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# THE USE OF ROLE-PLAYS AS A TEACHING TECHNIQUE TO IMPROVE ELEMENTARY LEARNERS' SPEAKING SKILL

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Piura, marzo de 2019

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**UNIVERSIDAD DE PIURA**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN**  
**MAESTRÍA EN EDUCACIÓN**



**The use of Role-Plays as a teaching technique to improve  
Elementary Learners' Speaking Skill**

**Tesis para optar el Grado de Magíster en Educación con  
mención en Enseñanza de Inglés como Lengua Extranjera**

**Gonzalo Ricardo Riofrio Pellegrin**

**Asesor: Dr. Majid Safadaran Mosazadeh**

Piura, marzo 2019



## Approval

The thesis titled “**The use of Role-Plays as a teaching technique to improve Elementary Learners’ Speaking Skills**”, presented by **Gonzalo Ricardo Riofrio Pellegrin** in accordance with the requirements of being awarded the Degree of Master in Education with Mention in Teaching English as a Foreign Language, was approved by the Thesis Director, **Dr. Majid Safadaran Mosazadeh**, and defended on March 28th, 2019 before a Jury with the following members:

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President

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Secretary

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Informant



## **Acknowledgement**

I thank my creator, my mother, my wife, the UDEP Language Center, and all those who in one way or another have contributed to conclude this work especially Dr. Majid Safadaran Mosazadeh for the support provided.



## **Resumen analítico - informativo**

**Título:** The use of Role-Plays as a teaching technique to improve Elementary Learners' Speaking Skill.

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**Asesor de tesis:** Dr. Majid Safadaran Mosazadeh

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**Fecha de sustentación:** 28 de marzo de 2019

**Palabras clave:** TEFL, habilidad para hablar, técnica de juego de roles, habilidad receptiva, desarrollo de la habilidad lingüística.

**Descripción:** Tesis de maestría en educación relacionada con la línea de investigación sobre el desarrollo de habilidades lingüísticas en el aula. El autor presenta los resultados de la investigación sobre el uso de juegos de roles como técnica de enseñanza para mejorar la habilidad de hablar de los estudiantes de nivel básico de las 7 p.m. del Centro de Idiomas - UDEP.

**Contenido:** esta tesis se divide en cuatro capítulos: el primer capítulo se centra en el esquema de la investigación considerando las hipótesis y objetivos generales y específicos. El segundo capítulo considera las bases teóricas de la comprensión y producción oral. El tercer capítulo señala la muestra y la población. Además, la técnica y los instrumentos de recolección de datos y las conclusiones generales se muestran en su totalidad en el capítulo cuatro.

**Metodología:** la investigación se basa en la metodología empírica - analítica basada en un esquema hipotético-deductivo dentro de una investigación cuantitativa con un enfoque cuasi experimental. Según el nivel de profundidad es descriptivo. Ambas características de la variable Juego de roles y la capacidad de hablar inglés se resaltan en los grupos de estudiantes considerados en la muestra.

**Conclusiones:** Se afirma que el uso de la técnica de juego de roles ayuda a los estudiantes no solo a mejorar la producción oral, sino que también promueve un cambio positivo en su proceso de aprendizaje.

**Fuentes:** Se han utilizado diferentes fuentes para la elaboración y expansión del tema, tales como tesis de maestría, artículos de revistas y libros que fueron debidamente citados en la bibliografía de tesis, así como las grabaciones de las pruebas preliminares y las pruebas posteriores.

**Fecha de elaboración del resumen:** 15 de marzo 2019.



## **Analytical - Informative Summary**

**Title:** The use of Role-Plays as a teaching technique to improve Elementary Learners' Speaking Skill

**Author:** Gonzalo Ricardo Riofrio Pellegrin

**Thesis Advisor:** PhD. Majid Safadaran Mosazadeh

**Type of thesis:** Degree thesis

**Degree:** Master in Education

**Institution:** University of Piura. Faculty of Education Sciences

**Date of dissertation:** March 28, 2019

**Key words:** TEFL, speaking skill, role-play technique, receptive skill, developing language skill

**Description:** Master's Thesis in Education related to the line of research on developing language skills in the classroom. The author presents the results of the research on the use of role plays as a teaching technique to improve the speaking skill of elementary level students from the 7 p.m. class of the Language Center - UDEP.

**Content:** This thesis is divided into four chapters: the first chapter focuses on the research outline considering the general and specific hypotheses and objectives. The second chapter considers the theoretical basis of oral comprehension and production. The third chapter points out the sample and the population. In addition, the technique and data collection instruments and the general conclusions are shown in full in chapter four.

**Methodology:** The research is based on the Empirical - Analytical methodology based on a hypothetical-deductive scheme within a quantitative research with a quasi-experimental approach. According to the level of depth it is descriptive. Both characteristics of the variable Role- Play and the ability to speak English are highlighted in the groups of students considered in the sample.

**Conclusions:** It is asserted that the use of role play technique helps students not only improve oral production, but also promotes a positive change in their learning process.

**Sources:** Different sources have been used for the elaboration and expanding of the topic such as Masters theses, journal articles and books which were duly cited in the thesis bibliography as well as the recordings of the pretests and posttests.

**Date of elaboration of summary:** March 15, 2019



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## **Introduction**

One of the expectations teachers have when starting a new term is to get a group of people involved to work hard in class fulfilling all the objectives planned by the teacher, focused on improving their level of English and encouraged to participate actively in every single class. But what to do when the opposite happens? This is the question that we, as teachers, probably ask and which make us reflect about it. This situation is common, and even some teachers might consider it as normal, to have students who do not participate in class because they feel afraid of talking since they do not know if what they want to say is well expressed or making mistakes while talking because of their mispronunciation. The problem described is seen in most students of not only elementary level but also more advanced ones which becomes a real problem to tackle up immediately.

This research intends to adapt the role-play technique as a teaching model followed by many language centers which focus only on grammar paying little attention to oral production. The idea of this project using the role-play technique as classroom activity is to encourage learners especially of basic level to participate actively during the academic process.

To apply the current research in class, it is necessary not to interfere with the syllabus, proposed by the Centro de Idiomas – UDEP, which considers the daily advance of the content in the textbook used here. Later on, the possibility of adapting the role – play technique within the regular academic process will be seen.

This project is divided into four chapters: the first chapter focuses on the investigation outline itself where the general and specific hypothesis are stated, the first refers to the improvement of learners' speaking skills and the latter, the attainment of the achievements in detail. In addition to that, the objectives which guided the research are also established but taking into account the possibility to adapt a technique that improves the learners' oral ability of the basic level. This chapter also includes some theoretical data of the technique mentioned in the same studies carried out where they focus their effectiveness.

The second chapter considers some basic aspects of oral comprehension and production (listening and speaking respectively) with their proper definition, besides it covers a description of pair and group work, terms which are involved in the development of the role-play technique.

The way how the project has been carried out is shown in the third chapter. Here, the sample and population, in addition, the technique and data collection instruments are emphasized. It is important to mention that three research tools are involved: Questionnaire, Pre / Posttest and formal Evaluation and the tabulation, analysis and graphs of the collected data followed by the general conclusions are shown altogether in Chapter four.

Finally, there are some aspects in the research that could be difficult to convey in a work of its nature itself, but the intention is to use a technique that may promote a new approach to address common classroom problems in basic level learners and to allow teachers to deal with these difficulties and to be able to fulfill the objectives that are planned.

# Chapter 1

## Investigation outline

### 1.1. Formulation of the problem

Without a doubt, mastering a foreign language is necessary in our society, even imperative; the mass media have managed to cross borders, taking us to almost unsuspected places. This world, now called "global", has created the need to communicate with people of different cultures and nationalities making English the universal language used in different fields of knowledge and human development. So it can be said that English is the most spoken language.

In this context, Delfín de Manzanilla (2007)<sup>1</sup> asserts that in the process of learning any foreign language, it is necessary to direct and look at the student as an individual person who deserves the development of his/her cognitive and affective capacities which will prepare him or her to become a bilingual subject, apt for the task in the current globalized world. In the same perspective, Crookall and Oxford, (1997)<sup>2</sup>, assert that learning a second language is to become a learner in a social person. That is, learning a foreign language is not the learning of skills or rules or grammar, but the adoption of social and cultural behaviors which generates a significant impact on the social nature of the student. The learning of a foreign language generates a change in people's behavior, which is related to the society and the way of native speakers' lives. In other words, it might be referred about a type of acculturation.

So that, students must change their minds in regards to assuming positive attitudes, and approaches to learning English or demonstrating interest in learning, with the commitment to apply what they learn for life.

The objectives of the language teaching courses are based on the four main linguistic skills, such as: listening, reading, speaking and writing. This depends on the interest of the language user. To those that Widdowson (1978: 57)<sup>3</sup> classifies as receptive and productive. Thus, reading and listening belong to receptive skills, while speaking and writing are

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<sup>1</sup> Delfín de Manzanilla, B. (2007). *Actitud de los estudiantes universitarios hacia el aprendizaje del inglés*. REDHECS (2), 1-34.

<sup>2</sup> Crookall, D. & Oxford, R. L. (1990). *Linking language learning and simulation/gaming*. Boston: Heinle.

<sup>3</sup> Widdowson, H.G. 1978. *Teaching language as communication*. Oxford: Oxford University Press

classified as productive skills. However, effective learning of a foreign language requires the assimilation of the four skills, so the acquisition of a foreign language seems to be a very complicated and slow process.

Penny Ur in her book '*A course in language teaching*', indicates among other things the following:

(...) of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not most foreign languages learners are primarily interested in learning to speak (Ur 1996: 120).

In addition, speaking seems to be one of the most difficult skills that students can acquire, since it requires, first of all, a lot of practice and also exposure. Furthermore, it is possible to work on this in order to improve learners' speaking skill using an appropriate technique.

There is a wide range of techniques available to teachers to use in class which may help students to improve their speaking skill, one of them, among the existing gamut, is role-play technique. Our goal as teachers is to accompany students in their learning process and put everything at their hands to achieve their own learning goals.

Compiling all assertions in regard to the elementary level learners' speaking skill and the use of role-play technique, the following question is posed: to what extent does role-play technique used as a classroom activity help improve the speaking skill on elementary learners from 7 p.m. of Centro de Idiomas – UDEP?

## **1.2. Hypothesis**

### **1.2.1. General hypothesis**

To prove that role-play can help enhance speaking skills of elementary level learners from 7 p.m. of Centro de Idiomas – UDEP shown when communicating or interacting in class whose improvement is seen in the daily work.

### **1.2.2. Specific hypothesis**

- The increase and improvement of vocabulary helps to communicate more effectively and, above all, to contextualize the vocabulary to any situation.

- The improvement of listening skill contributes to accurately receive and interpret messages in the communication process which allows to maintain a fluid conversation.
- The knowledge of the linguistic competence (the ability to make sentences grammatically correct) helps improve communication skills, which make students more confident to produce well stated sentences.
- Working in pairs or in groups provides the opportunity to give and receive feedback. Although, the most important issue is that learners will use the target language freely or spontaneously.
- The use of role play gets students involved in their own learning process because this technique encourages students to work hard inside or outside the classroom.

### **1.3. Delimitation of the objectives**

#### **1.3.1. General objective**

To demonstrate that the use of the role play technique as a classroom activity helps to improve the speaking skill of elementary school students at 7 p.m. of the Language Center - UDEP, by putting them in imaginary and contextualized situations with the daily events working in pairs and in groups.

#### **1.3.2. Specific objectives**

- To improve and improve students' vocabulary through readings from textbooks and magazines.
- To improve students' listening skills through situations which require them to actively listen to peers.
- To develop students' communication skills by using role-play technique as a classroom activity.
- To provide students with the opportunity to give and receive feedback, by working in pairs and in groups.
- To apply the role-play technique as a classroom activity in order to encourage students to become actively involved in the learning process.

#### **1.4. Justification of the investigation**

Starting a new teaching term in a school or language center is exciting for teachers and students especially for those students for whom it is the first time they are going to cope with the learning of a foreign language. Both arrive with lots of expectations and curiosity to know how it will be like and what they will learn. The first day of class many things happen which are maybe acceptable, such as null participation in class or students feeling afraid to say even their own names aloud which is not frustrating at first because both teachers and students are getting to know each other. But, it is not the same if this continues after a month or when you see the students feeling comfortable.

Before doing this research, it was observed that the reluctance students show when they had to participate orally in class affected the progress specially on oral examinations. Considering the great importance of oral production to communicate, it became clear that the eradication of shyness and the reluctance to speak, mentioned lines above, would make students feel more secure and as a result, improve their oral skills and as a result would get better results in oral exams

To ensure that, it was necessary to carry out this research with these students, they were administered a survey with the objective of knowing the students' perception of their own English proficiency. Their results expressed not only little interest in English grammar but also a dependence on traditional forms of learning. However, they expressed interest in doing something different in class. There were also some positive attitudes towards the course, even when the results at his speech level were not outstanding. For this reason, it was necessary to think about a strategy (role play) that could bring better results in their oral production.

This is one of the problems that we, teachers, have to deal with permanently and some techniques are used by us. Fortunately, there are different techniques which can be used in order to solve diverse problems, for instance, the lack of participation. Among the existing techniques which could help teachers to increase students' participation in class is role-playing.

Role-playing could be done as a controlled activity or a free one. In a controlled activity, a brief illustration of language and content might be incorporated and teachers or selected students are used to show the procedure. In a free activity, cues are provided only minimally at the beginning, not during the activity, and roles and functions are distinguished

freely, asserted by Crookes and Chaudron, (1991)<sup>4</sup>. What teachers must be sure is that by using this technique in class, the students will focus on achieving communication more than focusing on the formation of correct examples of language, as Jack C. Richards asserts (2006)<sup>5</sup>.

Having written the rationale for this classroom activity, I am sure that its application or use will encourage students to actively participate in class and improve their communicative competence.

### **1.5. Limitations of the investigation**

It is common to find some limitations during research and one of them is in regards with the size of the class.

The number of students in my group has been decreasing over time. This is a typical issue that happens every term and this happens for different reasons: students may have conflicts with their faculty time table so they decide to move to a more appropriate time for them, they may have serious difficulties with their faculty courses so they decide to quit English class, or they have accumulated lots of absences that they prefer to quit instead of failing the course. This term, three groups of elementary level were assigned: one group at 7 in the morning, another one at 5 in the afternoon and one at 7 in the evening with an amount of 71 students altogether. At the time of the practicum, 61 students had been assigned, ten less.

The groups assigned this term became another limitation for the development of this research project due to the ordinary activity at work, such as: preparing the sessions, making and grading exams and others. Despite the fact that the university gave me the chance to do the research allotting me one day specifically Fridays, time was not enough because there were a lot of readings, previous work done to read, and data to collect.

Yet, being sure of the effectiveness of the technique which will encourage students to have a participatory attitude in class and which help them improve their oral productive skill that is why the research of this project will be kept until the end.

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<sup>4</sup> Crookes, G. & Chaudron, C. (1991). *Guidelines for classroom language teaching*. In Celce-Murcia, M. *Teaching English as a Second or Foreign Language* (2nd ed., pp. 46-67). Roley, Mass.: Newbury House.

<sup>5</sup> Richards, J. C. (2006 ). *Communicative Language Teaching Today* (1st ed.). New York: Cambridge University Press.

### 1.6. Antecedents of the investigation

It is important to enhance interactive communication between students since basic level. Although, some teachers do not understand the reason most students of English avoid using English in class, or more seriously even, avoid communicating in English at all.

Many educational specialists have talked about the importance of including activities that develop communicative ability in students. Specifically, they have suggested developing the communicative approach in the classroom, focusing the interaction itself.

It is gratifying to know that one's topic has been considered by others. Thus, research and projects carried out at a national and international level, support that the role-play as a teaching- learning strategy is effective in different contexts. For instance, a project carried out in Spain in 2004 studied the effectiveness of role-play in the development of high school and university students' speech. Results after the analysis of the different applied instruments showed that role-play is a significant strategy in the teaching-learning process of Spanish or English.

Some findings in relation to my research work done in Perú by teachers from different cities and abroad whose results were fruitful for them, are shown below:

#### National studies

*La técnica del role-play y su influencia en la producción oral del idioma inglés en los estudiantes del cuarto grado "E" del nivel secundario de la I.E Santa Rosa.*

**By Ruiz, J. Ramirez, J**

**Tarapoto, 2010**

This investigation deals with the study done to a sample of 27 pupils to obtain the aims proposed in the investigation. To achieve the aims, different instruments of investigation were used, such as pre-test, post-test, observation sheet for the oral production, and observation sheet for the role-play technique were created which helped to obtain a record of results for the database.

The results obtained showed that the use of the technique promoted a positive change in the experimental group. It showed that from the application of the pre-test 37% was in a regular level, while after the application of the independent variable, 41% went to a good level; likewise, the dimensions were improved obtaining average scores between 13 and 14 points.

The result obtained at the end was very similar to the ones obtained in my study project especially the improvement of proficiency learners got after receiving the treatment.

***Efecto del role-play en el desarrollo de la expresión oral en inglés en estudiantes de 2º nivel de la especialidad de idiomas extranjeros.***

***By Castillo, M; Dávila, K; Sánchez, K.***

***Amazonas, 2012***

They submitted the current thesis, to obtain the Master degree whose purpose was to evaluate the effect of role-play in the development of oral expression in English in 2nd grade students of the major in Foreign Languages, FCEH-UNAP.

The population and sample consisted of a total of 29 and 20 students respectively. To whom, the measurement applied was observation and oral performance test. The data was collected through the technique; Observation and pedagogical test, the instrument used was the observation sheet and oral performance test.

It was determined that after the application of the Role-Play program, there was an improvement of 40.0% in the level of development of oral expression. The study concluded that the application of the role-play program influenced positively on the 2<sup>nd</sup> grade students of the Foreign Languages career of the Facultad de Ciencias de la Educación y Humanidades de la Universidad de la Amazonía Peruana due to the development of the oral expression in English.

Although the instruments used to collect data were quasi different from mine, the effectiveness of the technique applied with the experimental group is the same or almost the same to the ones obtained in this research.

**International studies:**

***The Use of Role-Plays as a Teaching Technique to Develop Foreign Language Learners' Oral Proficiency.***

***By Bouaziz Souhila***

***Democratic Republic of Algeria 2014 – 2015***

The research was done to prove the efficiency of Role-Play technique in improving the second year students speaking skill. The project consisted of two parts; theoretical and

practical. The theoretical part constitutes the literature review of the study which is included in two chapters.

The first chapter is focused on speaking skill, definitions, types, importance, difficulties and some of activities that can be practiced inside the classroom; on the other hand, the second chapter is in relation to connecting teaching speaking with role play by focusing on its definition, its types, and so on.

However, the practical part contains just one chapter that is chapter three. This third chapter is devoted to the analysis of the questionnaires with some pedagogical implications for both students and teachers in order to be more aware of the importance of practicing speaking skill inside the classroom.

She concluded that role-play techniques are very important in teaching English because it helps improve the students' speaking skill. In addition, the use of role-play let them reinforce the idea that speaking practice is a very important activity in any teaching session.

***El juego de roles: una estrategia para el aprendizaje del inglés de los estudiantes de grado transición de un colegio privado de Bogotá.***

***By Forero D and Loayza J.***

***Bogotá, 2013***

The research was done in order to find a solution to the problem of using Spanish most of the time in the English classes because of the level of the learners and the age of them which does not allow communication in English. Focusing on the description they formulate the question: How to contribute to the learning of English of the students of the transition degree of the Universidad Libre school?

They set the following as an overall objective to do their research. To contribute to the learning of English of the students of kinder of the Universidad Libre school. And to get this they planned to determine the level of knowledge in English of the students at the beginning of the investigation and to establish the strategy with which a possible solution to the proposed problem would be given and finally, to implement the strategy within the English classes and evaluate the results of the same to determine the level of learning in foreign language by the students.

They concluded that the implementation of this proposal can be totally successful if it is used as a strategy for English classes. Since it was found that these workshops based on role-play, provide spaces for communication and interaction between most students in a foreign language. With constant monitoring and greater input, all students will be able to appropriate greater opportunities to recognize and understand contexts in English and then communicate.

Even though it is true the research was led to a different population than mine, the results and procedure is almost the same, above all that we have to supply with meaningful input to the learners since they are just getting acquainted with the target language, English.

***Developing students' speaking skills through role-play to lower secondary school students in public schools in Poland.***

***By Kusnierek, Anna.***

***Leszno, Poland 2015***

An experimental design based on proving the usefulness of role-play in students speaking skills was done whose prime objective was to investigate whether role-play activities contribute to developing students' speaking skills in the ELT classroom.

The results were focused basically on students who claimed to have overcome the fears of speaking with others in English, and these students also said they liked working with role-play because it let them move and focused on their target language.

During the development of the research some consideration has been taken in this research because it reflected what it was expected to do and get.

***Developed her research, Role play in Upper primary classes in Brno, Czech Republic.***

***By Eklova, Ilona***

***Brno, 2007***

Eklova's choice to do the research and apply the role-play technique was to encourage her pupils to communicate as in common everyday situation that is the reason she chose the topics which were so familiar to them. Various teaching techniques are drawn up to advance

the pupils from controlled to creative activities, from accuracy to fluency, however she decided to adapt the role-play technique in her academic sessions.

She concluded that after her experience with the experimentation of role-plays, she would recommend this teaching method to other teachers as it improves the students' oral expression skills. After mastering the established structures, they were able to use them in the same or similar situations.

However, she said that the most complicated of the role-playing games was to adapt them for those students who already had some basic knowledge of the language.

## Chapter 2

### Theoretical framework

#### Oral productive skill

##### 2.1. Speaking skill

*The ability to speak fluently entails not only knowledge of language features, but also the ability to process information and language 'on the spot' (Harmer, J. 2005)<sup>6</sup>*

##### 2.1.1. The components of speaking

Who has not heard the proverb saying 'practice makes perfect'? This is an indicator for teachers who encourage or make students to practice speaking English regularly. This helps the students to be able to speak English fluently and hopefully accurately. It is important to know that there are five components of this skill which help decide the level of proficiency of students. Here, the list of components of speaking skills according to Syakur (1987)<sup>7</sup>.

##### 2.1.1.1. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the students can communicate effectively when they have good pronunciation and intonation, even though they have limited vocabulary and grammar. According to this premise then, we can infer that students cannot communicate effectively when asking what's your 'maðə's name? If he asks what's your 'mæter's name? Nobody is going to understand him. Most of teachers focus their work on accuracy, they want students with 'perfect' pronunciation which is impossible. Harmer (2005) suggests teachers allow students to use pronunciation which is good enough for them to be understood, no matter if they do not sound as good as native speakers. The most important to being understood is to keep an effective line of communication.

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<sup>6</sup> Harmer, J. (2005). *The Practice of English Language Teaching*. Essex, England: Pearson Education Limited.

<sup>7</sup> Syakur. (1987). *Language Testing and Evaluation*. Surakarta: Sebelas Maret University Press.

In addition, English pronunciation does not include a mastery of a list of sounds or isolated words. Instead, it consists of learning and practicing the specific English way of making a speaker's thoughts easy to follow (Gilbert, 2008)<sup>8</sup>.

#### **2.1.1.2. Grammar**

Greenbaum and Nelson (2002)<sup>9</sup>, state that grammar refers to the set of rules that allow us to combine words in our language into larger units. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences (Harmer, 2005). In other words, grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms.

When we talk about grammar, people or teachers often, refer it to a book full of theoretical explanations and rules that tell students which verbs have what endings, how to use adverbs properly, etc. Indeed, that is certainly one type of grammar, but it is not what we are referring to when we say we are teaching grammar. At the same time, learning grammar is more than memorizing the rules or reciting grammar rules by heart or even succeeding at a grammar test. (Scrivener, 2005). Grammar helps people make correct written or spoken sentences.

#### **2.1.1.3. Vocabulary**

Vocabulary might be defined as the words in a language, including single items and phrases or chunks of several words which convey a particular meaning. Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks.

Helena F. Putri asserts in her article *The Importance of Vocabulary in English Learning* that mastering vocabulary is very important for students who learn English as a foreign language. That is why someone who learns English

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<sup>8</sup> Gilbert, J.B. (2008). *Teaching Pronunciation Using the Prosody Pyramid*. New York, Cambridge University Press

<sup>9</sup> Greenbaum, S. Nelson, G. (2002). *An Introduction to English Grammar* (2nded) Great Britain: Pearson Education Limited.

or any other foreign language should know the words. The mastery of vocabulary can support them in speaking when they are communicating, writing or translating the meaning of words. If they do not know the meaning of words, they will not be able to speak, write and translate anything into English. The students can gain progress in English through the mastery of vocabulary (Putri, 2010).

In addition, vocabulary can be taught in different ways, but can be learned in active ways. One word must never be introduced isolated but in context or by chants, referring to Carolyn Graham' jazz chants<sup>10</sup>. These are very helpful for teachers to introduce or reinforce grammar or vocabulary.

#### **2.1.1.4. Fluency**

Fluency in a language means the ability to speak easily, reasonably quickly and without having to stop and pause in order to speak communicatively. Fluency usually refers to express in oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. It is suggested to teachers when correcting students do not correct them immediately because this might cause interference and affect a conversation. Although, good speakers communicate and get their message across smoothly, they may also make mistakes.

Teachers of English know that communication is the most important part of speaking and it is important to communicate ideas as naturally as possible. There are some tips which help students to become fluent. Keep in mind that the more English you speak, the easier you will find speaking. It is recommended to practice every day in class or outside. Another tip is when using your English while speaking, it is advisable to avoid using words you have not learnt yet, try to be very clear about the message you want to communicate. That is your goal; it is suggested not to feel afraid of committing mistakes since mistakes are a helpful tool to progress and last but not the least, use communication strategies to make your English sound more natural.

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<sup>10</sup> "Jazz Chants are Carolyn Graham's snappy, upbeat chants and poems that use jazz rhythms to illustrate the natural stress and intonation patterns of conversational American English." from Oxford University Press

## 2.2. Assessing speaking

### 2.2.1. CEF A2 Cambridge examinations

People, at A2 level of the Common European Framework on the Key English Test (KEY) in Cambridge ESOL exams, are assessed by answering and asking questions about themselves and non-personal objective information in which they must demonstrate that they are able to:

- express simple opinions or requirements in a familiar context.
- express likes and dislikes in familiar contexts using simple language.
- state simple requirements within their own job area.
- express simple opinions using expressions such as ‘I don’t agree’.

## 2.3. Classroom speaking activities

*“We do not stop playing because we grow old, we grow old because we stop playing!” — Benjamin Franklin*

Games are very important strategies to use in foreign language classes. Adults like doing different activities when learning. Not only children like something that keeps them away from books. There is a variety of activities to do and even there are books with a huge list of games which are even classified according to what teachers want to reinforce. Below there is a list of some activities to practice speaking skills.

**Role-play:** Introduce the topic and form groups or pairs. Introduce the relevant vocabulary, then ask them to practice and perform for the class.

**Storytelling:** Pre-teach a few essential words, but not all the vocabulary they will meet, give them the first part, and ask them in groups to work together to predict what happens next.

**Interview:** Review basic steps to make questions. Tell students to imagine they are with a celebrity. Have them make questions for their classmates to respond.

**Dialogue building:** Set the scene, build up the story with the imagination of the students. Get students into pairs to predict what is going to happen with the conversation, then compare what they predicted with what comes up on the tape. Then ask them to practise.

**Information gap:** Pre-teach the language the students need to find out the missing information, and make sure that the students don't see what information their partners have.

**Student presentations:** Give them time to prepare their own presentations. They could talk about their families, jobs, things, etc. for about a minute. You may increase time progressively.

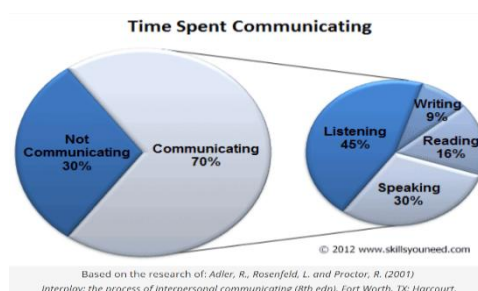
## Oral receptive skill

*“The art of conversation lies in listening.” - Malcom Forbes*

### 2.4. Listening skill

Listening is the key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. In other words, listening is hearing, understanding, remembering, interpreting, evaluating, and responding (Brownwell, 2002)<sup>11</sup>.

According to a research done by Adler, R. Rosenfeld, L. and Proctor, R.<sup>12</sup> in regards with the process of interpersonal communication shows that the largest percentage of the result is spent on communication by adult people in which the 45% is spent on listening while the 30% on speaking, 16 % reading and only 9% writing (Adler, R. et al. 2001, 8 edn). That means, people spend a lot of time to listening and speaking skills as the graph shows it below:



<sup>11</sup> Brownwell, J. (2002). *Listening: Attitudes, principles and skills*, 2nd edn. Boston, MA: Allyn and Bacon

<sup>12</sup> Adler, R. et al (2001) skillsyouneed. Retrieved from [www.skillsyouneed.com/ips/listening-skills.html](http://www.skillsyouneed.com/ips/listening-skills.html), visited on 5th of December, 2017

### **2.4.1. Intensive listening**

Intensive listening focuses primarily on short oral texts that offer a concentrated and intense practice and focuses mainly on the form. In general, these practices only take a few minutes.

In intensive listening, more attention is paid to pronunciation, grammar and vocabulary, rather than general meaning. Given that intensive listening practice focuses on these aspects, it helps students build a foundation for language acquisition.

Once students understand the basic language components, they are able to develop those skills over time with continuous work is particularly recommended for students at the basic and intermediate levels.

### **2.4.2. Intensive listening activities**

Here there are some activities teachers do in class to practice with their students. If they do not, they should adapt these into their sessions because of their utility.

#### **a) Telephone game**

Put students in line or a row and whispers a sentence to the first student's ear in a way that nobody else can listen to the sentence (write the sentence in a paper), then this student does the same with the one next to him and so on. The last student may write the sentence on the board or say it out loud to the class.

#### **b) That's wrong!**

Deliver a text written on a piece of paper with some words which would be different to the one you read to them. Your text is the right one. When you start reading, students will knock at the table when they hear the different word in the text.

#### **c) Hands up!**

Give each student a piece of paper with a list of at least twenty words from a song. Ask them to choose ten words from the list they know or do not know and to raise the hand when hear the word they chose. Play the song and the activity start.

#### **d) Fill in gaps**

Give the lyrics of a song or a text with some gaps to be completed with the corresponding word. Check the answer once you have played the song or read the text by writing the missing words on the board.

#### **2.4.3. Extensive listening**

Extensive listening focuses on longer activities, the length of the audio may vary. The activity itself focuses on the general understanding of the subject due to the extension of the audio instead of the individual or specific parts.

The extended listening activity does not demand that the student understand each word to perform an activity or focus on the rules of grammar. On the contrary, you should try to understand the audio as a whole. This type of activity makes the student try to understand the spoken language in real world contexts.

This type of listening is recommended for students of intermediate and advanced levels who seek to move from academic understanding of language to full fluency.

#### **2.4.4. Extensive listening tips**

To help students do successfully an extensive listening activity, it is recommended to select appropriately the listening material to students' level. There are some tips which can help students to succeed in this kind of listening: If they are listening to a story, stop the audio at a key moment so that they can predict what will happen next. You can also ask them to imagine what they hear, smell or see. It is worthwhile to ask students to listen globally first, then re-listen for detailed information. You can consider some variations for this. For instance, one student listens to the story and the other reads it to finally compare understanding. Finally, make comprehension questions at different cognitive levels. You may stop and ask questions you may want to ask.

On the other hand, Jeremy Harmer states that the combination of extensive and intensive listening is necessary as it helps students improve their listening skills and get a better input of language (Harmer, 2009)<sup>13</sup>.

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<sup>13</sup> Harmer, J. (2009). *How to teach English*. Essex, England: Pearson Education Limited.

## **2.5. Assessing listening**

### **2.5.1. CEF A2 Cambridge examinations**

People, at A2 level of the Common European Framework on the Key English Test (KEY) in Cambridge ESOL exams, are assessed by questions about dialogue comprehension and monologues in both informal and neutral settings on a range of everyday topics in which they should show that they are able to:

- understand simple questions and instructions.
- understand straightforward directions, provided that these are not lengthy or complex.
- understand the general meaning of a presentation made at a conference if the language is simple and backed up by visuals or video.
- understand basic instructions on class times, dates and room numbers.

## **2.6. Pair & Group work**

Working in groups is beneficial since this experience changes the level of one's aspirations and desires, focuses its attention on the activities and social relationship, generates interaction as a result of group life and because it is conceived that man is a group animal, the same may be considered for pair work.

### **2.6.1. Group work**

Working in groups benefit students greatly since it encourages improving social relationships among the people in class, they can write a group story or role – play a situation which involves every member of the 'team'. It is recommended to work with a not so big group; five is a good number because all members can participate.

It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.

Although, there are students who prefer working under the teacher's directions to working with the peers (Harmer, 2009)

### **2.6.2. Pair work**

The work in pairs according to Harmer (2007) is a technique that allows the students to practice the language together, study a text, research about the language or

take part in activities of information gaps (information-gap-activities). They can write dialogues, predict the content of a reading, or compare annotations of what they have heard or seen.

Working in pairs has its advantages, among the most important are: pair work gives learners more speaking time, changes the pace of the lesson, focuses more on students than teachers, allows them to mix with everyone in the group and gives them a sense of achievement when reaching a team goal.

### **2.6.3. Organizing pair work and group work**

The formation of pairs or groups is also very important. Students are classified by friendship, their ability or level of speech or behavior and participation in order to create a balance or mixture (weak and strong). Another form of grouping that is common is random, this type of grouping does not obey any particular reason, it is simply the fastest form of grouping that requires very little planning. Generally, students who are seated near or next to each other are grouped; not necessarily the groups that start will continue until the end, the members of the group can be exchanged while the activity continues.

### **2.6.4. Making it work**

To make pair or groups succeed it is recommended to fully explain the procedure before dividing the class. Clearly explain what they have to do, elicit information to check their understanding (you can speak in mother tongue if it is necessary) and set a clear time limit.

## **Focusing on Role play technique**

### **2.7. The importance of role play in a Foreign Language teaching**

Role-playing, which is one of the instructional strategies falls under the theory of using an active learning device. It helps students develop values by modeling and using real life examples. The employment of role-play and simulation strategies helps the development of empathy, compassion, communication and other valuable social skills (Hartman, 1997)<sup>14</sup>.

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<sup>14</sup> Hartman, H. (1997) Human Learning & Instruction. Retrieved on August 25, 2017 from: [http://cityonline.ccnyc.edu/courses/EDUC\\_0500/](http://cityonline.ccnyc.edu/courses/EDUC_0500/)

The role-play technique has been considered as an important classroom activity in language teaching for many years. This is supported by Rogers and Evans (2008)<sup>15</sup> who listed three reasons to use role – plays in class: a) most teachers who used this technique have noticed that it helps students to improve social skills in order to communicate with others b) it helps students to develop their creativity and imagination and c) it helps teachers and students to reinforce learning.

In the beginning students of elementary level felt afraid of speaking in class, but everything changed after using role - plays with them. According to Tobn and Lendrum (1995) who agreed with Roger and Evan in the point that that role play can enable students to perceive, understand, and respond, as well as, to practice their skill in a designed environment.

Ashok (2005)<sup>16</sup> listed some benefits of role – play in English language learning. Ashok says that role – playing develops communication and language skills, develops social skills when learners collaborate with others and work as a team, encourages learner to express their ideas and feelings in a relaxed environment created by them, allows learner to act out and make sense of real-life situations, develops listening skills and speaking skills, builds the confidence level of team members which in turn can help them in their day-to-day roles, helps learners to learn about different cultures, develops creativity and imagination, allows classmates and peers' interaction, helps the introverted students to speak out and allows for the exchange of knowledge between students.

## **2.8. Designing the role play activities**

Students are uncomfortable and a little frightened because it is the first time they are asked to do something different and away from textbooks. Once teachers set the basis of the activity and explain in detail what is expected from them most of them start feeling relaxed and quite eager to begin. Towards the end, their shyness often leaves and they begin prompting each other with ideas. Some students say that the activity gives them the opportunity to show what they have learned and to have a free interaction especially when they clarify the meaning of some words, in addition, it helps them to be more confident. It

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<sup>15</sup> Rogers, S & Evans, J. (2008). *Inside Role-Play in Early Childhood Education: Researching Young Children's Perspectives*. New York: Routledge.

<sup>16</sup> Ashok, A. M, (April 2015) *Effectiveness of Role Play in Enhancing Communication Skills of English Language Learners*. Kerala, India: Department of Humanities.

is easy to set up and run a role-playing session, but it is important to keep in mind the first two stages: the preparation and presentation.

### **2.8.1. The preparation stage**

#### **Step 1: Identify the situation**

It is important to introduce the problem clearly, eliciting information about it. Wh – questions are very fruitful in this stage. For instance, to know about the topic and role teachers can ask: what is the problem? Where is it happening? How many people take part? Who are they? If teachers want to focus on grammar they can ask: when did it happen? Doing this will help students to start thinking about the problem before the role-play begins and the most importantly, they will be encouraged with the activity.

#### **Step 2: Add Details**

Once you are sure students know inside and out what the topic is about you can start setting up a scenario in enough detail for them to feel it is as real as possible. You can help students by providing them with necessary input. New expressions they might use in the conversation are also of great importance for the success of the work.

#### **Step 3: Assign Roles**

Identifying the characters will be easy if they have understood the situation well. They will feel involved in the scenario. I prefer letting students choose their own roles as they say they feel more comfortable and more free to work.

Once they have identified their roles, encourage them to ask them to ‘put on those people’s shoes’ that is on the people they are representing. This involves trying to understand their perspectives, goals, motivations, and feelings when they enter the situation. (Appx. 11)

#### **Step 4: Wait time**

Teachers should know that when students are connected with their work they take more time than the expected. Teachers have to handle this situation in which students do not feel pressure but they have to be aware that there are other steps to follow.

Teachers have to walk around to help students with what they need. Teachers must help students to impersonate their role or correct their mispronunciation. As always teachers must be patient.

### **2.8.2. The presentation stage**

#### **Step 5: Act Out the Scenario**

Each person can then assume their role, and act out the situation, trying different approaches where necessary.

It can be useful if students do their role without reading a paper. That is why you give them time to practice their dialogues. You can record their performance and show them next class. You can play it for entertainment or to assess their language production.

For instance, students performed a complaint in a computer store. During the presentation, they showed enthusiasm and respect by listening and encouraging their classmates by clapping after their presentations. (Appx. 12 & 13)

### **2.8.3. The post presentation stage**

It is important to ask students about the role – play presentations. How did they like? How did they feel? What did they learn? This will make students feel involved and they can learn from the experience.

### **2.8.4. Giving feedback**

Taking into account what Ur claims in regards with feedback, she says that feedback is information given to the learner about his or her performance of a learning task, usually with the objective of improving this performance (Ur, 2012: 242)<sup>17</sup>, so that, it is very important to analyze the whole process because it can be very helpful for the learners. It is considered necessary to be included in role – plays because learners have to be aware of the points they have to work on or what they did well.

The teacher needs to provide appropriate feedback and correction, but don't interrupt the flow of communication. Take notes while pairs or groups are talking and address problems to the class after the activity without embarrassing the student who made the error. You can write the error on the board and ask who can correct it.

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<sup>17</sup> Ur, P. (2012). *A course in English Language Teaching*. Cambridge, United Kingdom: Cambridge University Press.

## **2.9. The role of the teacher**

Teachers might have different roles depending on the stage of the role play. During the first stages, the teachers' roles are, in certain way, more dominant. That is:

Teachers are language instructors or tutors since they gather all possible materials, present new language, supply students with the new structures and vocabulary, drill the new forms or correct the mistakes immediately or later. They are also classroom manager or organizers because they coordinate the activities in order to have a coherent advancement. Teachers also ensure that students are able to form groups or pairs and establish the correct seating arrangement.

In the other stages of the role play, the teachers' role becomes less dominant and the emphasis is on the students' input. Students are more independent. The teacher is a facilitator because he/she gives advice, helps students when they get stuck with the language and encourages students to carry on working. Teachers become an observer because he/she walks around the class to monitor the activity to see the strengths and weaknesses of the students and to prepare possible feedback.

## **2.10. Role Play is not simulation**

Simulations are very similar to role-plays but what makes simulations different from role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she or he brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (2007) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

## **2.11. Control of discipline within the classroom**

Preparing a lesson plan for a class, teachers spend most of the time answering what and how to question to solve a problem maybe. All of this could go to waste by students' misbehavior or bad attitude. Fortunately, there are varied strategies which help to control or avoid these issues. As Harmer (2007) says prevention is always better than disciplining.

It is important students recognize where they are to establish a code of conduct, especially if when working with children, younger learners or with an enthusiastic or

unenthusiastically adult class. To establish that code, it is suggested to involve students to contribute with their opinions; the teacher can discuss behavior during and the activity. Always being respectful with others opinions and the use of English throughout the activity.

When to act if misbehavior occurs during the activity? Brown and McIntyre (1993)<sup>18</sup> cited by Harmer (2007) suggest to act immediately by stopping talking, pausing and looking at the student in question. Be firm and direct, if the situation implies to be strong do not avoid doing it.

When treating misbehavior, teachers always have to remember who the professional is and who the student is. This makes us act in a professional and mature way which is reflected the moment teachers talk to students. Never humiliate a student, on the contrary make him / her part of the group and be sure his / her contribution is always necessary for the group.

If the misbehavior continues after having talked with the student, you just simply resear that student, mostly any problem disappears. If you are to talk seriously with the students, do it alone, never in front of the class because the student could react aggressively. Also be sure that this type of students never recognizes their bad attitude, they always blame others.

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<sup>18</sup> Brown, S and McIntyre, D (1992) *Making sense on teaching*. Buckingham and Philadelphia: Open University Press.

## **Chapter 3**

### **Methodology of the investigation**

#### **3.1. Investigation type**

The research is focused within the Quantitative Paradigm or Approach, because a systematic instrument has been applied, such as the survey, the pre-test and post-test exams.

The quantitative approach constitutes a set of processes, is sequential and probative. It starts with an idea, research objectives and questions are derived, the literature is reviewed and a theoretical framework is elaborated. From the questions hypotheses are established and variables are determined; a plan is developed to test them (design); the variables are measured in a specific context; the obtained measurements are analyzed (often using statistical methods), and a series of conclusions are established regarding the hypothesis (Hernández, Fernandez and Baptista, 2010, p.7)<sup>19</sup>.

The investigation, in regards with the manipulation of variables, is quasi-experimental and according to the level of depth it is descriptive, because both characteristics of the variable Role Play and the English speaking skill are stood out in two groups of students of the basic level of the Centro de Idiomas – UDEP which were measured through a pre-test and post-test.

According to Hernández, Fernández and Baptista (2010, p.80), concepts are measured and variables are defined in a descriptive investigation. Descriptive studies seek to specify the properties, characteristics and profiles of people, groups, communities, processes, objects or any other phenomenon that is subjected to an analysis. Therefore, it is mainly interested in describing phenomena, situations, contexts and events, detailing how they are and how they manifest themselves.

#### **3.2. Design of the investigation**

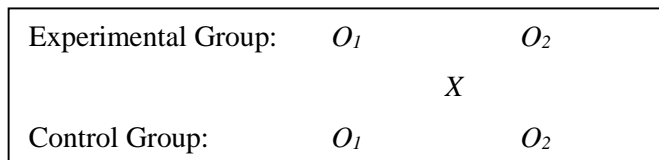
The design assumed by the study corresponds to the quasi-experimental, simple descriptive design, with two independent samples: experimental and control both with pre-test and post-test. Since the groups are already formed in the respective sections where the

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<sup>19</sup> Hernandez, R., Fernandez, C., & Baptista, P. (2010). *Metodología de la Investigación* (Quinta edición ed.). Mexico D.F.: The MacGraw-Hill.

student studies and there is no random assignment of the subjects of one or the other group then the design is quasi-experimental. And that is what happens with the design of this study.

The design is represented by the following diagram:



Where:

$O_1$ : Scoring in the study group's Pre - test, in control and experimental group.

$X$ : Appreciation about the use of the Role Play strategy to develop the English speaking skill language.

$O_2$ : Scoring in the study group's Post - test, in control and experimental group.

Likewise, depending on the level of depth, it is descriptive correlational, because characteristics of the variable Role Play are highlighted and the scores of the pre -test and post - test are correlated in the different factors of the Role Play strategy.

This leads to the need to outlines again to what extent the technique of role-play helps improve the speaking skill to elementary learners.

### 3.3. Population and study sample

#### 3.3.1. Population

Also called "universe", according to Selltiz (1980) cited by Hernández, Fernández and Baptista (2010) defines population as the set of all cases that match certain specifications or characteristics.

Universidad de Piura (well-known as Udep) is a private institution which offers some demand professional careers such as engineering, journalism, law, business administration, architecture and education which require its students certain level of English to fulfil their academic goals.

Universidad de Piura has a Language Center which is recognized in Piura for its academic level. This offers a six - level program of learning English: Basic, Pre-Intermediate, Intermediate I, Intermediate II, Upper – Intermediate I and Upper – Intermediate II with a length of 120 hours long for each level.

Universidad de Piura's Language Center does not only offer the teaching of English but also Chinese Mandarin, Portuguese and some Italian courses whose service is not only for University students but also to community.

Students at UDEP's Language Center are required to carry a course book (New Total English Elementary Book) for their study, although teachers are requested to deliver supplementary material to reinforce the learning process specifically focusing on enhancing speaking skill. At the end of the course, it is expected students talk about familiar topics such as: routines, food, weather, past experience and others, interact with a degree of fluency.

The following research will be focused on Basic university students' level whose classes will last one hour and fifty minutes from Monday to Thursday. Currently I have three groups. One group is at 7 in the morning with 12 students, enrolled, another group at 5 in the afternoon with 13 students and the last one is at 7 in the evening with 25 students.

The population is represented by 50 students altogether of the Basic level, divided into three groups, from the Language Center of the University of Piura.

Table 1. Total population - basic university students'

<b>Groups</b>	<b>Students</b>
7am	12
5pm	13
7pm	25
<b>Total:</b>	<b>50</b>

Source: self-made

### 3.3.2. Sample

The sample was determined by non-probabilistic sampling, specifically by intentional sampling or convenience, since it was decided to collect data from the entire population (population sample), that is, the total number of students that make up the three groups assigned to the teacher in the semester 2017 II; In addition, the amount of the population did not justify such a sample size calculation.

The three groups have the same characteristics; the ones which could be considered as homogeneous. Except that the group at 7 o'clock in the evening shows a decrease in the number of absences. With regard to the ability of oral production,

which is the subject of this research, the three groups demonstrate difficulties in expressing themselves in English, with these groups they would have to work on pronunciation and emphasize their fluency through continuous practices, nevertheless, the students of the first two groups present more spontaneity than those of the night.

Given this, the three groups taken were decided for my research by forming two groups that would be like this: the groups in the morning and afternoon will be my control group and the group in the evening will be the experimental group. That is, this latter group will receive the treatment with the use of the role play technique.

Table 2. Distribution of students

	Group		
	Control	Experimental	Total
Male	15	8	23
Female	10	17	27
Total	25	25	50

Source: self-made. Students of the interest groups

### 3.4. Research variables

A variable is a property that has a variation capable of being measured or observed (Hernandez: 2010).

The present investigation has considered two variables:

V1: Role Play Technique

V2: English speaking skill.

#### 3.4.1. Conceptual definition

##### Variable 1: Role Play technique

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

This technique can be good fun and thus motivating, it allows students to encourage expressing much better as they can and it allows students to use much wider range of language. (Harmer, 2009; Chapter 19, B6)

Role – plays can lead to excellent discussions and arguments without anyone having to feel bad at the end they got angry. They offer students opportunities to practise specific pieces of language: grammatical points or functional areas. (Jim Scrivener, 2005)<sup>20</sup>.

Role play is one of a whole range of communication techniques that develops fluency in language students, which promotes interaction in the classroom and increases motivation. Not only encourages the learning among peers, but also the exchange information between the teacher and the students or the responsibility of the learning process (Harmer, J. 2005).

## **Variable 2: English speaking skill**

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998). Teachers of English assume as valid that speaking is an interactive process of constructing meaning.

Dr. Shrouf, from The Language Center of Philadelphia University<sup>21</sup>, expresses that speaking involves not only producing or receiving but also processing information citing what Brown, 1994; Burns & Joyce, 1997 once said about this.

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

Shrouf asserts that however, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance, therefore, recent pedagogical research on teaching students conversation has provided some parameters for

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<sup>20</sup> Scrivener, J. (2005). *Learning Teaching*. (A. Underhill, Ed.) Oxford, UK: Macmillan Publishers Limited.

<sup>21</sup> Shrouf, F. (n.d) *Teaching And Improving Speaking Skill*. Philadelphia University The Language Center



### 3.5. Techniques and instruments for data collection

In order to collect the necessary information to answer the research question, this thesis worked with the following technique and data collection instruments: questionnaire, pretest and posttest.

#### 3.5.1. Questionnaire

The research used a questionnaire to collect the corresponding data regarding to the perception of the use of the Role Play technique to improve the English speaking skill language, as well as standardized tests to assess the communicative competence of the English language.

According to the chosen technique, the instrument called: *Developing students' speaking skills through role-play* which has been adapted from Anna Kuśnierek and Benaddi Khaoula and validated by expert judges. It is important to emphasize that some items have been adapted and contextualized according to the project approach.

This questionnaire was written in Spanish due to the level of students and for getting valid and more reliable information from them where it is divided in two parts. The first part from questions 1 to 9 focuses on students speaking skill, the second part of the questionnaire is based on getting information about the role play technique (appx. 2).

In regard with the analysis of the data collected, it has been performed using the statistical software SPSS, v 24 for Windows environment, according to the procedure explained below:

- a) **Development of database:** A list of variables and a data view is systematized to record and organize the students' answers in relation to the study variables.
- b) **Tabulation:** Mean and deviation tables are elaborated to systematize the results in each one of the oral expression tests, according to the foreseen in the research objectives.
- c) **Graphing:** Bar graphs are designed to represent the frequencies obtained in each of the tables, according to the research objectives.
- d) **Statistical analysis:** The calculation of descriptive statistics and frequencies (measure of central tendency) is done to identify averages (arithmetic mean) and the dispersion of results with respect to the mean (standard deviation) necessary for the verification of the objectives.

**Interpretation:** The meaning of each of the most relevant results that will be shown in tables and graphs is explained, allowing describing the objective.

### **3.5.2. Pre-Test**

The pre-test was administered to know the learners' oral production.

### **3.5.3. Post-Test**

The post-test was administered to know the learners' oral production.

The same tests were applied to both groups, control and experimental.

### **3.5.4. Validation**

The questionnaire has been validated through the procedure called: content validity through expert judgment, given that it was submitted to the review and evaluation of three professionals of the academic degree of Master, specialists linked to the subject of English language teaching. (see appendix 3)

For the assessment and validation of this instrument, the following criteria have been taken into account:

- Items congruence
- Amplitude of content
- Writing of the Items
- Clarity and accuracy
- Relevance

### **3.5.5. Reliability**

The reliability of the instrument has been determined through its internal consistency, for the questions that present the same scale of measurement, using the Cronbach's Alpha, considering the ranges established by George and Mallery (2003)<sup>22</sup> who point out that the instrument is reliable when the alpha is greater than 0.7. The obtained coefficient is shown in detailed once all the instruments have been applied.

The obtained results are shown next:

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<sup>22</sup> George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference 11.0 update (4<sup>th</sup> ed.)*. Boston: Allyn & Bacon

Table 4. Reliability statistics

Cronbach's Alpha	N of Items
0,600	14

The table shows that the alpha of the questionnaire was 0.6, which corresponds to an acceptable reliability, which means that it gives confidence and confidence in the measurements made.

### 3.6. Data analysis procedure

The questionnaire applied to determine the problem in regards with oral production, was made up by questions related to speaking skills and the role-play technique.

Once having obtained the result of the questionnaire, a pre-test was applied to determine the oral production proficiency that elementary learners from Centro de Idiomas – Udep had. This test helped to consider the both required groups – experimental and control.

After the application of the pre-test, six sessions have been designed using role-play taking into account the steps considered for the use of this technique for which I took care to relate them with the topics of the textbook.

After applying the technique, it was necessary to know the impression of the students in regard to it and on the progress in their speaking skill, so that the same questionnaire was applied.

The result obtained in the great majority of the learners, not in all, was different from the previous one. They pointed out that their ability to speak had improved substantially, that they felt more confident when participating and with respect to their impression of the role-play technique they said that it had helped them a lot.

To know how the role-play technique had benefitted learners, a post-test was applied. This helped to determine the level of oral production of the English language presented by the students of elementary level from Centro de Idiomas – Udep after the application of the technique of role-playing during the learning sessions.

The analysis and interpretation of the results obtained, the conclusions and recommendations were carefully elaborated. It is asserted that learners who experienced the use of role-play were right to assert that this technique had benefitted

in their improvement of the oral productive skill. The contrasting result can be seen in the appendixes 5 and 7 on pages 84 and 86 respectively.

A schedule of activities was designed in order to show more specifically the moments of the research project. (see appendix 1)

## Chapter 4

### Discussion of results

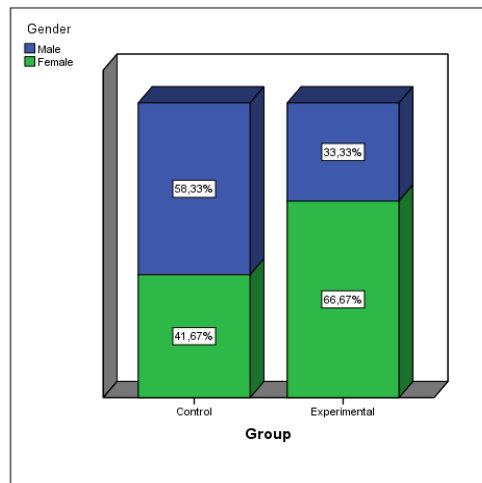
#### Descriptive analysis for sex variables

##### Sex

Next, the distribution of the variable sex of the student is presented, according to the group of belonging:

Table 5. Basic English students' gender

Gender * Group Cross tabulation					
			Group		
			Control	Experimental	Total
Gender	Male	Count	14	8	22
		% within Group	58,3%	33,3%	45,8%
	Female	Count	10	16	26
		% within Group	41,7%	66,7%	54,2%
Total		Count	24	24	48
		% within Group	100,0%	100,0%	100,0%



Graph 1. Basic English students' gender

The results show that for the experimental group there are 16 female students, representing 66.67% of the group. Also, there is a participation of 8 male students representing 33.33%.

For the control group, the results indicate that there is a participation of 14 male students, who represent 58.33% of the group. Also, 10 female students participate, representing 41.67% of the group.

## Descriptive analysis for variables of the applied questionnaire

### About the speaking skill in English

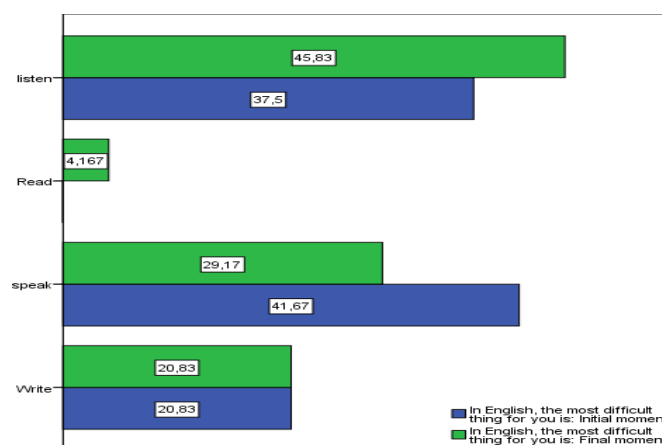
Now, the student's perception about the different indicators that they must have for a correct communication in English it is detailed.

### About the most difficult of English

The following analysis details the perception of the student of the experimental group about the difficulty in English, at the beginning of the study and after the treatment of Role - play:

Table 6. Speaking skill students' perception

	Write	Speak	Read	Listen
In English, the most difficult thing for you is: Initial moment	20,8%	41,7%	0,0%	37,5%
In English, the most difficult thing for you is: Final moment	20,8%	29,2%	4,2%	45,8%



Graph 2. Speaking skill students' perception

The results found indicate that before applying the Role-Play treatment, students perceived that the most difficult thing to communicate in English was talking. However,

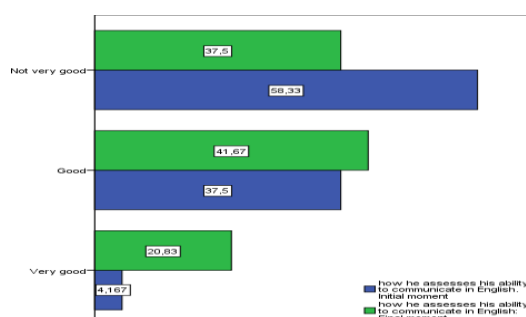
after applying the treatment, this percentage decreased from 41.7% to 29.2%. This means that the role–play technique helps students to have a better performance to speak in English.

### About level to communicate in English

The following analysis details the perception of the student of the experimental group on the level he has in terms of the ability to communicate in English, at the beginning of the study and after the treatment of Role–play.

Table 7. Communicative ability students' perception

	Very good	Good	Not very good	poor
How he assesses his ability to communicate in English. Initial moment	4,2%	37,5%	58,3%	0,0%
How he assesses his ability to communicate in English: Final moment	20,8%	41,7%	37,5%	0,0%



Graph 3. Communicative ability students' perception

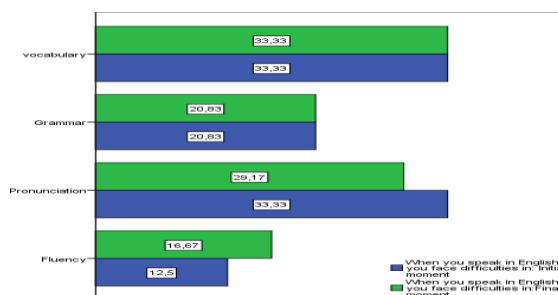
The results show that, initially, only 4.2% considered their ability to communicate in English to be very good. However, after applying the role – play technique, this percentage changed to 20.83%. This means that the student perceives that the applied treatment improves their ability to communicate in English.

### About the aspects to communicate in English

The following analysis details the perception of the student, of the experimental group, about the difficulty, in different aspects, that he / she has to be able to communicate in English, at the beginning of the study and after the treatment of role–play.

Table 8. Communicative ability students' perception

		Fluency	Pronunciation	Grammar	vocabulary
When you speak in English, you face difficulties in:	Initial moment	12,5%	33,3%	20,8%	33,3%
When you speak in English, you face difficulties in:	Final moment	16,7%	29,2%	20,8%	33,3%



Graph 4. Communicative ability students' perception

The results found show us that it is the Pronunciation aspect that receives the best perception of the student. Thus, initially 33.33% of the students perceived as a difficulty the use of vocabulary, to communicate in English. However, after applying the Role Play technique, this percentage decreased to 29.17%. For the rest of aspects there is no major change.

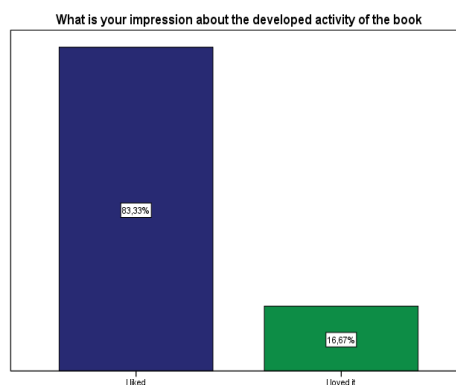
### About the use of the Role-Playing technique

The following analysis details the perception of the student, of the experimental group, about the activity developed, of an exercise of the guide text, following the role – play technique:

Table 9. Role-play activity book students' perception

**What is your impression about the developed activity of the book**

		Frequency	Percent
Valid	I liked	20	83,3
	I loved it	4	16,7
	Total	24	100,0



Graph 5. Role-play activity book students' perception

The results found indicate that 83.3% of the students liked the activity developed with the role – play technique. This means that there is a good perception of the technique used for this exercise of the book.

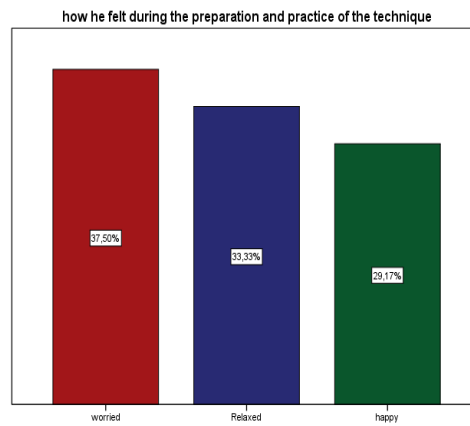
**About the preparation and practice of the Role–Play technique**

The following table and chart detail how the students felt during the preparation and application of the technique.

Table 10. Role-play activity book students' perception

**How he felt during the preparation and practice of the technique**

		Frequency	Percent
Valid	Worried	9	37,5
	Relaxed	8	33,3
	Happy	7	29,2
	Total	24	100,0



Graph 6. Role-play activity book students' perception

The results found show that 37.5% state that they have been worried during the preparation and practice of the role - play. 33.3% indicate that they have been relaxed and 29.17% happy.

Among the reasons why the students indicated that they were worried are:

Table 11. Reasons indicated by the student for which he has been concerned during the preparation and practice of the technique

**P112\_1<sup>a</sup>**

	Frequency	Percent
Choose the right words	1	11,1
Struggle with pronunciation	1	11,1
Haven't got good pronunciation	1	11,1
Did not know if they did were right	1	11,1
Poor and weak vocabulary	1	11,1
By the pressure to do it well	1	11,1
Problems with pronunciation	1	11,1
If what they said were right	1	11,1
Need more vocabulary	1	11,1
Total	9	100,0

a. how he felt during the preparation and practice of the technique = worried

Among the reasons why the students indicated that they were relaxed are:

Table 12. Reasons indicated by the student for which he has been relaxed during the preparation and practice of the technique

**P112\_1<sup>a</sup>**

	Frequency	Percent
Learn playing	1	12,5
Be relaxed	1	12,5
Vocabulary management	2	25,0
It is not an easy activity	1	12,5
Know how to do it	1	12,5
Know what to say	1	12,5
Time to prepare an activity	1	12,5
Total	8	100,0

a. how he felt during the preparation and practice of the technique = Relaxed

Among the reasons why the student indicated that he was happy are:

Table 13. Reasons indicated by the student for which he has been happy during the preparation and practice of the technique

**P112\_1<sup>a</sup>**

	Frequency	Percent
	2	28,6
Learn playing	1	14,3
Share ideas	1	14,3
Create real context dialogs	1	14,3
He likes to set out the topic of conversation	1	14,3
Use of communication	1	14,3
Total	7	100,0

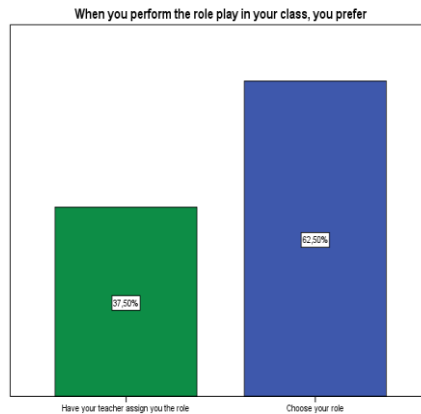
a. how he felt during the preparation and practice of the technique = happy

### About the students' preference when participating in role - plays

The following table and graphic details what role the student prefers in preparing and applying the Role - Play technique:

Table 14. Students' preference in preparing and applying the role - play technique  
**When you perform the role play in your class, you prefer**

		Frequency	Percent
Valid	Have your teacher assign you the role	9	37,5
	Choose your role	15	62,5
Total		24	100,0



Graph 7. Students' preference in preparing and applying the role - play technique

The results found indicate that 62.5% of the students who participate in the role – plays technique, prefer to be themselves who decide their role. Also, 37.5% prefer that the teacher assigns the role.

Here are the reasons why the student prefers that the teacher assign the role:

Table 15. Reasons indicated by the students for which they prefer the teacher assign their role  
**P152\_1<sup>a</sup>**

	Frequency	Percent
	2	22,2
Learn new vocabulary	1	11,1
Improve vocabulary	1	11,1
Know new topics	1	11,1
The teacher assigns according to the level	1	11,1
The teacher knows what to give	1	11,1
Avoid discussions	1	11,1
There is no conflict	1	11,1
Total	9	100,0

a. When you perform the role play in your class, you prefer = Have your teacher assign you the role

The reasons that the student has so that he is the one who decides to choose his role:

Table 16. Reasons indicated by the students for which they prefer to choose their role  
**P152\_1<sup>a</sup>**

	Frequency	Percent
	3	20,0
Comfort	1	6,7
Comfort with paper	1	6,7
Know the roles	1	6,7
Choose role	1	6,7
In white	1	6,7
Easy to adapt to paper	1	6,7
Freedom	2	13,3
Manage your vocabulary	1	6,7
Greater knowledge	1	6,7
Do not feel pressured	1	6,7
It becomes easier	1	6,7
Total	15	100,0

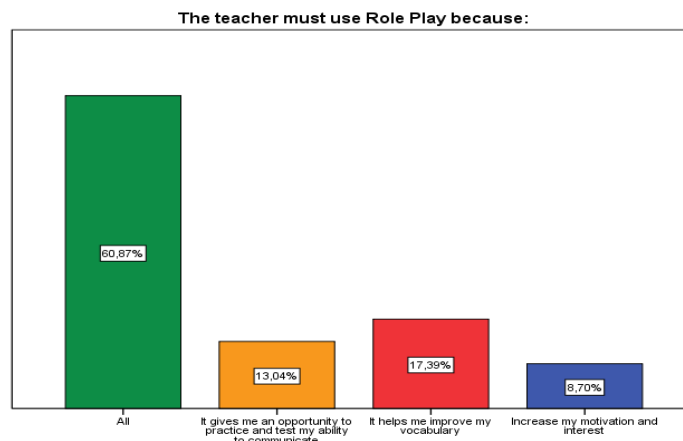
a. When you perform the role play in your class, you prefer = Choose your role

### Reasons of the student for the teacher to use the Role Playing technique

Below, justifications for the teacher to use role – play technique in class given by the student are detailed:

Table 17. Justifications given by the students for which the teachers use the role-play technique in class  
**The teacher must use Role Play because:**

	Frequency	Percent
All	14	58,3
It gives me an opportunity to practice and test my ability to communicate	3	12,5
It helps me improve my vocabulary	4	16,7
Increase my motivation and interest	2	8,3
Total	23	95,8
Missing System	1	4,2
Total	24	100,0



Graph 8. Justifications given by the students for which the teachers use the role-play technique in class

According to the results, 60.87% of the students participating in the Role Play technique state that it should be used more often because it increases their motivation and interest, helps them improve and enrich their vocabulary; It also facilitates their learning, as well as gives them an opportunity to practice and test their ability to communicate.

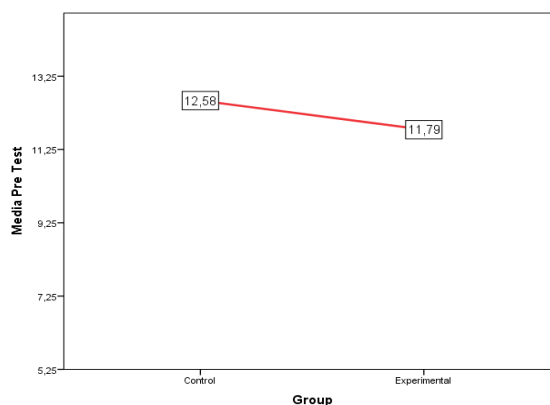
### Analysis for the speaking skill in the control and experimental groups in Pre-test and Post-test

#### Pre - test according to control or experimental group

The following analysis shows us the ability of speaking skill, standardized test applied by the Language Center of the University of Piura, of the students who participated in the research before applying the Role Play technique.

Table 18. Students' speaking skill before applying the role play technique using the standardized test applied by the language center

		Pre Test	
		Mean	Standard Deviation
Group	Control	12,58	2,32
	Experimental	11,79	3,48



Graph 9. Students' speaking skill before applying the role play technique using the standardized test applied by the language center

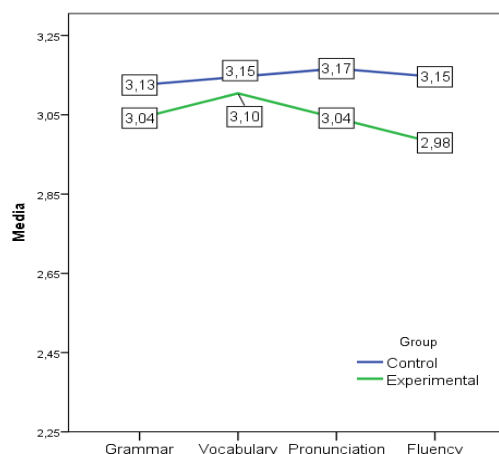
The results indicate that the two groups start work with similar oral communication capacity. Thus, the average score of the control group in the Pre - test is 12.58 with a standard deviation of 2.32. While for the Experimental group the average is slightly lower with a value of 11.79 and a standard deviation of 3.48.

### Pretest components according to control and experimental group

The standardized test applied by the Language Center of the University of Piura to assess the ability of oral communication in students has four components: Grammar, Vocabulary, Pronunciation and Fluency, then the results:

Table 19. Standardized pretest components applied by the language center according to control and experimental groups

	Group			
	Control		Experimental	
	Mean	Standard Deviation	Mean	Standard Deviation
Grammar	3,13	,68	3,04	,76
Vocabulary	3,15	,60	3,10	,88
Pronunciation	3,17	,70	3,04	,71
Fluency	3,15	,65	2,98	,95



Graph 10. Standardized pretest components applied by the language center according to control and experimental groups

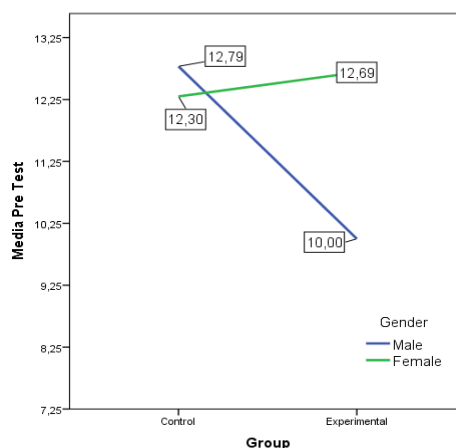
Each component has a maximum score of 5 points, the results found tell us that it is the control group that has on average the best results compared to the experimental group. The Fluency component reaches the average of 2.98 in the experimental group, this being the lowest.

### Pre-test according to the student's gender

Next, the results of the pretest of the students according to gender and group are detailed:

Table 20. Standardized pretest applied by the language center according to gender and group

		Pre Test	
		Mean	Standard Deviation
Control	Male	12,79	2,49
	Female	12,30	2,16
Experimental	Male	10,00	3,93
	Female	12,69	2,96



Graph 11. Standardized pretest applied by the language center according to gender and group

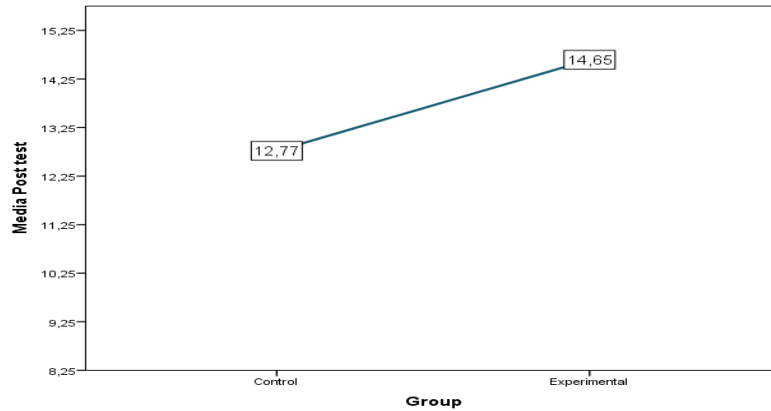
The results indicate that in the experimental group it is the women who achieve the best average in the pretest with a value of 12.69 compared to 10 of the men. For the control group, males obtain 12.79 on average while females reach an average value of 12.30.

### Post-test according to control or experimental group

The application of role-play as a teaching-learning technique within the classroom, proved to be motivating for both the teacher and the students, as was shown in the results of the survey applied, the first one allowed him to have the participation of the most students, in terms of students, improved their ability to speak English and raised their score on the oral exam. Next, the oral communication capacity, standardized test applied by the Language Center of the University of Piura, of the students participating in the research after applying the Role Play technique is shown:

Table 21. Standardized posttest applied by the language center according to control or experimental group

	Post test	
	Mean	Standard Deviation
Control	12,77	2,53
Experimental	14,65	2,36



Graph 12. Standardized posttest applied by the language center according to control or experimental group

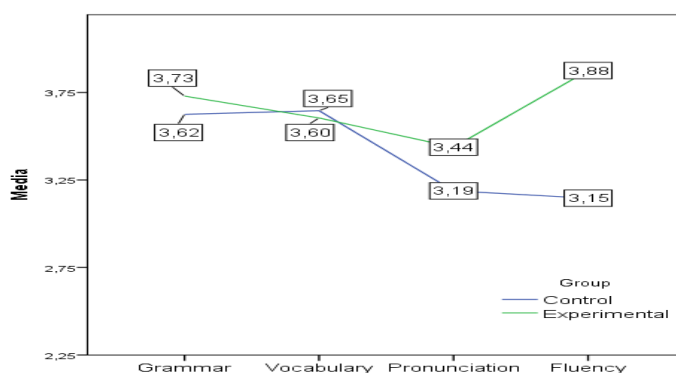
The results show evidence that role – play technique achieves in the students to increase their capacity of oral communication. This is because the students who received the treatment, role - play, achieved an average of 14.65 compared to 12.77 obtained by the students in the control group.

### Components of the Post-test according to control and experimental group

The standardized test applied by the Language Center of the University of Piura to assess the ability of oral communication in students has four components: Grammar, Vocabulary, Pronunciation and Fluency, then the results:

Table 22. Standardized posttest components applied by the language center according to control and experimental groups

	Control		Experimental	
	Mean	Standard Deviation	Mean	Standard Deviation
Grammar	3,63	2,13	3,73	,64
Vocabulary	3,65	2,07	3,60	,74
Pronunciation	3,19	,76	3,44	,61
Fluency	3,15	,81	3,88	,65



Graph 13. Standardized posttest components applied by the language center according to control and experimental groups

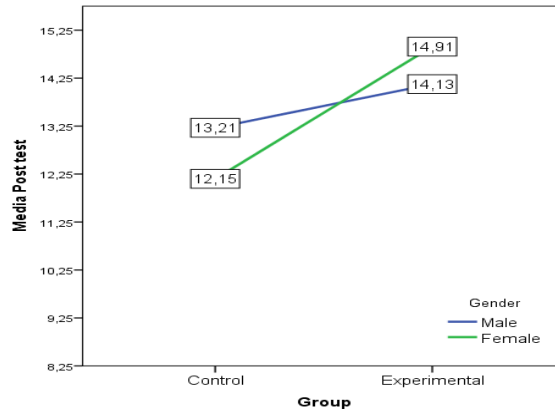
The results show that the best results are in the experimental group in two of the key components of communication in English, such as fluency and pronunciation. Thus, the experimental group reaches an average of 3.88 in Fluency compared to an average of 3.15 obtained by the control group. In the Pronunciation component the average reached by the experimental group has a value of 3.44 while for the control group this value is 3.19. This validates the objectives of the study, that the application of the role – play technique helps students improve their oral communication skills in the English language.

### Posttest according to the student's gender

Next, the results of the post test of the students according to gender and group are detailed:

Table 23. Standardized posttest applied by the language center according to gender and group

		Post test	
		Mean	Standard Deviation
Control	Male	13,21	2,72
	Female	12,15	2,22
Experimental	Male	14,13	1,87
	Female	14,91	2,58



Graph 14. Standardized posttest applied by the language center according to gender and group

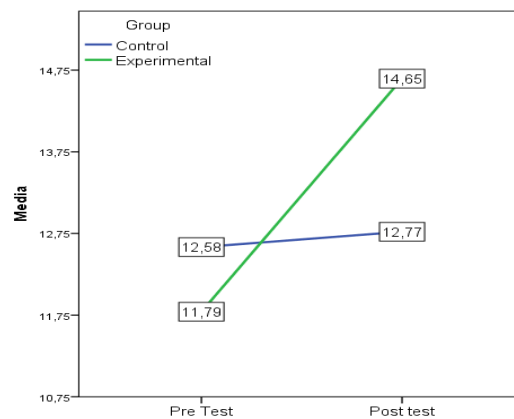
The results indicate that in the experimental group women are the ones that average better in the pretest with a value of 14.91 compared to 10 men. For the control group, males obtain 13.21 on average while females reach an average value of 12.15.

### Pretest and posttest according to group

Next, the results of the pre-test and post-test of the two groups of students are summarized as follows:

Table 24. Standardized pretest and posttest applied by the language center according to group

	Pre Test		Post test	
	Mean	Standard Deviation	Mean	Standard Deviation
Control	12,58	2,32	12,77	2,53
Experimental	11,79	3,48	14,65	2,36



Graph 15. Standardized pretest and posttest applied by the language center according to group

### Pre-test and Post-test according to the student's gender

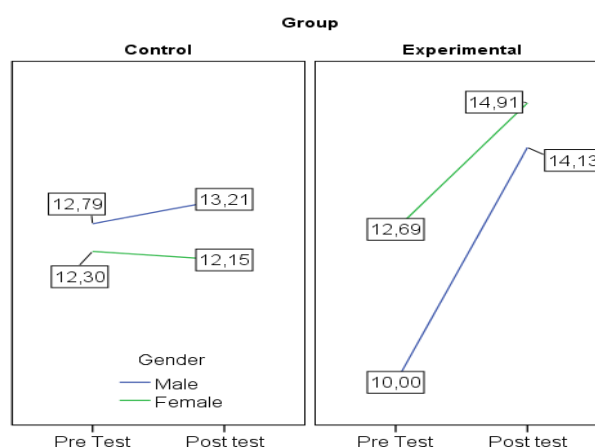
Next, the results are detailed, by way of summary, of the post test of the students according to gender and group:

The results indicate that in the initial moment of the control and experimental groups obtain similar results in the standardized test that measures the capacity of oral communication. However, in the final moment it is the students of the experimental group who obtain the best average grade. Thus, the experimental group reaches an average of 14.65 against an average of 12.77 obtained by the students in the control group. With this we can indicate that role - play technique, applied to the experimental group, affects the oral communication capacity of the students who participate in the research. Also, the standard deviation in the experimental group is less than that of the control group.

This indicates that the results are more homogeneous in the experimental group than in the control group.

Table 25. Standardized pretest and posttest applied by the language center according to gender

		Pre Test		Post test	
		Mean	Standard Deviation	Mean	Standard Deviation
Control	Male	12,79	2,49	13,21	2,72
	Female	12,30	2,16	12,15	2,22
Experimental	Male	10,00	3,93	14,13	1,87
	Female	12,69	2,96	14,91	2,58



Graph 16. Standardized pre-test and post-test applied by the language center according to gender

The results show that gender maintains the performance pattern in the test for oral communication ability. Thus we have that in the control group, in the initial and final moment, men obtained better grade than women. For the experimental group, women obtained a better average than men.

With this we can say that the role – play technique has an equal impact on men and women who participated in the investigation.

## **Conclusion**

The aim of doing the following research was to find out if my students' speaking skill, who are on basic level at 7 p.m from the Language Center – UDEP, could be improved with the used of the role play technique and to carry out the project. The revision of principles and objectives of the role play set up by experts in the field of teaching English as a second language and English for specific reasons was done as primary step, after, works done by other researchers were reviewed and contrasted with the results of those experts which were summarized in the theoretical part.

Next, several materials were collected and a series of role plays that follow the suggested rules and that were appropriate for the students at the basic level were designed. The role plays were made from the second week of the beginning of the classes and were carried out preferably after finishing a unit.

After doing the research in regard to role play, both forms of this technique, scripted and unscripted, were used. But, after developing practices concerning the devised structures and vocabulary, it was noticed that about half of the students could not improvise and produce meaningful dialogues in which they could organize all the issues given in the role cards. Therefore, it was focused on doing work on what they had to produce their scripts and practice which allowed them to address the vocabulary learned in class using the grammatical structures learned.

After having completed the research process and verified the influence of the technique of role play in oral production in the English language in the students of the basic level of 7 p.m. from the Language Center of the UDEP; the following conclusions have been reached:

- The use of the technique of role play significantly helps students improve oral production, because the programmed learning sessions were developed in a logical sequence that allowed the active participation of students. The implementation of role play in class was attractive to students because it was fun to play the role of another person. Most students stated that their speaking skills increased markedly. However, there were students who, when they were in the ordinary sessions, they felt frustration and discomfort when they tried to communicate, the interesting thing of all is that during

the elaboration and execution of the role play they felt more confident and comfortable when interacting.

- The use of the learning sessions allowed the students of basic level at 7 p.m. from the Language Center - UDEP to develop their active participation, expression of their thoughts and feelings through their previous knowledge and the new knowledge of the English language, improving, in a big way, their oral production and obtaining meaningful changes in the components: grammar, pronunciation, vocabulary and fluency
- The results obtained show the positive influence of the role play technique in the oral production of the English language of the students at the basic level of 7 p.m. from the Language Center of the UDEP from the application of the pre-test to the experimental group who obtained an average score of 11.79 points while after the application of the role play technique they obtained an average score of 14.65 points.
- Regarding the specific objective in relation to the involvement of the student in their own learning, it is concluded that the use of the role play technique promoted a positive change in the experimental group, which is evident in the student's perception in the application of the survey after the post-test, as shown in Table 17, Graph 8, and its improvement in learning English is shown in Table 22, Graph 12.
- The spontaneity and imagination of some students was promoted, as well as awareness of some values when interacting with others. The reflections that were made at the end of each workshop were fundamental for the planning of the following role plays, since not only the positive but also the negative aspects were taken into account. In addition, some students stated that they had overcome their fear of speaking because they had spent a lot of time just speaking English. To add more, students also liked working in pairs because they could overcome their fear of speaking in front of people with whom they did not have a close relationship.

On the other hand, not all that glitters is gold. Not only the technique of role – play makes students become more confident and participate actively, but also it requires that students feel involved with the activities when developing the corresponding role. Seriousness and maturity are needed in order that everybody can benefit. If the contrary happens, the success of the technique will take a risk to fail. Hence, the role of the teacher is

really important since the beginning, when giving the instructions, to the end, when the feedback is given.

To achieve an active participation during the classes it is important to take into account that, for students, especially those at the basic level, the dynamics that promote interactivity are fundamental during their learning process. For this, role play technique was 'adopted' since it plays an important role in the teaching - learning process and according to the results of the role play sessions, it was interesting for the students because it facilitated the participation of them.



## **Recommendations**

Since communication starts from the moment an activity is presented, it is important that the teacher provides the student with more input as this encourages interaction between teacher-student and between students in a foreign language. During the implementation of this research proposal, the students had greater contact with the language which allowed some students to interact easily during the classes most of the time in English, compared to the classes at the beginning of the process their mother tongue prevailed.

Providing the greatest possible input to the students is fundamental and it is also important to create a pleasant atmosphere to initiate the process in which the student feels confident, calm and motivates to participate in the activities that take place during the classes. However, it is important to take into account the good behavior and attitudes that favor the normal development of the activity from the beginning, since in activities such as role play, communication is fundamental, and if there is no respect or participation, it is much harder to develop the skills of the students and the class itself.

It is also important for students to have a lot of security and knowledge of the development of the activity. For this to happen, the instructions must be clear and specific in order to avoid doubts in the students. One of the effective techniques to know if the student understood is the formulation of questions, for example:

T: What is the topic about?

S: Someone bought a laptop but the screen is broken

T: Where do the events happen?

S: At the Radio Shack store

T: What characters intervene?

S: The buyer and the seller

T: What does the buyer ask?

S: That they change the laptop for another good one.

T: What does the seller say?

S: That there are no laptops and that they can return the money.

This lets teachers broach vocabulary such as: refund, exchange, bill, customer, shop assistant, or others related to the topic presented in the role play.

In summary, the implementation of this proposal can be totally successful if it is used as a strategy for the English classes, since it was claimed that the learning sessions based on role-play, provide spaces for communication and interaction among the majority of students in a foreign language with constant monitoring and greater input, all students will be able to acquire greater opportunities to recognize and understand contexts in English to communicate afterwards.

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## **Appendixes**



## Appendix 1. Schedule of activities

Month / Year	Date	Activity
August 2017	1	A questionnaire to students was designed (appendix 2)
	7	Validation of the questionnaire by the experts (appendix 4)
	14	Explanation given to students in regard with application of the questionnaire and the pretest
		The questionnaire was applied to students related to their speaking skill and their impression of the technique
		A pretest was applied to both groups: experimental and control under the format Centro de idiomas – Udep has
	25	Role-play 1 was applied to students
September 2017	15	Role-play 2 was applied to students
	29	Role-play 3 was applied to students
October 2017	13	Role-play 4 was applied to students
	27	Role-play 5 was applied to students
November 2017	3	A posttest was applied to both groups: experimental and control under the format Centro de idiomas – Udep has
	13	Analysis and interpretation of the results done to verify the effectiveness of the role-play technique

## Appendix 2. Oral assessment format

CENTRO DE IDIOMAS		ORAL FINALEXAM				UNIVERSIDAD DE PIURA		
Teacher: _____		Level: _____		Time: _____		Examiner: _____		
	Name	Grammar	Vocabulary	Pronunciation	Fluency	TOTAL(Examiner)	Teacher's mark	FINAL MARK
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
<b>Grammar:</b>		<b>Vocabulary:</b>						
5	Uses correct grammar constructions <b>most of the time.</b>	5	Clear pronunciation most of the time, mainly word ending + emphasis.					
3	Uses correct grammar constructions often.	3	Uses vocabulary correctly find words for <b>most situations.</b>					
2	Uses correct grammar constructions sometimes.	2	Uses vocabulary correctly <b>sometimes; may use incorrect words occasionally.</b>					
1	Has <b>difficulty</b> with grammar constructions.	1	Use of <b>mother tongue</b> and <b>lack</b> of vocabulary.					
<b>Pronunciation:</b>		<b>Fluency:</b>						
5	Clear pronunciation most of the time, mainly word ending + emphasis	5	Uses language readily to suit the situation most of the time					
3	Clear pronunciation often.	3	Uses language readily to suit the situation often.					
2	Some difficulty with pronunciation but understandable.	2	Sometimes has difficulty with pronunciation using language to suit the situation.					
1	Unintelligible pronunciation.	1	Often has difficulty using language to suit the situation.					

**Appendix 3. Rubric to assess oral exam for elementary level at Centro de Idiomas - UDEP**

Skill	Grammar
5	Uses correct grammar constructions most of the time.
4 – 3	Uses correct grammar constructions often.
2	Uses correct grammar constructions sometimes.
1	Has difficulty with grammar construction.

Skill	Vocabulary
5	Uses vocabulary correctly most of the time.
4 – 3	Uses vocabulary correctly often.
2	Uses incorrect vocabulary sometimes.
1	Use of mother tongue and lack of vocabulary.

Skill	Pronunciation
5	Clear pronunciation most of the time, mainly word ending + emphasis.
4 – 3	Clear pronunciation often.
2	Some difficulty with pronunciation but understandable.
1	Unintelligible pronunciation.

Skill	Fluency
5	Uses language readily to suit the situation most of the time.
4 – 3	Uses language readily to suit the situation often.
2	Sometimes has difficulty with language to suit the situation.
1	Often has difficulty using language to suit the situation.

#### Appendix 4. Final oral exam format

### FINAL ORAL EXAM

#### Elementary

#### PART 1: (1 minute)

Good morning / afternoon / evening. My name is.... And your names are...?

#### PART 2: (2 minutes) => Select two or more questions from the chart below.

Student A
<ol style="list-style-type: none"> <li>Who do you live with? Could you describe your <b><u>father</u></b>?</li> <li>When's your <b><u>mother</u></b>'s birthday?</li> <li>Do you think that <b><u>jeans</u></b> are uncomfortable? Why / Why not? Do you wear different clothes at different times / places?</li> <li>What did you do before <b><u>your Oral exam</u></b>?</li> <li>What do you plan to do when you finish your studies?</li> <li>What do you usually wear ... at home? To work? At the weekend? On holiday?</li> <li>What are you doing right now?</li> <li>What's the weather like today?</li> <li>How do you feel about the weather in <b><u>Piura</u></b>?</li> <li>What's your favourite film / play / book /poem / group or singer? What do you think is the most exciting action film / romantic love story? /boring film?</li> <li>(Preferences) Do you prefer listening to the news to reading the newspaper?</li> <li>(Experiences) Have you ever been in a rock concert?</li> <li>Have you ever made an appointment to see a doctor /dentist? A hairdresser? How did you do it?</li> <li>Which form of transport is the best in our country? Why?</li> <li>What do you have to do to open a bank account? / get a mobile phone? / get a place at university? Get a passport?</li> </ol>

**FINAL ORAL EXAM**  
**Elementary**

**1**

**PART 3: (2 minutes)**

Now, you two are going to describe a picture in one minute. Talk about appearance, clothes, activities etc.

Student A, here is your picture (*hand in picture 1 a Woman cooking*) Would you show it to student B and talk about it, please? Student B, I'll give you your picture in a moment.

Student B, here is your picture (*hand in picture 2 Girls riding a bike*) Would you show it to student A and talk about it, please? Student A, Just listens to your friend.



**PART 4: (2 minutes)**

Now, I'd like you to talk together about the activities you like doing in your free time.

**FINAL ORAL EXAM**  
**Elementary**

**2**

**PART 3: (2 minutes)**

Now, you two are going to compare two pictures in one minute. Talk about landscapes, location or activities you can do there, etc.

Student A, here is your picture (*hand in picture 3 the country*) would you show it to student B and talk about it, please? Student B, I'll give you your picture in a moment.

Student B, here is your picture (*hand in picture 4 the city*) would you show it to student A and talk about it, please? Student A, Just listens to your friend.



**PART 4: (2 minutes)**

Now, I'd like you to talk together about the best place you have visited.

**FINAL ORAL EXAM**  
**Elementary**

**3**

**PART 3: (2 minutes)**

Now, you two are going to describe a picture in one minute. Talk about the place and people you can see.

Student A, here is your picture (*hand in picture 5 Copacabana Beach*) Would you show it to student B and talk about it, please? Student B, I'll give you your picture in a moment. (1 minute).

Student B, here is your picture (*hand in picture 6 People walking along the beach*) Would you show it to student A and talk about it, please? Student A, Just listens to your friend (1 minute).



**PART 4: (2 minutes)**

Now, I'd like you to talk together about the place you usually go in summer.

**FINAL ORAL EXAM**  
**Elementary**

**4**

**PART 3: (2 minutes)**

Now, you two are going to describe a picture in one minute. Talk about the people you can see in the picture and the things they`ve got.

Student A, here is your picture (*hand in picture 7 Retired people*) would you show it to student B and talk about it, please? Student B, I`ll give you your picture in a moment.

Student B, here is your picture (*hand in picture 8 A model*) would you show it to student A and talk about it, please? Student A, Just listens to your friend



**PART 4: (2 minutes)**

Now, I`d like you to talk together about **your family members` jobs.**

## Appendix 5. Cuestionario para alumnos

Estimado alumno/a:

Sírvase responder el siguiente cuestionario encerrando en un círculo la opción que más se ajuste a su opinión. Con los resultados obtenidos se recopilarán datos valiosos a fin de mejorar su habilidad de comunicarse en inglés a través de la técnica del “*role – play*”.

Gracias por su cooperación.

### Acerca de su habilidad para comunicarse en inglés

1. En inglés, lo más difícil para usted es:
 

a) Escuchar	b) Leer	c) Hablar	d) Escribir
-------------	---------	-----------	-------------
  
2. ¿Tiene problemas para comunicarse oralmente en inglés?
 

a) Sí	b) No	c) No sé	d) Depende del tema de conversación
-------	-------	----------	-------------------------------------
  
3. ¿Cómo evalúa su nivel actual en cuanto a la habilidad de comunicarse en inglés?
 

a) Muy bueno	b) Bueno	c) No muy bueno	d) Pobre
--------------	----------	-----------------	----------
  
4. Cuando hablas en inglés te enfrentas a dificultades en:
 

a) Vocabulario	b) Gramática	c) Pronunciación	d) Fluidez
----------------	--------------	------------------	------------
  
5. ¿Cree usted que las técnicas de enseñanza empleadas por el profesor son las adecuadas para el aprendizaje del inglés?
 

a) Sí	b) No
-------	-------
  
6. ¿Con qué frecuencia participa oralmente durante la clase?
 

a) A menudo	b) A veces	c) Raramente	d) Nunca
-------------	------------	--------------	----------
  
7. ¿Con qué frecuencia su profesor le da la oportunidad de comunicarse en inglés?
 

a) Siempre	b) A veces	c) Raramente	d) Nunca
------------	------------	--------------	----------
  
8. Al practicar la habilidad de hablar en inglés, ¿qué actividad usa más su profesor?
 

a) Discusión	b) role - play	c) Juegos	d) entrevista
--------------	----------------	-----------	---------------

¿Cuál actividad, de las antes mencionadas, prefiere?

---

9. Desarrollar la capacidad de hablar durante las clases es esencial.
- a) Muy de acuerdo      b) De acuerdo      c) En desacuerdo      d) Muy en desacuerdo

**Acerca del uso de la técnica del *role – play***

10. El ejercicio 4 de la página 86 de nuestro texto (New Total English Elementary) presenta la realización de un *role - play*, el cual lo hicimos en clase. ¿Cuál fue su impresión sobre esa actividad?

a) Me gustó mucho      b) Me gustó      c) No me gustó      d) No me gustó en lo absoluto

11. ¿Cómo se sintió durante la preparación y práctica de ese *role – play*?

a) Contento      b) Relajado      c) Preocupado      d) Frustrado

Justifique su respuesta:

---

12. Realizar *role - plays* es una forma interesante de desarrollar habilidades para hablar.

a) Muy de acuerdo      b) De acuerdo      c) En desacuerdo      d) Muy en desacuerdo

13. ¿Con qué frecuencia usa su profesor *role - plays* durante la clase?

a) Siempre      b) usualmente      c) A veces      d) muy pocas veces

14. Un *role - play* es una práctica simple que desarrolla habilidades de comunicación.

a) Muy de acuerdo      b) De acuerdo      c) En desacuerdo

d) Muy en desacuerdo e) Neutral

15. Al realizar *role - plays* en su clase, prefiere:

a) Elegir su rol      b) Que su maestro le asigne el rol

Justifique su respuesta:

---

16. Creo que el profesor debe usar *role – plays* más seguido porque

a) Aumenta mi motivación y mi interés.

b) Me ayuda a mejorar y enriquecer mi vocabulario.

c) Facilita mi aprendizaje.

d) Me brinda una oportunidad para practicar y poner a prueba mi capacidad para comunicarme.

e) Todos ellos.

## Appendix 6. Questionnaire answered by students.

**Cuestionario para alumnos**

Estimado alumno/a:

Sírvase responder el siguiente cuestionario encerrando en un círculo la opción que más se ajuste a su opinión. Con los resultados obtenidos se recopilarán datos valiosos a fin de mejorar su habilidad de comunicarse en inglés a través de la técnica del "role - play".

Gracias por su cooperación.

**Acerca de su habilidad para comunicarse en inglés**

- En inglés, lo más difícil para usted es:  
☒ a) Escuchar      b) Leer      c) Hablar      d) Escribir
- ¿Tiene problemas para comunicarse oralmente en inglés?  
☒ a) Sí      b) No      c) No sé      d) Depende del tema de conversación
- ¿Cómo evalúa su nivel actual en cuanto a la habilidad de comunicarse en inglés?  
 a. Muy bueno      b. Bueno      c. No muy bueno      ☒ d. Pobre
- Cuando hablas en inglés te enfrentas a dificultades en:  
 a. Vocabulario      b. Gramática      ☒ c. Pronunciación      d. Fluidez
- ¿Cree usted que las técnicas de enseñanza empleadas por el profesor son las adecuadas para el aprendizaje del inglés?  
☒ a) Sí      b. No
- ¿Con qué frecuencia participa oralmente durante la clase?  
 a. A menudo      b. A veces      ☒ c. Raramente      d. Nunca
- ¿Con qué frecuencia su profesor le da la oportunidad de comunicarse en inglés?  
 a. Siempre      ☒ b. A veces      c. Raramente      d. Nunca
- Al practicar la habilidad de hablar en inglés, ¿qué actividad usa más su profesor?  
 a. Discusión      ☒ b. role - play      c. Juegos      d. entrevista

¿Cuál actividad, de las antes mencionadas, prefiere?

Juegos

- Desarrollar la capacidad de hablar durante las clases es esencial.  
☒ a) Muy de acuerdo      b) De acuerdo  
 c) En desacuerdo      d) Muy en desacuerdo

**Acerca del uso de la técnica del *role - play***

10. El ejercicio 4 de la página 86 de nuestro texto (New Total English Elementary) presenta la realización de un *role - play*, el cual lo hicimos en clase. ¿Cuál fue su impresión sobre esa actividad?

- ☒ a) Me gustó mucho                      c) No me gustó  
b) Me gustó                                  d) No me gustó en lo absoluto

11. ¿Cómo se sintió durante la preparación y práctica de ese *role - play*?

- a) Contento                      b) Relajado                      ☒ c) Preocupado                      d) Frustrado

Justifique su respuesta:

Se se pronunciar bien en inglés

12. Realizar *role - plays* es una forma interesante de desarrollar habilidades para hablar.

- ☒ a) Muy de acuerdo                      b) De acuerdo  
c) En desacuerdo                      d) Muy en desacuerdo

13. ¿Con qué frecuencia usa su profesor *role - plays* durante la clase?

- a. Siempre                      ☒ b. usualmente                      c. A veces                      d. muy pocas veces

14. Un *role - play* es una práctica simple que desarrolla habilidades de comunicación.

- ☒ a) Muy de acuerdo                      b. De acuerdo                      e. Neutral  
c. En desacuerdo                      d. Muy en desacuerdo

15. Al realizar *role - plays* en su clase, prefiere:

- ☒ a) Elegir su rol                      b. Que su maestro le asigne el rol

Justifique su respuesta: \_\_\_\_\_

16. Creo que el profesor debe usar *role - plays* más seguido porque ...

- a. Aumenta mi motivación y mi interés.  
☒ b. Me ayuda a mejorar y enriquecer mi vocabulario.  
c. Facilita mi aprendizaje.  
d. Me brinda una oportunidad para practicar y poner a prueba mi capacidad para comunicarme.  
e. Todos ellos.

### Cuestionario para alumnos

Estimado alumno/a:

Sírvase responder el siguiente cuestionario encerrando en un círculo la opción que más se ajuste a su opinión. Con los resultados obtenidos se recopilarán datos valiosos a fin de mejorar su habilidad de comunicarse en inglés a través de la técnica del "role - play".

Gracias por su cooperación.

#### Acerca de su habilidad para comunicarse en inglés

1. En inglés, lo más difícil para usted es:  
 a) Escuchar      b) Leer      ☒ c) Hablar      d) Escribir
2. ¿Tiene problemas para comunicarse oralmente en inglés?  
 a) Sí      b) No      c) No sé      ☒ d) Depende del tema de conversación
3. ¿Cómo evalúa su nivel actual en cuanto a la habilidad de comunicarse en inglés?  
 a. Muy bueno      b. Bueno      ☒ c. No muy bueno      d. Pobre
4. Cuando hablas en inglés te enfrentas a dificultades en:  
 a. Vocabulario      b. Gramática      ☒ c. Pronunciación      ☒ d. Fluidez
5. ¿Cree usted que las técnicas de enseñanza empleadas por el profesor son las adecuadas para el aprendizaje del inglés?  
☒ a. Sí      b. No
6. ¿Con qué frecuencia participa oralmente durante la clase?  
 a. A menudo      ☒ b. A veces      c. Raramente      d. Nunca
7. ¿Con qué frecuencia su profesor le da la oportunidad de comunicarse en inglés?  
 a. Siempre      ☒ b. A veces      c. Raramente      d. Nunca
8. Al practicar la habilidad de hablar en inglés, ¿qué actividad usa más su profesor?  
 a. Discusión      b. role - play      ☒ c. Juegos      d. entrevista  
 ¿Cuál actividad, de las antes mencionadas, prefiere?  
juego
9. Desarrollar la capacidad de hablar durante las clases es esencial.  
☒ a) Muy de acuerdo      b) De acuerdo  
 c) En desacuerdo      d) Muy en desacuerdo

**Acerca del uso de la técnica del *role - play***

10. El ejercicio 4 de la página 86 de nuestro texto (New Total English Elementary) presenta la realización de un *role - play*, el cual lo hicimos en clase. ¿Cuál fue su impresión sobre esa actividad?

- ☒ a) Me gustó mucho                      c) No me gustó  
 b) Me gustó                                  d) No me gustó en lo absoluto

11. ¿Cómo se sintió durante la preparación y práctica de ese *role - play*?

- a) Contento                      b) Relajado                      ☒ c) Preocupado                      d) Frustrado

Justifique su respuesta:

Me gusta hablar en público

12. Realizar *role - plays* es una forma interesante de desarrollar habilidades para hablar.

- a) Muy de acuerdo                      ☒ b) De acuerdo  
 c) En desacuerdo                      d) Muy en desacuerdo

13. ¿Con qué frecuencia usa su profesor *role - plays* durante la clase?

- a. Siempre                      b. usualmente                      ☒ c. A veces                      d. muy pocas veces

14. Un *role - play* es una práctica simple que desarrolla habilidades de comunicación.

- a. Muy de acuerdo                      b. De acuerdo                      ☒ e. Neutral  
 c. En desacuerdo                      d. Muy en desacuerdo

15. Al realizar *role - plays* en su clase, prefiere:

- ☒ a) Elegir su rol                      b. Que su maestro le asigne el rol

Justifique su respuesta: \_\_\_\_\_

16. Creo que el profesor debe usar *role - plays* más seguido porque ...

- a. Aumenta mi motivación y mi interés.  
 b. Me ayuda a mejorar y enriquecer mi vocabulario.  
☒ c. Facilita mi aprendizaje.  
 d. Me brinda una oportunidad para practicar y poner a prueba mi capacidad para comunicarme.  
 e. Todos ellos.

### Cuestionario para alumnos

Estimado alumno/a:

Se le pide responder el siguiente cuestionario encerrando en un círculo la opción que más se ajuste a su opinión. Con los resultados obtenidos se recopilarán datos valiosos para el fin de mejorar su habilidad de comunicarse en inglés a través de la técnica del "role - play".

Gracias por su cooperación.

#### Cerca de su habilidad para comunicarse en inglés

1. En inglés, lo más difícil para usted es:  
☒ a) Escuchar      b) Leer      c) Hablar      d) Escribir
2. ¿Tiene problemas para comunicarse oralmente en inglés?  
☒ a) Sí      b) No      c) No sé      d) Depende del tema de conversación
3. ¿Cómo evalúa su nivel actual en cuanto a la habilidad de comunicarse en inglés?  
 a. Muy bueno      b. Bueno      ☒ c. No muy bueno      d. Pobre
4. Cuando hablas en inglés te enfrentas a dificultades en:  
 a. Vocabulario      ☒ b. Gramática      c. Pronunciación      d. Fluidez
5. ¿Cree usted que las técnicas de enseñanza empleadas por el profesor son las adecuadas para el aprendizaje del inglés?  
☒ a) Sí      b. No
6. ¿Con qué frecuencia participa oralmente durante la clase?  
 a. A menudo      ☒ b. A veces      c. Raramente      d. Nunca
7. ¿Con qué frecuencia su profesor le da la oportunidad de comunicarse en inglés?  
 a. Siempre      ☒ b. A veces      c. Raramente      c. Nunca
8. Al practicar la habilidad de hablar en inglés, ¿qué actividad usa más su profesor?  
☒ a. Discusión      b. role - play      c. Juegos      d. entrevista  
 ¿Cuál actividad, de las antes mencionadas, prefiere?  
juegos
9. Desarrollar la capacidad de hablar durante las clases es esencial.  
☒ a) Muy de acuerdo      b) De acuerdo  
 c) En desacuerdo      d) Muy en desacuerdo

**Acerca del uso de la técnica del *role - play***

10. El ejercicio 4 de la página 86 de nuestro texto (New Total English Elementary) presenta la realización de un *role - play*, el cual lo hicimos en clase. ¿Cuál fue su impresión sobre esa actividad?
- a) Me gustó mucho                      c) No me gustó  
☒ b) Me gustó                              d) No me gustó en lo absoluto
11. ¿Cómo se sintió durante la preparación y práctica de ese *role - play*?
- a) Contento                      b) Relajado                      ☒ c) Preocupado                      d) Frustrado
- Justifique su respuesta:
- Un poco preocupada por el tema de la fluidez
- 
12. Realizar *role - plays* es una forma interesante de desarrollar habilidades para hablar.
- a) Muy de acuerdo                      ☒ b) De acuerdo  
c) En desacuerdo                      d) Muy en desacuerdo
13. ¿Con qué frecuencia usa su profesor *role - plays* durante la clase?
- a. Siempre                      ☒ b. usualmente                      c. A veces                      d. muy pocas veces
14. Un *role - play* es una práctica simple que desarrolla habilidades de comunicación.
- a. Muy de acuerdo                      ☒ b) De acuerdo                      e. Neutral  
c. En desacuerdo                      d. Muy en desacuerdo
15. Al realizar *role - plays* en su clase, prefiere:
- ☒ a. Elegir su rol                      b. Que su maestro le asigne el rol
- Justifique su respuesta: \_\_\_\_\_
16. Creo que el profesor debe usar *role - plays* más seguido porque ...
- a. Aumenta mi motivación y mi interés.  
☒ b. Me ayuda a mejorar y enriquecer mi vocabulario.  
c. Facilita mi aprendizaje.  
d. Me brinda una oportunidad para practicar y poner a prueba mi capacidad para comunicarme.  
e. Todos ellos.

## Appendix 7. Constancia de validación del instrumento - cuestionario

**CONSTANCIA DE VALIDACIÓN**

Yo, Diana Teresa Campos Chuyang, titular de la Documento de Identidad N° 02352298, de profesión Profesora de Inglés, ejerciendo actualmente como Directora Académica en el Centro de Idiomas de la Universidad de Piura.

Por medio de la presente hago constar que he revisado con fines de Validación del Instrumento (cuestionario), a los efectos de su aplicación a los estudiantes del nivel básico del Centro de Idiomas de la Universidad de Piura.

Luego de hacer las observaciones pertinentes, puedo formular las siguientes apreciaciones.

	DEFICIENTE	ACEPTABLE	BUENO	EXCELENTE
Congruencia de ítems				✓
Amplitud de contenido			✓	
Redacción de los ítems			✓	
Claridad y precisión				✓
Pertinencia				✓

En Piura, a los 03 días del mes de Noviembre de 2017

[Firma]  
Firma

**CONSTANCIA DE VALIDACIÓN**

Yo, Fabiana Calle Negre, titular de la Documento de Identidad N° 02650343, de profesión docente, ejerciendo actualmente como Coordinadora del programa Juniors, en el Centro de Idiomas de la Universidad de Piura.

Por medio de la presente hago constar que he revisado con fines de Validación del Instrumento (cuestionario), a los efectos de su aplicación a los estudiantes del nivel básico del Centro de Idiomas de la Universidad de Piura.

Luego de hacer las observaciones pertinentes, puedo formular las siguientes apreciaciones.

	DEFICIENTE	ACEPTABLE	BUENO	EXCELENTE
Congruencia de ítems				✓
Amplitud de contenido				✓
Redacción de los ítems				✓
Claridad y precisión				✓
Pertinencia				✓

En Piura, a los 02 días del mes de noviembre de 2017

[Firma]  
Firma

**CONSTANCIA DE VALIDACIÓN**

Yo, Gregorio Tuma Palacios, titular de la Documento de Identidad N° 02607436, de profesión Profesor, ejerciendo actualmente como Docente, en el Centro de Idiomas de la Universidad de Piura.

Por medio de la presente hago constar que he revisado con fines de Validación del Instrumento (cuestionario), a los efectos de su aplicación a los estudiantes del nivel básico del Centro de Idiomas de la Universidad de Piura.

Luego de hacer las observaciones pertinentes, puedo formular las siguientes apreciaciones.

	DEFICIENTE	ACEPTABLE	BUENO	EXCELENTE
Congruencia de ítems			✓	
Amplitud de contenido				✓
Redacción de los ítems			✓	
Claridad y precisión				✓
Pertinencia			✓	

En Piura, a los 13 días del mes de Noviembre de 2017

[Firma]  
Firma

## Appendix 8. Pre – test

## Control group

<b>UNIVERSIDAD DE PIURA</b>		SEMESTRE:	2017-II			
<b>CENTRO DE IDIOMAS</b>						
ACTA DE NOTAS		HORARIO : Lun - Jue (7:00 - 8:50 a.m.)		<b>GRUPO CONTROL</b>		
NIVEL : Elementary		CATEGORIA : Diario				
PROFESOR : Richard R.		EXAMINER: FABIOLA CALLE				
		<b>Grammar</b>	<b>Vocabulary</b>	<b>Pronunciation</b>	<b>Fluency</b>	<b>TOTAL (Examiner)</b>
1	BIGGIO PEÑA, NICOLLE PAOLA	4.5	4	4.5	4	17
2	FIESTAS ARISMENDIZ, JIPSY GIULIANA	2.5	3	2.5	3	11
3	GARCIA ATOCHE, DREYSI STEPHANIE	3.5	4	4	3.5	15
4	GONZALES RUIZ, JULIO GERARDO	2	2	2	2	8
5	LOPEZ LAMADRID, ALVARO ENRIQUE	4	4	4	4	16
6	MANZANO ESPEJO, GIANCARLO MARTIN	4	3.5	4	3.5	15
7	MERINO ALEGRIA, MARINA SELENI	3.5	3	3.5	4	14
8	SANDOVAL MACALUPU, GENARO ANTONIO	3.5	3	3.5	3	13
9	SOLIS DEL ROSARIO, NOEMI	3	3	3	3	12
10	SUAREZ CARRILLO, LUIS FERNANDO	4	3	3.5	3.5	14
11	URCIA DIAZ, CRISTIAN EDUARDO	2	2	2	2	8
12	VILELA ARMIJOS, ROBERTO RAUL ESTEBA	3.5	3	3.5	3	13
<b>UNIVERSIDAD DE PIURA</b>		SEMESTRE:	2017-II			
<b>CENTRO DE IDIOMAS</b>						
ACTA DE NOTAS		HORARIO : Lun - Jue (5:00 - 6:50 p.m.)		<b>GRUPO CONTROL</b>		
NIVEL : Elementary		CATEGORIA : Diario				
PROFESOR : Richard R.		EXAMINER: FABIOLA CALLE				
		<b>Grammar</b>	<b>Vocabulary</b>	<b>Pronunciation</b>	<b>Fluency</b>	<b>TOTAL (Examiner)</b>
1	ALVAREZ ROA, JIMENA	2.5	2.5	3	3	11
2	ANCAJIMA OTERO, MONICA SOFIA	3.5	3.5	4	3	14
3	ATOCHÉ MARQUEZ, AARON HASSIN	2.5	2.5	3	3	11
4	CHUQUIPOMA ACHA, JORGE ANTONIO	3	3	3	3	12
5	CORNEJO BORRERO, EGO ALBERTO	2.5	3	2.5	3	11
6	HOLGUIN RUIZ, JUNIOR EFRAIN	4	3	4	4	15
7	IBÁÑEZ CARRASCO, CATHERYN GERALDIN	2.5	3	3	2.5	11
8	JIMENEZ RUIZ, DANTE RAUL	3	4	4	3	14
9	MONTERO OTERO, LINDSAY JANAI	2	2	2	2	8
10	MORANTE MEZA, DENILSON JUSTINO	2.5	3	3	2.5	11
11	OLIVOS CHAFLOQUE, ANALY STEFANNY	2.5	2.5	2.5	2.5	10
12	PALACIOS FERNANDEZ, ENRIQUE ALONSO	3	3.5	3	3.5	13
13	QUIROGA CALLE, FABIAN ALESSANDRO	3	4	3	3	13
14	ROJAS RODRIGUEZ, CHRISTIAN FERNANDO	3	3.5	4	3.5	14
15	VASQUEZ ALCEDO, CLAUDIA ANGELICA VIL	3	3	3	3	12



## Appendix 10. Post – test

## Control group

UNIVERSIDAD DE PIURA							
CENTRO DE IDIOMAS							
SEMESTRE : 2017-II							
ACTA DE NOTAS							
HORARIO : Lun - Jue (7:00 - 8:50 a.m.)							
NIVEL : Elementary							
CATEGORIA : Diario							
PROFESOR : Richard R.							
GRUPO CONTROL							
	Grammar	Vocabulary	Pronunciatio	Fluency	TOTAL (Exami	Teacher's m	FINAL MARK
1 BIGGIO PEÑA, NICOLLE PAOLA	4	3	4	3	14	16	15
2 FIESTAS ARISMENDIZ, JIPSY GIULIANA	4	3.5	4	4	15.5	14.5	15
3 GARCIA ATOCHE, DREYSI STEPHANIE	4	3	3	2	12	12	12
4 GONZALES RUIZ, JULIO GERARDO	3	3	3	3	12	12	12
5 LOPEZ LAMADRID, ALVARO ENRIQUE	4	3	3	4	14	15	15
6 MANZANO ESPEJO, GIANCARLO MARTIN	4	3	3	4	14	15	15
7 MERINO ALEGRIA, MARINA SELENI	2	2	2	2	8	8	8
8 SANDOVAL MACALUPU, GENARO ANTONIO	3	3	3	3	12	12	12
9 SOLIS DEL ROSARIO, NOEMI	4	3	3	3	13	13	13
10 SUAREZ CARRILLO, LUIS FERNANDO	3	3	3	3	12	12	12
11 URCIA DIAZ, CRISTIAN EDUARDO	1	2	1	1	5	10	8
12 VILELA ARMIJOS, ROBERTO RAUL ESTEBA	4	3	3	3	13	13	13
GRUPO CONTROL							
	Grammar	Vocabulary	Pronunciatio	Fluency	TOTAL (Exami	Teacher's m	FINAL MARK
1 ALVAREZ ROA, JIMENA	3	3	3	2.5	11.5	12	12
2 ANCAJIMA OTERO, MONICA SOFIA	3.5	3.5	4	3.5	14.5	14	14
3 ATOCHE MARQUEZ, AARON HASSIN	3	4	3	3	13	13	13
4 CHUQUIPOMA ACHA, JORGE ANTONIO	4	4	3.5	4	15.5	16	16
5 CORNEJO BORRERO, EGO ALBERTO	3	4	4	4	15	15	15
6 HOLGUIN RUIZ, JUNIOR EFRAIN	3.5	4	4	4.5	16	16	16
7 IBAÑEZ CARRASCO, CATHERYN GERALDINI	2.5	3	2	2.5	10	12	11
8 JIMENEZ RUIZ, DANTE RAUL	3	4	4	4	15	15	15
9 OLIVOS CHAFLOQUE, ANALY STEFANNY	2.5	3	3	2.5	11	10	11
10 PALACIOS FERNANDEZ, ENRIQUE ALONSO	4	4	4	4	16	16	16
11 QUIROGA CALLE, FABIAN ALESSANDRO	3	3.5	4	3.5	14	14	14
12 ROJAS RODRIGUEZ, CHRISTIAN FERNANDO	3	4	3.5	3.5	14	14	14
13 VASQUEZ ALCEDO, CLAUDIA ANGELICA VIC	3	3	3	3	12	12	12

## Appendix 11. Post – test

### Experimental group

UNIVERSIDAD DE PIURA							
CENTRO DE IDIOMAS		SEMESTRE :		2017-II			
ACTA DE NOTAS		HORARIO :Lun - Jue (7:00 - 8:50 P.m.)		GRUPO EXPERIMENTAL			
NIVEL : Elementary		CATEGORIA : Diario					
PROFESOR : Richard R.							

## Appendix 12. Role-plays

### A PHONE CALL

**Key words:** *caller, receptionist*

**New expressions:**

- Take a message
- Leave a message
- May I / Can I speak to ...?

#### I. Who says this: caller or receptionist?

- a) Sorry Mr. Brown is not in. ....
- b) Can I speak to Ann Perez, please? ....
- c) Can you leave a message? ....
- d) Speaking! ....
- e) World Travel. How can I help you? ....
- f) This is Luis Navas, ....
- g) Can you take a message? ....

#### II. Match the short phone calls.

##### A

1. Can I speak to Tina, please?
2. World Travel. How can I help you?
3. Can I leave a message?
4. May I speak to Mrs. Brown, please?

##### B

- a) Sorry, he's not in. Can you leave a message?
- b) Sure! Wait a minute to get a pencil, please.
- c) Speaking!
- d) Good morning. This is Ann Lopez. Is Linda More there?

**III. Read the following role-play cards. Choose one of them to write a short phone conversation.**

**Student A: Call 1**

Your number is 7880321349. Answer the phone and start the conversation. Jason isn't here today.

**Student B: Call 1**

Your name is Carla. Phone Student A. you want to speak to Jason. Your number is 990 675 3551. Leave this message: the meeting is at Tony's at 9 p.m. Bring wine

**Student A: Call 2**

Your name is Chris. Phone Student B. You want to speak to Sylvia to invite her to Anne's party. Meet at Tony's café at 7 p.m. That new time is good for you too.

**Student B: Call 2**

You are Sylvia. Answer the phone and start the conversation. At Tony's is OK, but at 7 you are getting home. Ask if 8 is OK.

**Student A: Call 3**

You work for Henderson Corporation. The manager is sick today. Take a message for her. Repeat the number you hear

**Student B: Call3**

Your name is Mr/Mrs Grey. Phone Student A. You want to speak to the manager. Ask her to call you back at 07733 89105.

## Ready to order?

### I. Who says this: a customer or a waiter / waitress?

- a) I'll have a cup of coffee? .....
- b) Good morning, welcome to .....
- c) a sandwich for you, ma'am .....
- d) Can I pay by credit card? .....
- e) Are you ready to order? .....

### II. Complete the conversation.

**Waiter: W     Sir: S     Ma'am: M**

W. Good evening Sir. Welcome to World Food restaurant. Here is the menu.

M. Thank you. Mmm. I think ..... the chicken sandwich.

W. Anything to drink?

M. No, that's Ok. What about you, Tom?

S. Coffee. A cup of coffee, please.

W. OK. A ..... sandwich and ..... of coffee. Is that right?

S. Yes. That's right.

----- \* -----

W. OK, here's your order. A chicken sandwich for you Sir, and a cup of coffee for you Ma'am.

S. The ..... is for her and ..... is for me.

W. Oh, sorry.

M. .... is it?

W. That's S/. 20.00, Ma'am.

S. .... debit card?

W. Sure!

### III. Read the role-play cards and choose your role. Write a conversation at a restaurant.

**Student A:** you are a waiter/ waitress at World Food Restaurant. Give the menu to the customers and take their order. You make a mistake to give their orders.

MENU			
Main dishes		Side orders	Drinks
Sandwiches		Regular fries	Regular coffee
Cheese	\$4.50	Large fries	Large coffee
Chicken salad	\$5.50	Small salad	Orange juice
Egg	\$4.95	Medium salad	Regular cola
(choose from white or brown bread)		Large salad	Large cola
Burgers and pizzas			Small mineral water
Burger	\$3.95		Large mineral water
Vegetarian pizza	\$5.95		
Chicken piece	\$5.25		

**Student B:** choose three things from the menu to order. Give the order to the waiter / waitress. The waiter / waitress will give the wrong order to you. Tell him / her that it is for your partner.

**Student C:** choose **three** things from the menu to order. Give the order to the waiter / waitress. The waiter / waitress will give the wrong order to you. Tell him / her that it is for your partner.

## I'd like a refund!

Procedure:

**A.** First, Project role – play 1 on the screen. Find out the situation and problem through questions:

1. Where is the conversation taking place?
2. Tell me the roles for this conversation.
3. What did the customer buy?
4. Where did he/she buy it?
5. How much did it cost?
6. What was the problem?
7. Did he/she want a refund or to exchange it?

Then, give some necessary vocabulary.

Can I help you? / Can you help me? – receipt? – Here you are, thank you – Sir / Madame.

After that, students complete the first dialogue with your help. Monitor and facilitate the work.

Next, Students practice their dialogue.

Finally, they perform it.

**B.** Students choose one role-play card to write their own conversation.

### Role-play 1

**Student A:** you are a shop assistant. You can't exchange the computer because you don't have another one in the shop, but you can give refunds.

**Student B:** You bought an Ace Technology C100 computer at Computer Central in Dangy Street, Dublin yesterday. You paid \$1,250. But the screen is broken and the computer isn't working. You want to exchange it for another one.

### I. Practice the conversation below.

C: Excuse me. Can you help me?

S: Yes, Madam / Sir?

C: I bought this computer here yesterday, but the screen is broken and it isn't working.

S: OK, let me see. Yes, you are right, the screen is broken.

C: Can you exchange it for a new one?

S: This is an Ace Technology C100 computer. I'm very sorry Madam / Sir, we don't have this model so I can't exchange it. But I can give you a refund.

C: Oh, good!

S: Have you got the receipt?

C: Yes, here you are.

S: That's \$1,250. Here you are \$1,250. Thank you

C: Thank you and good-bye.

### II. Choose a role play card and write a conversation.

**Student A:** You bought a wool jacket for \$200 last Wednesday. It doesn't fit you. You want a refund or another jacket in a bigger size.

**Student B:** You are a shop assistant. Your shop doesn't give refunds, but you can exchange things.

**Student A:** You are a hotel receptionist. The hotel has an engineer who can repair central heating, but he isn't working today. The central heating is working in some other rooms. You can move the guest to one of these rooms.

**Student B:** You are staying at an expensive hotel. It's the middle of winter and it's very cold. There is central heating in your room but it isn't working. Phone reception and ask for somebody to repair it.

### Long time no see!

**Your teacher will assign a role play card to work in pairs. Before starting you have to complete the following chart.**

Role play card No	
Grammar tense	
Expressions to use	
Roles in the dialogue	
Type of dialogue: formal – informal	

### Role – play cards:

<p><i>1a</i></p> <p><i>You meet an old classmate in a pub. You haven't seen each other for ages. Exchange the news.</i></p>	<p><i>1b</i></p> <p><i>You meet an old classmate in a pub. You haven't seen each other for ages. Exchange the news.</i></p>
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<p><i>2a</i></p> <p><i>You meet your school teacher in a supermarket. Exchange the news.</i></p>	<p><i>2b</i></p> <p><i>You meet your school student in a supermarket (you worked as a teacher). Exchange the news.</i></p>
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<p><i>3a</i></p> <p><i>You've just come back from a trip around the world and you meet your best friend in a cafe.</i></p>	<p><i>3b</i></p> <p><i>Your best friend has just come back from a trip around the world and you meet in a cafe. Ask him/her about the travel.</i></p>
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## Appendix 13. Sample production - written

J: Hello! Can you help me?  
 C: Yes Sir, What's your problem?  
 J: ~~(I went last Wednesday, and)~~ I bought a wool jacket <sup>last Wed.</sup> but this doesn't fit me. Can you give me a refund?  
 C: Oh Sir! I'm sorry, the shop doesn't give a refund but I can exchange the jacket for another in a bigger size.  
 J: Oh! thanks, I want to exchange the jacket in size "M".  
 C: OK Sir! Have you got a receipt?  
 J: Yes, here you are, It cost \$200.00  
 C: OK! Let me check the receipt.  
 J: OK!  
 C: Oh Sir! here <sup>is</sup> a new jacket.  
 J: thank <sup>you</sup> very much! Bye Sir.

J: Hello! Can you help me?  
 C: Yes Sir, What's your problem?  
 J: I bought a wool jacket last Wednesday, but this doesn't fit me. Can you give me a refund?  
 C: Oh Sir! I'm sorry, the shop doesn't give a refund but I can exchange the jacket for another in a bigger size.  
 J: Oh! thanks, I want to exchange the jacket in size "M" please.  
 C: OK Sir! Have you got a receipt?  
 J: Yes, here you are. It cost \$200.00  
 C: OK! Let me check the receipt?  
 J: Oh,  
 C: OK Sir! here is a new jacket  
 J: thank you very much!

Text 1

Student A : Hello

Student B : Hi, Jason?

Student A : No, He isn't here.

Student B : Oh, I'm Carla. I want to speak to him.

Student A : But you can leave me the message, then I tell him.

Student B : OK, you tell him. that The meeting is at Tony's at 9 pm.

Student A : OK, you don't forget something?

Student B : Uhm. . . Ah! Bring wine.

Student A : Jaja . . . that should not be missing..

Student B : Yes. Thanks you, bye

Student A : Bye.

- Ring, Ring!

A - Hi Zoila! This is Juan.

B - Hi Juan, what's up?

what A - Where are you doing at the weekend?

B - I don't know, why?

A - Because this weekend is ~~the~~ Anne's party.  
do you want to go?

B - Yes, of course!

Will we meet at my house or where?

A - Well, I think ~~thought~~ at Tony's café

B - What time?

A - At 7:00 p.m. that's ok?

B - Oh sorry, I get home at 7:00 p.m. How  
about at 8:00 p.m. it's ok?

A - Oh, yes! That's great! See you

B - OK. See you. Bye.

✓ Dialogue: SA: Student A.  
SB: Student B.

SB: Hello

SA: who's that?

SA: I am Mr. Grey, of the Henderson Corporation.

SB: Yes, what do you want?

SA: I want to speak with your manager.

SB: Ohh... He is not here, because he's sick today.

SA: OK, can I leave a message?

SB: OK, what is your message?

SA: Tell him when he comes back, call me at number 0773389105

SB: OK, but can you repeat please.

SA: OKKK..., the number is 07733-891-05

SB: OK, I will tell you when he arrive at Corporation.

SA: OK, Thank you for your time, bye

SB: OK, bye, bye.

I'd like a Refund!

A: Excuse me, Can you help me please?

B: Yes, Sir

A: I bought This wool jacket here last Wednesday,  
but it doesn't fit me

B: OK, let me see. Yes, you are right, it's another size

A: Can you exchange it for a new one?

B: This is an new model jacket. I'm sorry Sir, we can't  
exchange it. But We can give you a refund

A: OK, good

B: Have you got the receipt?

A: Yes, here you are

B: That's \$200. Here you are \$200. Thank you

A: Thank you and good bye

# READY TO ORDER?

(Group of 3)

## I. Who says this: a customer or a waiter / waitress?

- a) I'll have a cup of coffee? ...*customer*...
- b) Good morning, welcome to ...*waiter*...
- c) a sandwich for you, ma'am ...*waiter*...
- d) Can I pay by credit card? ...*customer*...
- e) Are you ready to order? ...*waiter*...

## II. Complete the conversation.

Waiter: W Sir: S Ma'am: M

W. Good evening Sir. Welcome to World Food restaurant. Here is the menu.  
 M. Thank you. Mmm. I think *I'd like* ..... the chicken sandwich.  
 W. Anything to drink?  
 M. No, that's Ok. What about you, Tom?  
 S. Coffee. A cup of coffee, please.  
 W. OK. A ...*chicken*... sandwich and .....*cup*..... of coffee. Is that right?  
 S. Yes. That's right.

W. OK, here's your order. A chicken sandwich for you Sir, and a cup of coffee for you Ma'am.  
 S. The ...*cup of coffee* is for her and *chicken sandwich* for me.  
 W. Oh, sorry.  
 M. ...*How much* is it?  
 W. That's \$/ 20.00, Ma'am.  
 S. ...*Can I pay by* debit card?  
 W. Sure!

## III. Read the role-play cards and choose your role. Write a conversation at a restaurant.

**Student A:** you are a waiter/ waitress at World Food Restaurant. Give the menu to the customers and take their order. You make a mistake to give their orders.

Main dishes	Side orders	Drinks
<b>Sandwiches</b>	Regular fries \$2.50	Regular coffee \$1.95
Cheese \$4.50	Large fries \$3.00	Large coffee \$2.95
Chicken salad \$5.50*	Small salad \$3.45	Orange juice \$3.85
Egg \$4.95	Medium salad \$4.00	Regular cola \$2.50
<small>(Choose from white or salad dressings)</small>	Large salad \$4.95	Large cola \$3.50
<b>Burgers and pizzas</b>		Small mineral water \$2.25
Burger \$3.95		Large mineral water \$3.60
Vegetarian pizza \$5.95		
Chicken piece \$5.25		

W = Waitress      S = Sir      M = ma'am

W = Good afternoon. Welcome to World Food Restaurant.

S = Thank you. Can you give me the menu? Please,

W = Yes, here is the menu.

S = I'd like chicken salad, large pie and large coffee, please.

W = OK. And the Ma'am ... What about you?

M = I'll have large coffee, a chicken piece and large salad.

W = Perfect.

A few minutes later ...

W = Your order is here. Chicken salad for the Ma'am and large salad for Sir

S = I ordered the chicken salad, and large salad is for her.

W = Oh, sorry!

⋮

M = How much is it?

W = That's \$23.6, Ma'am.

M = Can I pay by credit card?

W = Yes, of course!

## Appendix 14. Sample production – Videos & scripts

Role-Plays	Links
I'd like a refund, please! (5 role-plays)	<a href="https://www.dropbox.com/s/v9bpei6yz3hdmyh/I%27d%20like%20a%20refund%2C%20please%21.mp4?dl=0">https://www.dropbox.com/s/v9bpei6yz3hdmyh/I%27d%20like%20a%20refund%2C%20please%21.mp4?dl=0</a>



### Role-play: I'd like a refund, please!

#### Dialogue 1

S1: Hello, Room service? Can you help me?

S2: Good evening. Yes. What happens?

S1: The central heating in my room isn't working. Can you send someone to repair it, please?

S2: Sorry for that. So the central heating doesn't work. I'll send a technician to your room to repair the central heating. OK?

S1: OK.

S2: Bye, bye.

S1: Bye.

#### Dialogue 2

S1: Good evening, Madame. Can I help you?

S2: Good evening. Er, yes, I bought this leather jacket three days ago and

S1: Oh, what is the problem?

S2: It doesn't fit me. I need a refund.

S1: We can't give you a refund but I can exchange it.

S2: Oh, great. I need another one in a smaller size. Here's the receipt.

S1: Thanks. Here it is.

S2: Thanks. Bye.

S1: Bye. Come back soon.

Role-Plays	Links
Long time no see!	<a href="https://www.dropbox.com/s/6bw4ufb1mhf6np4/Long%20time%20no%20see.mp4?dl=0">https://www.dropbox.com/s/6bw4ufb1mhf6np4/Long%20time%20no%20see.mp4?dl=0</a>



### Role-play: Long time no see!

#### Dialogue

S1: Excuse me! Are you Elena?

S2: Yes, I am. ... you are (a name). Long time no see!

S1: Where have you been?

S2: Well, I have been in my house in Lima. I have two children.

S1: Oh, my buddy! Great news.

S2: What about you?

S1: I live with my husband. He's Chinese. Oh, Are you married?

S2: I was. He died two years ago, in a business trip.

S1: Poor Elena. And, what are you doing here?

S2: It's my birthday.

S1: Oh, Happy birthday!!!

S2: Thank you so much!