON´T LIKE...

MENU

# LESSON 3: ROLE PLAY - MY FAVORITE HOBBIES

**OBJECTIVE**
ASK AND ANSWER QUESTIONS ORALLY ABOUT FAVORITE ACTIVITIES USING SIMPLE STRUCTURES IN ENGLISH.

## ACTIVITY DESCRIPTION

Students participate in an "activity station" role-play game, where they represent different hobbies and express their preferences through oral interaction.

## STRATEGY

The classroom is organized into game stations with visual materials and real actions.

## ACTIVITY DEVELOPMENT - 45 MINUTES

- **Warm-up (5 minutes):**
The teacher mimes hobbies and the students guess what they are.

- **Instructions (5 minutes):**
Explain that students will rotate through stations and talk about what they like to do.

- **Preparation (5 minutes):**
Each student makes a poster with their hobby and practices phrases such as "I like playing..." and "Do you like...?"

- **Game/Role-play (20 minutes):**
Students interact at each station, acting out hobbies and asking questions to their classmates.

- **Review (5 minutes):**
The oral expressions learned are reinforced.

- **Closing (5 minutes):**
The teacher acknowledges participation and enthusiasm.

(Canva , 2026)

# MATERIALS

**DRAWING PAPER**

**COLORS**

**ADHESIVE TAPE**

(Canva , 2026)
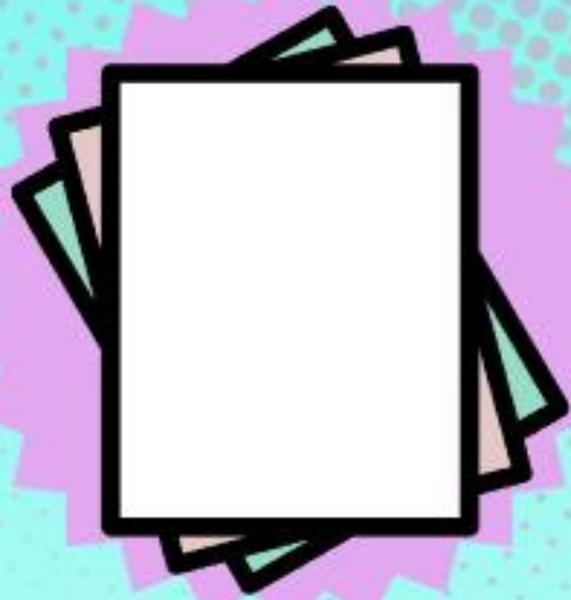
VOCABULARY

ACTIVITIES

- PLAY
- RUN
- DRAW
- SING
- DANCE

SENTENSES:
- I LIKE....
- DO YOU LIKE...?

(Canva , 2026)

# LESSON 4: ROLE PLAY - MY FAVORITE WORLD

**OBJECTIVE**
EXPRESS PERSONAL PREFERENCES ABOUT FAVORITE OBJECTS, ACTIVITIES, OR TOPICS ORALLY THROUGH CREATIVE ROLE-PLAYING.

## ACTIVITY DESCRIPTION

Students participate in a "show and tell" role-playing game, where they present and comment on their favorite things, interacting with simple questions.

## STRATEGY

Each student brings or chooses a favorite object to share and talk about in English.

## ACTIVITY DEVELOPMENT - 45 MINUTES

- **Warm-up (5 minutes):**
The teacher presents an object and models simple sentences about likes.

- **Instructions (5 minutes):**
Explain that each student will present their favorite thing and answer questions.

- **Preparation (5 minutes):**
Practice structures such as "This is my favorite..." and "I like it."

- **Game/Role-play (20 minutes):**
Students decorate a box as they wish and present their objects while others ask simple questions.

- **Review (5 minutes):**
The teacher reinforces the correct use of vocabulary and questions.

- **Closing (5 minutes):**
Effort and active participation are recognized.

(Canva , 2026)

CARDBOARD BOX

GLUE AND SCISSORS

COLORED PENCILS

FAVORITE OBJECT

- FAVORITE
- TOY
- GAME
- COLOR
- FOOD

SENTENSES:
- THIS IS MY...
- I LIKE IT.

donation

# UNIDAD 4: MY COMMUNITY AND THE WORLD AROUND ME – LET'S ACT IN OUR TOWN

"I can ask and answer simple questions about where I live and places I know."

**Objective**: To encourage students to use English in real-life recreational contexts.

**Content**:

Places in my town

Asking for directions

Community helpers

Visiting places in my community

(Canva , 2026)

# LESSON 1: ROLE PLAY - PLACES IN MY COMMUNITY

**OBJECTIVE**
TO IDENTIFY AND NAME PLACES IN THE COMMUNITY USING SIMPLE ORAL INTERACTION IN ENGLISH THROUGH ROLE PLAY.

## ACTIVITY DESCRIPTION

Students participate in a role play where they represent different places in the community and talk about them using basic vocabulary and short phrases.

## STRATEGY

The classroom is transformed into a small town with pictures and signs representing familiar places.

## ACTIVITY DEVELOPMENT - 45 MINUTES

- **Warm-up (5 minutes):**
The teacher shows pictures of places and asks, "What place is this?", guiding simple oral responses.

- **Instructions (5 minutes):**
Explain that students will act as tourists visiting different places.

- **Preparation (5 minutes):**
Review phrases such as "This is the park" and "I go to the school."

- **Game/Role-play (20 minutes):**
Students walk around the classroom simulating visits to places and saying phrases related to each space.

- **Review (5 minutes):**
The teacher reinforces vocabulary through guided repetition.

- **Closing (5 minutes):**
Participation and use of English are recognized.

(Canva , 2026)

MATERIALS:

PARK

SCHOOL

HOSPITAL

STORE

SIGNAGE FOR LOCATIONS

ADHESIVE TAPE

(Canva , 2026)
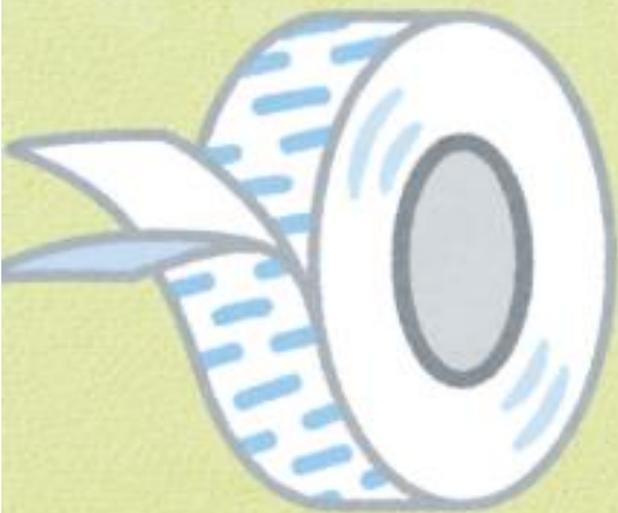
# VOCABULARY:

**PLACES:**
- PARK
- SCHOOL
- HOSPITAL
- STORE.

**SENTENCES:**
- THIS IS...
- I GO TO...

# LESSON 2: ROLE PLAY - WHERE IS...?

**OBJECTIVE**
TO ASK AND ANSWER SIMPLE QUESTIONS ABOUT LOCATIONS USING BASIC ENGLISH.

## ACTIVITY DESCRIPTION

Students participate in a role play where they simulate asking for and giving simple directions within their community.

## STRATEGY

The activity is presented as a "giant map," where students must help others find places.

## ACTIVITY DEVELOPMENT - 45 MINUTES

- **Warm-up (5 minutes):**
The teacher uses gestures to explain concepts such as near and far.

- **Instructions (5 minutes):**
Explain that students will ask and answer questions about the location of places.

- **Preparation (5 minutes):**
Practice questions such as "Where is the park?" and simple answers.

- **Game/Role-play (20 minutes):**
In pairs, one student asks questions and the other answers using the classroom map.

- **Review (5 minutes):**
The questions and answers learned are reinforced.

- **Closing (5 minutes):**
The teacher praises the students' cooperation and effort.

(Canva , 2026)

EXAMPLE OF
THE MAP TO
USE IN CLASS

(Canva , 2026)

- PARK
- SCHOOL
- HOSPITAL
- STORE
- WHERE IS
- NEAR
- FAR
- HERE
- THERE

# LESSON 3: ROLE PLAY - PEOPLE WHO HELP US

**OBJECTIVE**
RECOGNIZE AND NAME COMMUNITY HELPERS USING SIMPLE ENGLISH PHRASES.

## ACTIVITY DESCRIPTION

Students participate in a role play where they represent different community helpers and talk about their work.

## STRATEGY

Students use simple costumes or accessories to represent the helpers.

## ACTIVITY DEVELOPMENT - 45 MINUTES

- **Warm-up (5 minutes):**
The teacher shows pictures and asks, "Who is this?"

- **Instructions (5 minutes):**
Explain that students will act as community helpers.

- **Preparation (5 minutes):**
Practice phrases such as "I am a police officer" and "I help people."

- **Game/Role-play (20 minutes):**
Students act out simple situations where they introduce themselves to the community.

- **Review (5 minutes):**
Vocabulary is reviewed through oral questions.

- **Closing (5 minutes):**
Creativity and participation are recognized.

(Canva , 2026)

PROFESSION ICONS

ADHESIVE TAPE

(Canva , 2026)
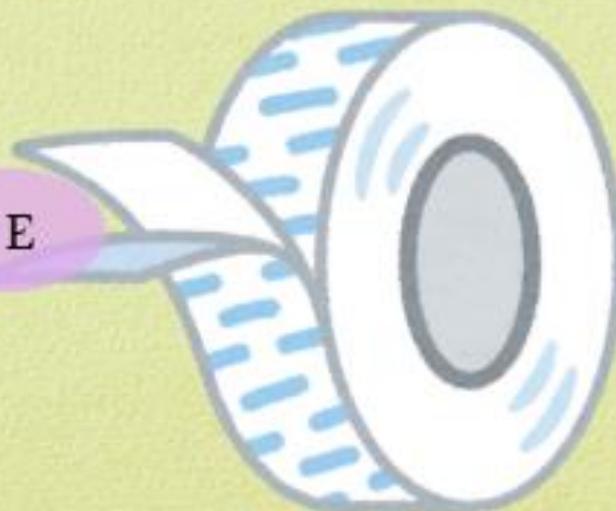
VOCABULARY:

- POLICE
- OFFICER
- DOCTOR
- FIREFIGHTER
- TEACHER

SENTENCES:

- I AM...
- I HELP...

# LESSON 4: ROLE-PLAY - A WALK AROUND MY COMMUNITY

**OBJECTIVE**
TO INTERACT ORALLY IN ENGLISH, DESCRIBING AND VISITING PLACES IN THE COMMUNITY THROUGH A RECREATIONAL ROLE-PLAY.

## ACTIVITY DESCRIPTION

Students participate in a role play where they simulate a walk through their community, asking questions and commenting on the places they visit.

## STRATEGY

The activity is presented as a fun excursion where everyone participates by speaking in English.

## ACTIVITY DEVELOPMENT - 45 MINUTES

- **Warm-up (5 minutes):**
The teacher simulates an invitation by saying, "Let's go to the park!"

- **Instructions (5 minutes):**
Explain that students will walk around the imaginary community using English.

- **Preparation (5 minutes):**
Practice phrases such as "I like this place" and "Where are we?"

- **Game/Role-play (20 minutes):**
Students visit stations around the classroom representing different places and converse in English.

- **Review (5 minutes):**
Expressions used during the walk are reinforced.

- **Closing (5 minutes):**
The teacher congratulates the students for their active participation.

(Canva , 2026)

# MATERIALS:
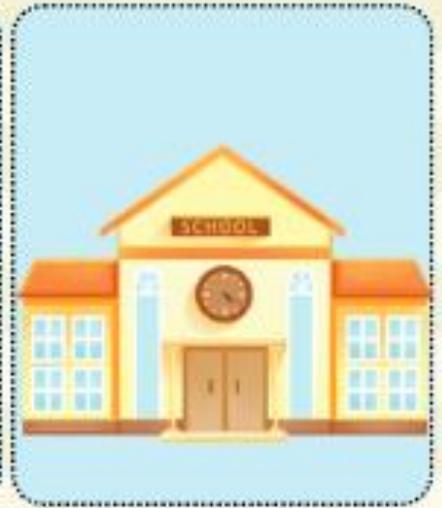
STORE

SCHOOL

PLACE
SIGNS

# VOCABULARY:

- TOWN
- PLACE
- PARK
- STORE
- HOSPITAL
- SCHOOL
- HOUSE

SENTENCES:

- I LIKE...
- LET'S GO TO... ...

**4.5 Impacts**

There are three impacts to analyze

- Linguistic impacts

- Academic impacts

- Socio-affective impacts

**Table 1**

*The numerical impact levels are*

| Numerical impact levels |
| --- |
| -3 High negative impact |
| -2 Medium negative impact |
| -1 Low negative impact |
| 0 No impacts |
| 1 Low positive impact |
| 2 Medium positive impact |
| 3 High positive impact |

Take from: Posso (2013)

Formula to collect results.

$$\text{IL (Impact Level)} = \frac{\Sigma}{number\ of\ items} = \frac{12}{4} = 3$$

$\Sigma$ = The results of each indicator are added.

4 = Number of indicators included in the table.

**4.5.1 Linguistic Impacts**

**Table 2**

*Linguistic impact indcators*

| | Indicator | Impact Levels | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | -3 | -2 | -1 | 0 | 1 | 2 | 3 |
| 1 | I can use basic words and short sentences to talk about myself and my likes in English. | | | | | | | X |
| 2 | I can ask and answer simple questions about familiar topics such as school, family, and classmates. | | | | | | X | |
| 3 | I can express simple actions and feelings in everyday situations using basic English. | | | | | | X | |
| 4 | I can participate in short role-playing conversations using simple phrases and familiar vocabulary | | | | | | X | |
| Total | | | | | | | | 9 |

Source: Own elaboration

$$\text{Linguistic impact level} = \frac{\sum}{\textit{number of items}} = \frac{9}{4} = 2{,}25$$

Linguistic impact level = Medium positive impact

**Analysis:**

The results obtained from the linguistic impact indicators show a medium positive impact on the development of A1 speaking skills among second-grade students aged 6 to 8. This indicates that the implementation of role-playing activities contributed positively to students' initial oral production in English within familiar and meaningful contexts

One relevant aspect is students' ability to use basic words and short sentences to talk about themselves and their likes. Role-playing scenarios based on daily situations allowed

learners to practice simple language structures through repetition and guided interaction. This supported a gradual improvement in oral expression, even though students still required modeling and teacher support.

In terms of asking and answering simple questions about familiar topics such as school, family, and classmates, role-playing promoted basic interaction and encouraged participation in short exchanges. These activities align with the CEFR A1 and EAQUALS/ALTE Can Do Statements, which emphasize simple spoken interaction in everyday contexts.

Additionally, role-playing facilitated the expression of simple actions and feelings related to daily routines, helping students move from isolated words to short, meaningful sentences. Overall, the positive impact reflects that role-playing is an effective strategy for fostering foundational speaking skills and supporting early oral development in young learners.

**4.5.2 Academic Impacts**

**Table 3**

*Academic impacts indicators*

| | Indicator | Impact Levels | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | -3 | -2 | -1 | 0 | 1 | 2 | 3 |
| 1 | Practicing students' oral production through role-playing activities aligned with A1 speaking objectives. | | | | | | | X |
| 2 | Promoting active participation in pair and group role-playing tasks during English classes. | | | | | | | X |
| 3 | Reinforcing the use of basic vocabulary and expressions during classroom speaking performances. | | | | | | | X |

| 4 | Increasing the completion of oral tasks through structured and guided role-playing activities. | | | | | | X |
|---|---|---|---|---|---|---|---|
| Tot al | | | | | | | 12 |

Source: Own elaboration

$$\text{Academic impact level} = \frac{\Sigma}{number\ of\ items} = \frac{12}{4} = 3$$

Academic impact level = High positive impact

**Analysis:**

The academic impact indicators show a high positive impact on students' speaking performance at the A1 level. This result demonstrates that the implementation of role-playing activities significantly enhanced the teaching–learning process in English classes for second-grade students.

One important finding relates to the process of oral production through role-playing activities aligned with A1 speaking objectives. These activities provided structured and meaningful opportunities for students to use English orally, allowing them to essay simple vocabulary and expressions in guided contexts. As a result, students were able to participate more actively and confidently in speaking tasks.

Regarding participation in pair and group role-playing tasks, a high positive impact was observed. Role-playing encouraged collaboration and interaction among students, creating an engaging environment where learners could train in speaking without excessive pressure. This contributed to greater involvement and sustained attention during English lessons.

In addition, the reinforcement of basic vocabulary and expressions during classroom speaking performances supported academic achievement. Students were able to recall and apply language learned in class more effectively. Finally, the increased completion of oral

tasks reflects that structured and guided role-playing activities facilitated the achievement of curricular speaking objectives, strengthening overall academic performance in English.

### 4.5.3 Socio-affective impacts

**Table 4**

*Socio-affective impacts indicators*

| | Indicator | | Impact Levels | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | -3 | -2 | -1 | 0 | 1 | 2 | 3 |
| 1 | Increasing students' confidence to speak English during role-playing activities. | | | | | | X | |
| 2 | Reducing the fear of making mistakes when participating in oral activities in class. | | | | | | | X |
| 3 | Encouraging positive interaction and collaboration with classmates during role-playing. | | | | | | | X |
| 4 | Improving motivation and enjoyment in English-speaking activities through playful scenarios | | | | | | | X |
| Total | | | | | | | | 11 |

Source: Own elaboration

$$\text{Socio-affective impact level} = \frac{\sum}{number\ of\ items} \quad \frac{11}{4} = 2,75$$

Socio-affective impact level = Medium positive impact

**Analysis:**

The socio-affective impact indicators show a medium positive impact on students' emotional and motivational development during English speaking activities. This result indicates that the implementation of role-playing contributed positively to creating a supportive and engaging environment for young learners.

One relevant aspect is the increase in students' confidence to speak English during role-playing activities. By participating in guided and familiar scenarios, learners felt more comfortable expressing themselves orally, which reduced hesitation and encouraged active participation. This confidence is essential at early educational stages, where emotional security strongly influences language knowledge.

In relation to reducing fear of making mistakes, role-playing helped students understand that errors are part of their educational process. The playful nature of the activities minimized anxiety and allowed students to speak more freely without fear of negative evaluation. This aligns with socio-affective principles in early language acquisition.

Furthermore, positive interaction and collaboration among classmates were reinforced through pair and group role-playing tasks. These activities promoted cooperation and social bonding, which enhanced students' willingness to communicate. Finally, increased motivation and enjoyment in English-speaking activities reflect that role-playing fostered positive attitudes toward the English language, supporting sustained engagement and oral participation in the classroom.

# CONCLUSIONS

- It was concluded that role-playing constitutes a solid pedagogical strategy for L2 teaching, as it is theoretically supported by authors who highlight its value in creating authentic communicative situations. Through the simulation of real-life contexts, role-playing allows learners to practice speaking in a safe, motivating, and meaningful environment, which is especially beneficial for young learners at the beginner level.

- The theoretical review confirmed that role-playing is aligned with the CEFR and A1 Can-Do Statements, as it promotes basic oral interaction, simple exchanges, and the use of familiar language. Furthermore, this strategy helps overcome common speaking challenges faced by second-grade students, such as fear of making mistakes, limited vocabulary, and lack of confidence, by fostering collaboration, creativity, and natural language use.

- The mixed-methods research approach was appropriate for this study, as it allowed a comprehensive analysis of the impact of role-playing on L2 speaking practice. The combination of qualitative data from teacher interviews and quantitative data from student surveys provided a broader understanding of both pedagogical perceptions and measurable student responses.

- The selected research techniques and instruments were effective in collecting relevant data, since interviews offered valuable insights into the experiences of the teachers and instructional practices, while surveys enabled the identification of patterns related to the motivation of the students and oral performance during role-playing activities.

- Students show a highly positive attitude toward the English language and oral participation, as evidenced by the high percentages of enjoyment, perceived importance of English, and frequent involvement in speaking activities. These results indicate that a participatory classroom environment significantly supports the development of oral communication skills at the elementary level.

- The findings confirmed that role-playing activities are well accepted and effective in promoting L2 speaking practice, since most students reported frequent exposure to oral activities and expressed strong interest in using role-play strategies. Preferences for scripted and semi-guided role-playing demonstrate that structured support enhances students' confidence, reduces anxiety, and facilitates more fluent and meaningful oral interaction in English

# RECOMMENDATIONS

- English teachers must integrate role-playing activities systematically in early grades, ensuring that scenarios are adapted to the cognitive level of the students and daily experiences. This will help to create a supportive learning environment that encourages oral participation and gradual development of speaking competence in L2.

- Future lesson planning should incorporate clear objectives and evaluation criteria when using role-playing, based on CEFR A1 descriptors and Can-Do Statements. This will allow teachers to monitor students' oral progress more effectively and provide constructive feedback that strengthens fluency, accuracy, and confidence in English speaking practice.

- Future studies must maintain or expand the use of mixed-methods approaches when researching L2 speaking strategies in early education, as this methodology strengthens data triangulation and enhances the validity of findings related to both instructional practices and learner outcomes.

- Researchers and educators should consider incorporating additional observation instruments, such as classroom observation checklists or speaking rubrics, to complement surveys and interviews. This would allow a more detailed assessment of students' oral performance and interaction during role-playing activities.

- English teachers continue implementing role-playing activities regularly, prioritizing scripted and semi-guided formats at early stages. This scaffolding approach helps students feel secure while progressively developing confidence, fluency, and active participation in oral communication.

- Teachers should integrate a variety of role-playing types and themes connected to students' daily experiences, combining listening and speaking tasks. This will address receptive skill difficulties—particularly listening comprehension—while strengthening oral expression through realistic, engaging, and age-appropriate situations.

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# ANNEXES

**Annex 1. Interview format for Estelita Guarochico, coordinator of the English**

**department at the Unidad Educativa Ejército Ecuatoriano**

**UNIVERSIDAD TÉCNICA DEL NORTE**

**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**

**"Role-playing as a strategy for L2 speaking practice in 2do año de Educación General Básica at Unidad Educativa Ejército Ecuatoriano".**

Interview with teachers of second year of general basic education:

**Date**:                                                                      **Educational area**: Ingles

 **School**: Unidad Educativa Ejercito Ecuatoriano                           **Age**: 6-7 years old

Dear English teachers of Unidad Educativa Ejercito Ecuatoriano, this interview will be used for a research work to obtain the Bachelor degree in Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica del Norte.

**Objective**. This interview aims to gather accurate and valuable information from English teachers about the L2 methodological strategies used in class to enhance students' English-speaking skills.

**Instructions**: Listen carefully and provide the answer that best suits your perceptions. All interviews are anonymous and confidential, and no personal information is requested, so you can reply freely. The interview will be divided into five sections.

**QUESTIONNAIRE**

 Semi-structured interview:

A) About the previous experience:

 1. How many years have you been teaching English?

2. According to your perception, what is the most difficult language skill to master? Why?

B) About objectives achieved:

3. In Ecuador, according to the Ministry of Education, the exit profile of the Ecuadorian bachelor proposed in the curriculum is to reach a B1 level in English according to the Common European Framework of Reference (CEFR). That is, students should leave with an intermediate level, so they will be able to talk about familiar topics. Do you think your 2nd grade students are developing the basic speaking skills expected for their level according to the national curriculum? Why/Why not?

C) About some problems in the teaching-learning process

4. What limitations or obstacles have arisen during the English as a Foreign Language (EFL) teaching-learning process?

D) About students

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

E) About the methodology applied

6. Which L2 method or approach do you prefer to use in your English class? Why?

7. What kind of communicative activities do you use to develop your students' speaking skills?

F) About the role-playing

8. How could the integration of role-playing in your English class improve your students' speaking skills?

9. Which types of role-playing would you like to use to improve your students' speaking skills? Why?

10. To what extent could a methodological guide help improve your students' speaking skills?

The interview of Tamayo, B. (2022) was adapted to fit the characteristics of the study.

**THANK YOU FOR YOUR COOPERATION**

**Annex 2. Transcript of the interview with Estelita Guarochico, coordinator of the English department at the Unidad Educativa Ejército Ecuatoriano**

**UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT UNIDAD EDUCATIVA EJÉRCITO ECUATORIANO**

**Objective.** This interview aims to gather accurate and valuable information from English teachers about the L2 methodological strategies used in class to enhance students' English-speaking skills.

**Entrevista dirigida a:** Lic. Estelita Guarochico, Coordinador del área de inglés de la Unidad Educativa Ejército Ecuatoriano.

**A) About the previous experience**

**Cusme Melani:** How many years have you been teaching English?
**Estelita Guarochico**: I've been teaching English for about 6 years, mainly in basic education.

**Cusme Melani:** What is the most difficult language skill to master? Why?
**Estelita Guarochico**: For me, speaking is the most difficult because students feel shy, afraid of making mistakes, and they don't have much exposure to English outside the classroom.

**B) About objectives achieved**

**Cusme Melani:** Do you think your 2nd grade students are developing the basic speaking skills expected for their level? Why/Why not?
**Estelita Guarochico**: Yes, at a basic level. They can say simple words and short phrases, but they still need a lot of support, repetition, and motivating activities to speak more confidently.

**C) About some problems in the teaching-learning process**

**Cusme Melani:** What limitations or obstacles have arisen in the EFL process?
**Estelita Guarochico**: Limited class time, large groups, lack of materials, and sometimes little support from home are the main challenges.

**D) About students**

**Cusme Melani:** What could you say about the speaking skills level of your students?
**Estelita Guarochico**: Their level is **very** basic. They understand simple instructions and can repeat words, but spontaneous speaking is still difficult for them.

**E) About the methodology applied**

**Cusme Melani:** Which L2 method or approach do you prefer to use? Why?
**Estelita Guarochico**: I prefer a communicative approach, because students learn better when they use English in real and meaningful situations.

**Cusme Melani:** What kind of communicative activities do you use?
**Estelita Guarochico**: I use **songs**, games, dialogues, role-plays, flashcards, and simple questions and answers related to their daily life.

**F) About role-playing**

**Cusme Melani:** How could role-playing improve students' speaking skills**?**
**Estelita Guarochico**: Role-playing helps students lose fear, practice real situations, and speak more naturally while having fun.

**Cusme Melani:** Which types of role-playing would you like to use? Why?
**Estelita Guarochico**: Simple role-plays like shopping, greetings, family, classroom situations, because they are familiar and easy for children to understand.

**Cusme Melani:** To what extent could a methodological guide help improve speaking skills?
**Estelita Guarochico**: A lot. A guide would help teachers organize activities better, use role-play effectively, and ensure students practice speaking in every class.

**Annex 3. Transcript of the interview with Betsy Banchon, English teacher at the Unidad Educativa Ejército Ecuatoriano**

**UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT UNIDAD EDUCATIVA EJÉRCITO ECUATORIANO**

**Objective.** This interview aims to gather accurate and valuable information from English teachers about the L2 methodological strategies used in class to enhance students' English-speaking skills.

**Entrevista dirigida a:** Lic. Betsy Banchon, profesora de inglés de la Unidad Educativa Ejército Ecuatoriano.

**A) About the previous experience**

**Cusme Melani**: How many years have you been teaching English?
**Betsy Banchon**: I have been teaching English for around 10 years, mostly in primary education, working with young learners from different backgrounds.

**Cusme Melani** What is the most difficult language skill to master? Why?
**Betsy Banchon**: In my opinion, speaking is the most difficult skill because students need confidence, vocabulary, and constant practice. Many children are afraid of making mistakes or being corrected in front of others.

**B) About objectives achieved**

**Cusme Melani** Do you think your 2nd grade students are developing the basic speaking skills expected for their level? Why/Why not?
**Betsy Banchon**: I think they are developing some basic speaking skills, but the process is slow. They can respond to simple questions and repeat short sentences, but they still struggle to express ideas independently. This is mainly because they have limited exposure to English outside the classroom.

**C) About some problems in the teaching-learning process**

**Cusme Melani** What limitations or obstacles have arisen in the EFL process?
**Betsy Banchon**: One of the main obstacles is limited class time, since English is not taught every day. Also, large class sizes and lack of technological and didactic resources make it difficult to give all students enough speaking practice.

**D) About students**

**Cusme Melani** What could you say about the speaking skills level of your students?
**Betsy Banchon**: Most of my students have a beginner level. They understand basic vocabulary and classroom instructions, but they need a lot of guidance to speak. However, when activities are fun, they participate more.

**E) About the methodology applied**

**Cusme Melani** Which L2 method or approach do you prefer to use? Why?
**Betsy Banchon**: I usually apply the communicative language teaching approach, because it allows students to use English in meaningful contexts and not only memorize vocabulary or grammar rules.

**Cusme Melani** What kind of communicative activities do you use?
**Betsy Banchon**: I use games, songs, short dialogues, pair work, storytelling, and role-playing activities that are connected to students' real-life situations.

**F) About role-playing**

**Cusme Melani** How could role-playing improve students' speaking skills?
**Betsy Banchon**: Role-playing can help students practice real communication, improve pronunciation, and feel more confident when speaking. It also motivates them because they can act and imagine different situations.

**Cusme Melani** Which types of role-playing would you like to use? Why?
**Betsy Banchon**: I would like to use guided role-plays, such as daily routines, family conversations, shopping, or classroom interactions, because they are simple, familiar, and appropriate for young learners.

**Cusme Melani** To what extent could a methodological guide help improve speaking skills?
**Betsy Banchon**: A methodological guide would be very helpful, because it would provide clear strategies, structured activities, and practical examples that teachers can easily adapt to their classes, especially to develop speaking skills

**Annex 4. Transcript of the interview with Cindy Alcivar, English teacher at the Unidad Educativa Ejército Ecuatoriano**

**UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT UNIDAD EDUCATIVA EJÉRCITO ECUATORIANO**

**Objective.** This interview aims to gather accurate and valuable information from English teachers about the L2 methodological strategies used in class to enhance students' English-speaking skills.

**Entrevista dirigida a:** Ing. Cindy Alcivar, profesora de inglés de la Unidad Educativa Ejército Ecuatoriano.

**A) About the previous experience**

**Cusme Melani:** How many years have you been teaching English?
**Cindy Alcivar:** I've been teaching English for about 8 years. I started with older students, but for the last few years I've been working mainly with children in basic education, which has helped me understand how they learn better.

**Cusme Melani:** What is the most difficult language skill to master? Why?
**Cindy Alcivar:** I would say speaking, because it doesn't depend only on knowing words. Students need confidence, practice, and motivation. Many of them understand English, but when it's time to speak, they get nervous or stay silent.

**B) About objectives achieved**

**Cusme Melani:** Do you think your 2nd grade students are developing the basic speaking skills expected for their level? Why/Why not?
**Cindy Alcivar:** I think they are making progress, but very gradually. They can participate in short conversations, repeat expressions, and answer simple questions, but they still need a lot of guidance. Their development really depends on how interactive the class is.

**C) About some problems in the teaching-learning process**

**Cusme Melani:** What limitations or obstacles have arisen in the EFL process?
**Cindy Alcivar:** One big limitation is that English is not practiced enough outside the classroom. Also, sometimes we don't have enough materials, and class time is very short to focus on speaking with every student.

**D) About students**

**Cusme Melani:** What could you say about the speaking skills level of your students?
**Cindy Alcivar:** Their speaking level is basic but promising. They like participating when activities are fun, but they still rely a lot on repetition and teacher support to express themselves.

**E) About the methodology applied**

**Cusme Melani:** Which L2 method or approach do you prefer to use? Why?
**Cindy Alcivar:** I like using a student-centered and communicative approach, where students are active and the teacher guides them. This works better with children because they learn by doing, not by listening all the time.

**Cusme Melani:** What kind of communicative activities do you use?
**Cindy Alcivar:** I usually use games, short role-plays, group activities, chants, and question-and-answer games, especially related to their daily routines and interests.

**F) About role-playing**

**Cusme Melani:** How could role-playing improve students' speaking skills?
**Cindy Alcivar:** Role-playing gives students a reason to speak. When they act as someone else, they feel less pressure and more confidence, so they speak more naturally.

**Cusme Melani:** Which types of role-playing would you like to use? Why?
**Cindy Alcivar:** I prefer creative role-plays, like pretending to be a teacher, a shopkeeper, or a family member, because students enjoy using their imagination and feel more motivated.

**Cusme Melani:** To what extent could a methodological guide help improve speaking skills?
**Cindy Alcivar:** It would help a lot, especially for planning. A guide can give teachers clear ideas and practical activities that are easy to apply and adapted to the level of basic education.

**UNIVERSIDAD TÉCNICA DEL NORTE**

**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**

**QUESTIONNAIRE FOR SECOND GRADE STUDENTS**

**Objective**:
The purpose of this questionnaire (survey) is to collect valuable information from second grade students about the methodological strategies used by English as a Foreign Language (EFL) teachers to improve speaking skills.

**Instructions**:
Dear second grade students of Unidad Educativa Ejército Ecuatoriano,
The following survey is only for academic purposes. Please answer each question as honestly as possible by circling the option that best matches your opinion.

This questionnaire is anonymous and confidential, which means that no teacher will see your answers. You are free to respond sincerely.

**Note**: At the beginning of the questionnaire, a short definition of "role-playing" will be included so that students understand its meaning.

**QUESTIONNAIRE**

**Datos generales/ General Information**
**Género/ Gender:**
☐ Femenino/ Female
☐ Masculino/ Male
☐ Otro/ Other

**Edad/ Age:**
☐ 6 años/ years old
☐ 7 años/ years old
☐ 8 años/ years old

1. ¿Cuánto disfrutas las clases de inglés? / How much do you enjoy English class?
☐ Mucho/A lot
☐ Bastante/Quite a bit
☐ Regular/Sometimes
☐ Poco/A little
☐ Nada/Not at all

2. ¿Qué tan importante es para ti aprender inglés en la escuela? /How important is it for you to learn English at school?
☐ Muy importante/Very important
☐ Importante/Important
☐ Más o menos importante/Somewhat important
☐ Poco importante/Not very important
☐ Nada importante/ Not important at all

3. ¿Con qué frecuencia participas en actividades de expresión oral en clase? /How often do you take part in speaking activities in class?
☐ Siempre/Always
☐ A menudo/Often
☐ A veces/Sometimes
☐ Rara vez/Rarely
☐ Nunca/Never

4. ¿Qué parte del inglés te parece más difícil en clase? /Which part of English is the hardest for you in class?
☐ Escuchar/Listening
☐ Hablar/ Speaking
☐ Leer/Reading
☐ Escribir/ Writing
☐ Todas/All of them

5. ¿Con qué frecuencia tu profesor hace actividades para mejorar la expresión oral? /How often does your teacher do activities to help you speak English better?
☐ Muy frecuentemente/Very often
☐ Frecuentemente/Often
☐ Ocasionalmente/Sometimes
☐ Rara vez/Rarely
☐ Nunca/Never

6. ¿Te gustan las actividades que tu profesor de inglés utiliza en clase para mejorar tus habilidades de expresión oral? /Do you like the activities your English teacher uses in class to help you speak better?
☐ Mucho/A lot
☐ Bastante/Quite a bit
☐ Nada/A little
☐ Poco/Very little
☐ Muy poco/Not at all

7. ¿Te gustaría que tu profesor utilizara otras actividades, como el "role-playing" en clase para mejorar tus habilidades de expresión oral en inglés? /Would you like your teacher to use other activities, like role-playing, in class to help you speak English better?

☐ Sí/Yes
☐ No/No

8.  ¿Cuál de los siguientes tipos de "role-playing" te gustaría utilizar para mejorar tus habilidades de expresión oral? /Which type of role-playing would you like to do to help you speak English better?
☐ Role-playing real (situaciones de la vida cotidiana, por ejemplo, conversación telefónica, ir de compras, reservar un hotel). / Real role-playing (real-life situations, for example: talking on the phone, shopping, booking a hotel)
☐ Role-playing irreal (fantasía/imaginación que incluye mitos y criaturas míticas como dioses, ángeles, demonios, hadas, etc.). /Fantasy role-playing (imagination or stories with gods, angels, fairies, or magical creatures)
☐ Ambos/ Both

9.  ¿Cuál de las siguientes formas de "role-playing" te gustaría usar para mejorar tus habilidades de expresión oral en inglés? /Which way of role-playing would you like to use to help you speak English better?
☐ Role-playing con guion/Role-playing with a script
☐ Role-playing semi-guionizado/Semi-scripted role-playing
☐ Role-playing sin guion/No-script role-playing


**¡GRACIAS POR SU COLABORACIÓN**

The survey of Tamayo, B. (2022) was adapted to fit the characteristics of the study.

**Annex 6. Images of the interview application**