The impact of everyday life situations through role play on enhancing the oral skills of English as a foreign language to students of the fifth semester of modern languages at the Universidad Del Cauca in Santander De Quilichao in 2024

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Bachelor's degree program in modern languages, English and French

Santander de Quilichao

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Research project submitted to the Human and Social Sciences School in partial fulfillment of the requirement for obtaining the degree of "Licenciado (a) en Lenguas Modernas, Inglés y Francés"

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APPROVAL

UNIVERSIDAD DEL CAUCA

The Undersigned Committee of the Human and Social Sciences School approves the project

developed by Lawrence Gallego Mera:

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Universidad Del Cauca in Santander De Quilichao in 2024

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Dedicated to

- My mother
- My father
- My brother
- My uncles who live in Spain
- My family
**- The teachers and people who have always
supported me throughout this process**

Appreciation

I want to thank every person who has supported me at any time during this career: my mother for helping me and encouraging me in the most challenging moments of my life and university career, my father for always supporting me and motivating me to do what I love with all the love in the world and never giving up despite the circumstances, my brother for always welcoming me with a smiling face and encouraging me to continue with my studies, my uncles who are in Spain, thanks to whom I was able to change my way of seeing life, the world is full of dreamers and people who are willing to make their wishes come true. Lastly, I would like to thank my teachers because, thanks to them, I have developed as a person, and I learned with each of them that learning does not have to be traditional and boring and that there are also fun ways to learn.

I want to thank Professor Luis Miguel Ortiz Cifuentes for teaching me the basics of English and showing me that language learning can be done using a different teaching model in the same way I would like to thank Professor Aura Patricia Ortega Martinez for guiding my learning during the first semesters of my university degree and for teaching me pedagogical strategies and teaching methods that were very important when I was going to start my professional internship (OPE).

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Thank you very much for everything, professors.

ABSTRACT

This study investigated the impact of role-play as a pedagogical technique on the development of language skills, focusing on the pronunciation and fluency of students studying a Bachelor of Modern Languages (English and French). Over several sessions, role-play activities were implemented in everyday life scenarios, allowing students to practice the language in meaningful and realistic contexts. Using an experimental approach that included the application of pre-and post-tests, students' progress was assessed before and after the intervention. The results showed a considerable improvement in most participants' pronunciation and fluency skills, validating the effectiveness of role-play as a pedagogical tool in language teaching. In addition, increased students' motivation and confidence were observed, and they were more willing to participate in the activities actively. However, the study also identified challenges, such as the need to adapt the activities to the individual level of the students and the intermittency in attendance, which affected the pace of learning. In conclusion, role play is presented as a valuable methodology that strengthens linguistic skills and promotes active and engaged learning. Its regular integration, tailored to the specific needs of students, is recommended within modern language educational programs.

KEYWORDS: *Language skills, pronunciation, fluency, language teaching, active learning, role-play*

RESUMEN

Este estudio investigó el impacto del Role Play como técnica pedagógica en el desarrollo de habilidades lingüísticas, centrando su atención en la pronunciación y fluidez de estudiantes de la Licenciatura en Lenguas Modernas (inglés y francés). A lo largo de varias sesiones, se

implementaron actividades de Role Play en escenarios de la vida cotidiana, permitiendo a los estudiantes practicar el idioma en contextos significativos y realistas. Mediante un enfoque experimental que incluyó la aplicación de pre-test y pos-test, se evaluó el progreso de los estudiantes antes y después de la intervención. Los resultados mostraron una mejora considerable en las habilidades de pronunciación y fluidez de la mayoría de los participantes, lo que valida la eficacia del Role Play como una herramienta pedagógica en la enseñanza de idiomas. Además, se observó un aumento en la motivación y confianza de los estudiantes, quienes se mostraron más dispuestos a participar activamente en las actividades. Sin embargo, el estudio también identificó ciertos desafíos, como la necesidad de adaptar las actividades al nivel individual de los estudiantes y la intermitencia en la asistencia, que afectaron el ritmo de aprendizaje. En conclusión, el Role Play se presenta como una metodología valiosa que no solo fortalece las competencias lingüísticas, sino que también promueve un aprendizaje activo y comprometido. Se recomienda su integración regular y ajustada a las necesidades específicas de los estudiantes dentro de los programas educativos de lenguas modernas.

PALABRAS CLAVE: *habilidades lingüísticas, pronunciación, fluidez, enseñanza de idiomas, aprendizaje activo, Role-Play*

Content

Graphic Index

Table Index

Annex Index

Introduction

Learning a second language, especially English has become necessary in today's global context. As intercultural communication and access to globalized information become more important, English proficiency is increasingly seen as a fundamental tool for academic and professional success. However, teaching and learning a foreign language presents several challenges, particularly in developing oral skills such as pronunciation and fluency. Traditionally, English language teaching methods have tended to focus on grammar and vocabulary, with less emphasis on active conversational practice that reflects students' real communicative needs.

In this context, innovative pedagogical techniques, such as Role-Play, offer a more dynamic and practical approach to language learning. Role-play allows students to participate in simulations of real-life situations, where they can practice and improve their conversational skills in a controlled but interactive environment. This methodology facilitates the practice of linguistic structures and vocabulary and encourages the development of fluency and pronunciation, crucial skills for effective communication in a second language.

The present study aims to investigate the impact of Role-Play in improving the oral skills of students of English as a foreign language. It focuses on how this technique affects students' pronunciation and fluency, analyzing the changes in their linguistic abilities before and after implementing Role-Play in the classroom. The results of this research seek not only to evaluate the effectiveness of this methodology but also to contribute empirical data that can guide future pedagogical practices in language teaching.

In the end, a study was conducted with 12 students who participated in a series of Role-Play sessions designed to improve their communicative skills in English. The results of the pretest and posttest were compared to assess each student's progress in terms of pronunciation and fluency, as well as to identify areas that require additional pedagogical attention. Through a detailed analysis of scores and their variation, this study aims to validate the hypothesis that Role-Play is an effective tool to improve the oral skills of English learners, thus providing a solid basis for its recommendation in other similar educational contexts.

PROBLEM STATEMENT

Over the years, Colombian education has constantly changed and adapted to improve and provide students with a good quality of learning.

A global company that is dedicated to doing studies and solving administrative problems of countries conducted a small analysis in which, according to McKinsey & Company (2019)

Colombia ha sufrido décadas de resultados decepcionantes de los estudiantes y una alta rotación entre los ministros de educación antes de que Cecilia María Vélez White asumiera el cargo en 2002. Durante su mandato de ocho años, implementó nuevas políticas para la asignación de recursos y las evaluaciones de los estudiantes, y sentó las bases para el cambio futuro al construir capacidad y modernizar el ministerio de educación. Como resultado, tanto la matrícula como los resultados de los estudiantes vieron una mejora importante (p.1)

Several strategies have been adopted to adapt to a changing world and improve teaching. One example is the Go Colombia initiative of the MEN (2021), which seeks to position Colombia as a quality academic and scientific destination since it not only facilitates international communication but is also a requirement of the school curriculum in Colombia. According to the Ministry of National Education of Colombia (MEN, 2006), students are expected to be able to express themselves in English when they enter high school.

This focus on learning English aims to inspire students and enable them to acquire language skills effectively. Education, a fundamental right, must be provided effectively and supervised to ensure high quality. The Political Constitution of Colombia supports this principle

in its article 365 of 1991 and by the Code on Children and Adolescents in Law 1098 of 2006, Article 28 of the Right to Education, which establishes that children, Girls, and adolescents are entitled to quality education.

Learning English is essential for education in Colombia, as it facilitates international communication and is a school curriculum requirement. However, despite laws and projects to improve the teaching of English, there needs to be more teachers specialized in this field. According to Closer English (2023), 43% of English teachers in the country only have a B2 level, and there is a shortage of 3,200 teachers for the entire student population. This has led some institutions to resort to substitute teachers in English, which has generated problems in teaching the language. Luz Karime Abadía, director of the Laboratory of Education Economics of Javeriana University, highlights the need for highly trained English teachers in Colombian schools. He suggests attracting more English experts to teach to improve the quality of education (Chacón, M. 2021).

Due to these circumstances, the future of our Colombian students has been affected since some students usually enter higher education with a deficiency in the English language, which generates their academic career harmed the possibility of learning a foreign language correctly. This has been reflected in oral production since most Colombians need a better base because it is usually enhanced only in grammar. In some institutions, only the verb To Be is taught from 6 to 11. Nothing else is taught, generating that students are often intimidated to express themselves when entering an academic or professional environment related to languages. This is because they have never been encouraged to produce phrases or engage in conversations with their peers to strengthen their knowledge and express their ideas without fear of ridicule. An article published by the journal Scielo called "   Level of English in Colombian education: A decade of

stagnation "shows us the results of tests known from 2007 to 2017, warning of a worrying panorama between the goals set by the Ministry of National Education since the beginning of the English test and the achievements achieved. The English proficiency of future Colombian professionals needs to improve, but it has yet to improve significantly.

Despite the Plan Nacional de Bilingüismo del gobierno colombiano (PNB), which seeks to improve the teaching of English, there are still shortcomings in the teaching-learning process. According to Education First (EF), Colombia still has not improved its English proficiency, ranking 77th in an evaluation with 111 countries (Rodríguez, D. 2022). This research focuses on the bachelor's degree program in Modern Languages, English and French, at the Universidad del Cauca in Santander de Quilichao. This program trains professionals in language teaching in the northern region of the Cauca department. The 4th semester was chosen to develop it. Its participants were in the range of 18 to 24 years old. Based on structured and written observations in the field journal, made by the researcher on October 2023, during three observation sessions aimed at identifying issues in oral production (comprehension and fluency) during English IV classes, it became evident that there are certain shortcomings in students' speaking abilities. When the teacher asked them a question, these issues were observed.

they were intimidated by making gestures with their hands and feet that indicated their nerves, according to (Izquierdo, 2023). "Los movimientos automáticos y constantes de las piernas y las manos pueden ser una señal de ansiedad. Estos movimientos pueden ser una forma de tranquilizarnos, pero solo proporcionan alivio a corto plazo" for then when the teacher asked another to chat with the partner in English, it was concluded that students knew about the subject, but suffered a little nervous and stage panic when talking which prevented the proper functioning of their oral production and fluency.

With the teacher's personal questions, such as "How was your weekend? Did you have lunch, and how was your day?" a certain nervousness on the part of the students increased as an improvised conversation was created. Because the students had to structure a conversation that lasted 1 minute in which they talked about what they liked, the teacher allowed any students who wanted to start the dialogue. Even so, there were no volunteers, so it started randomly; when the teacher said she was observing the selection form, the students began to take out their notebooks in search of vocabulary to move their legs (a symptom of anxiety).

Those selected to speak suffered from stuttering when expressing themselves before the public and their partner; some of them shortened their sentences or stuttered when speaking with phrases like "and, I.....I...I... ate, cheeseburger... with my family and I...I..I.. I went to.... my parents' house ", It is necessary to mention that these students have completed the semester and are currently studying the fifth semester of the 2024-1 cycle of the modern languages degree at the Universidad Del Cauca.

According to Gómez (2018), the level of English proficiency of future professionals in Colombia is low and has not shown significant improvement. Given this problem, role-playing is proposed as a possible tool to assist the students. This technique allows students to learn vocabulary, interact, practice, and strengthen their pronunciation and oral production skills. Students can overcome stage fright and improve their language learning by simulating real-life situations. In this sense, the research question arises.

How does role-play, as a pedagogical strategy through daily immersion situations, contribute to improving fluency and pronunciation in the oral production of English as a foreign

language in students of the fifth semester of the degree in Modern Languages with emphasis on English and French?

RATIONALE

The present research has observed that this topic is essential and contributes to the educational community for different reasons. To begin with, the topic addressed makes an outstanding contribution to this community mainly because it breaks the stereotypes of traditional education that focus on just going to receive a class and seeing how the teacher fills the board with letters, grammar rules, and vocabulary in a systematic manner. You can say that the traditional model what it does is to impart fear by teaching on the blackboard and taking tests; plus, it only offers an inflexible approach to students, which means that there will never be a different learning experience for students than the conventional one, so they are all forced to follow the same pattern and style of learning regardless of their interest, making students bored and lose interest in the subjects taught by the teacher, This idea is supported by (21K School, 2022) entitled Challenges of Traditional Schooling, which tells us.

> The traditional education system offers a one-size-fits-all approach. In other words, you cannot provide students with a personalized learning experience. They must follow the same learning pattern and style regardless of their interest. This is why students often find traditional education uninteresting. (.1)

On the other hand, this research will contribute to a methodology that seeks not only to follow the traditional teaching model but also something more interactive and didactic that will also be of great help for students of the degree program in modern languages of the Universidad del Cauca, Because it will help to increase the learning process of students who can be in the

spaces without presenting problems when speaking with foreign people who master the language, can also promote the experience of learning a language in all its glory with a fun method without the need to use the traditional model of repetition; this will free students from monotony and stop using the passive learning role, which will make them feel more comfortable in this learning process as there is no fear out of fear, such as exams, looking to focus on learning in a fun way by speaking role play (everyday situations) which will generate a positive stimulus in the student.

This research shows that this topic is significant and contributes to the educational community for various reasons. First, the topic offers a valuable contribution to such a community, as it challenges the stereotypes of traditional education, focusing only on attending classes and seeing how the teacher fills the blackboard with information systematically. The traditional approach generates fear through teaching on the board and conducting tests. In addition, it only offers a flexible approach for students. This implies that there will never be a different learning experience than the conventional one, which forces all students to follow the same pattern and style of learning, regardless of their interests. As a result, students become bored and lose interest in the teacher's subjects. This idea is supported by (21K School, 2022), Challenges of Traditional Schooling, which tells us.

This system worked well for as long as possible, but things are different in the modern world. The advent of the Internet and advances in communication technologies, along with increased awareness and different learning styles, have raised the need for a contemporary and more advanced educational system (p.2)

On the other hand, this research will contribute to a teaching methodology that seeks not only to follow the traditional teaching model but also to be more interactive and didactic, which will significantly help the students of the degree program in modern languages of the Universidad del Cauca. This will help improve students' learning process, allowing them to manage without difficulties when speaking with foreign people who are fluent in the language. In addition, this methodology can promote an enriching language learning experience without resorting to the traditional repetition model. This will free students from monotony and allow them to abandon the passive learning role. They will feel more comfortable learning without fear of situations such as exams. They can focus on learning in a fun way through the oral expression of role-playing games based on everyday situations. All this will generate a positive stimulus in the student.

OBJECTIVES

GENERAL OBJECTIVE

To implement role-playing as a pedagogical strategy to promote effective interaction in learning the English language among students of the 5th semester of the 2024-1 semester of the bachelor's degree in modern languages with an emphasis on English and French at the Universidad del Cauca in Santander de Quilichao.

SPECIFIC OBJECTIVES

- To know students' speaking level before implementing role – play technique and identifying strengths and weaknesses in EFL.

- To facilitate the practical implementation of pronunciation and fluency learned through role-playing everyday situations scenarios.

- To determine the impact of role-playing techniques on students' fluency and pronunciation.

STATE OF THE ART

According to the view of Emunah (1994) states in his article that the research was carried out at the Urcuqui Technical School, province of Imbabura—Ecuador, to analyze the use of active techniques in teaching the English language. A non-experimental research design was used, and different instruments were applied to collect information about reality. It was concluded that teachers do not use active techniques effectively, which affects students' interest and learning.

"El uso de las técnicas activas, en especial el uso del role-play, permite a los estudiantes participar de forma activa en las clases de inglés y los motiva creándoles interés por hablar en idioma inglés" (Emunah, 1994, p. 8).

As expressed by Riofrio (2019), in his article, states that Role-playing technology is a teaching model to improve the oral expression ability of primary school students. To do this, we defined two groups of workers, a control group and an experimental group, who would be treated with role-playing techniques. Both groups belong to the introductory class of the Language Center of the University of Piura; questionnaires and posttests were used to collect information.

Finally, it is noted that the use of role-playing technology can not only help students improve their oral expression and promote positive changes in their learning process.

Besides, Yabarino (2021), in his article, tells us about quasi-experimental research that focused on determining the influence of the role-playing strategy in improving the oral production of the English language in high school students in Lima-Peru. A quasi-experimental experimental design and a sample of 62 4th-grade high school students were used. The results showed that the use of the role-play strategy had a significant impact on improving the students' oral production.

In the words of Byrne (1986), in his article, the research focuses on using role-play as a didactic strategy to improve the communicative competence of university students in teaching English. The objective is to provide better personal and professional development by acquiring communication skills. The type of research is an argumentative essay. The research participants are university students seeking to improve their communicative competence in English, and the research results show that role play is a valuable strategy for developing communicative competence in teaching English. It allows students to play different roles in an environment conducive to learning and communication

"El role play es una estrategia con la cual se puede llevar a la práctica situaciones reales acordes con la disciplina estudiada por los estudiantes, practicando la habilidad del 'speaking' lo que va a generar un interés y por tanto una participación de los estudiantes" (Byrne, 1986, p. 122).

The qualitative research focuses on role play as a teaching technique in the communicative approach to the English language. Entry and exit tests were applied to two

groups, one experimental and the other control, to evaluate the improvement in oral expression. In addition, a survey was conducted to determine the student's appreciation of role-play. The results showed a significant improvement in the student's oral expression in the experimental group. The research participants were 5th-grade students from the Manuel Muñoz Najar Educational Institution. Two groups were formed, one experimental and the other control, to compare the effects of role play on oral expression in English.

The results showed that most students in the experimental group improved in their oral expression compared to the input and process tests. The students in the control group also showed a significant improvement in their oral expression, although not as pronounced as in the experimental group. Los estudiantes del grupo experimental mejoraron en comparación a los demostrados en la prueba de entrada y la prueba de proceso".

Also, Elliot (2000), in his article, states that research focuses on using action research methodology to improve the fluency in oral discourse in English of 9 and 10-year-old students. Role-play activities were used as a teaching strategy and enthusiasm and improvement in the students' creativity and ability to think critically were observed. The results showed an increase in fluency and confidence in speaking in English. Results showed an improvement in fluency and confidence in the student's oral speech in English. It was observed that the students became more spontaneous and confident when speaking. Furthermore, the students expressed their satisfaction with the role-play activities and intention to continue carrying out oral activities based on this technique. "La investigación-acción se relaciona con los problemas prácticos cotidianos experimentados por los profesores, en vez de los problemas teóricos" (Elliot, 2000, p. 24).

In his article, Universidad Libre (2021) also states that research focuses on improving English learning in preschool children by implementing an oral communication and interaction strategy in the classroom. It takes place at the Colegio de la Universidad Libre and is based on observations of English classes, role-playing workshops, and final tests. The results show that some students managed to remember and use the proposed vocabulary, while others had difficulties. In the final test, it was observed that some students remembered and used the proposed vocabulary. In contrast, others remembered only part of the vocabulary or needed help using it correctly.

A similar study by Yaguana (2020) mentions that the research focuses on role-playing as a teaching technique to develop oral production in high school students. A descriptive methodology describes real situations and events in the English classroom at the "Juan Montalvo" Educational Unit. The study population includes 128 students and two teachers in the English area of the first year of high school. The results show that the teacher predisposes and prepares the students for role-playing in more than half of the class hours, which is crucial for its effectiveness. However, in many class hours, students cannot argue their opinions on the central topic during development. According to the results, "more than half of the class hours the teacher predisposes and prepares the students for the role-playing game, which will help this activity to be carried out effectively" (Yaguana, 2020, p. 47).

In his estimation of Alabsi (2015), his article discusses quasi-experimental research and focuses on role-playing games in teaching vocabulary to first-year high school students. A "pretest and posttest" design was used with two groups: the experimental group that used the role-play and the control group that used the traditional method. The participants were EFL students from an Al-Madinah, Saudi Arabia secondary school. The results showed that the

experimental group had a better vocabulary performance than the control group; the results showed that the experimental group that used role-playing had a better vocabulary performance than the control group that used the traditional method. "Los resultados mostraron que el grupo experimental tuvo un mejor desempeño en el vocabulario en comparación con el grupo de control" (Autor, año, p. XX).

As articulated by Penny (2009), this paper discusses the role of role-play in children's language acquisition and personal development. It uses a quantitative approach based on a literature review and library research methodology. The results show that role-playing can improve children's oral communication and academic performance. "El juego de roles se define como la proyección en situaciones de la vida real con actividades sociales"

Considering Kuśnierek (2015), the research participants were students who completed a questionnaire about their English-speaking skills. The questionnaire results showed that speaking in English was the biggest challenge for the students and that they considered speaking a necessary skill. According to the results of the questionnaire, "hablar en inglés causa los mayores problemas a los estudiantes y se considera una habilidad necesaria" (World Scientific News, 2015, p. 73).

In line with Yassi's (2016) article, the study's objective was to improve students' oral skills through role-playing in the 21st century. The data was collected from various articles, magazines, and books as a reference source and analyzed qualitatively. After implementing the role-playing technique, the study's results showed a significant improvement in the students' speaking ability.

Finally, in his article, Suwanthep (2013) tells us that the research used a combined approach of dramatic pedagogy and cooperative learning. The researchers conducted semi-structured interviews with the students in the experimental group to find out their perceptions on the integration of drama-based role-play and STAD. The results showed that integrating theater-based activities improved speaking skills, motivation, and self-esteem. The participants were English as a Foreign Language (EFL) course students. The study focused on the effects of theater-based integrated role-play and Student Team Achievement Division (STAD) on students' speaking skills and affective engagement.

"Semi-structured interviews were conducted after completing the integrated drama-based role-play and STAD activities at the end of the semester. Students in the experimental group were interviewed to gather their perceptions on integrating the drama-based role-play and STATUS. "

CONCEPTUAL FRAMEWORK

Role -Play

It is a teaching-learning strategy that enables the development of the ability to speak in a foreign or second language, stimulates creativity, and increases motivation in the face of students' communicative situations. Used correctly, this strategy can provide some benefits, such as improving the ability to speak in situations of linguistic interaction, without forgetting vital extralinguistic factors, such as increasing motivation to study the foreign language, because learners find themselves immersed in a relaxed, fun, and playful atmosphere in communicative situations of interaction with classmates and the teacher.

Role-play facilitates and creates opportunities for practice and creative use of the language in the classroom. For this, the teacher must be trained and willing to fulfill specific functions, such as creating a pleasant atmosphere in the class in which oral expression is the norm and where students' contributions are valued, supported, expanded, and, if necessary, rework the contributions without rejecting what the learners invent, remodeling incorrect or inappropriate language, without appearing that is corrected and carry out reading activities. In this context, role play is a strategy for fully developing and improving linguistic skills (listening, reading, writing, speaking) when learning English as a foreign or second language.

In the context of this research, role play is an effective tool to improve students' oral production. Students can practice and improve their communication skills in a safe and controlled environment by taking on different roles in various situations. Additionally, it can help us develop their confidence, as they can experiment with other ways of expressing themselves without the fear of making mistakes.

Furthermore, in a previous investigation Gutiérrez Gutiérrez states: "Se partió de un análisis de necesidades que reveló la ausencia de práctica en habilidades orales. Se diseñaron e implementaron tres tareas interactivas, una actividad de conversación libre y sustentaciones orales básicas. La observación directa, los videos y audio casetes evidenciaron el mejoramiento de la comunicación oral de los estudiantes" (2013) 15(2), 49-63.

It refers to an activity in which people assume different roles or characters to simulate real-life or fictional situations. In a conceptual framework, role-play can be used as a teaching strategy or research tool to explore different perspectives and better understand social interactions. By participating in role-play, people can experience other points of view, develop

communication and empathy skills, and gain a greater understanding of the contexts in which they find themselves. According to Valenzuela Norambuena (2021) in his degree work entitled "Situaciones de aprendizaje a partir de la técnica de role-play en la enseñanza del inglés como lengua extranjera" shows a didactic proposal following the role-play technique in which students develop the different basic skills in a learning situation.

Constructivist theory

It focuses on the teaching process in which students build their knowledge through significant experiences and reflections, as well as its uniqueness by favoring active participation and cooperative work relationships, having as a didactic-methodological resource the resolution of real problems, rejecting the rote process, and pursuing creativity and critical reflection. "El constructivismo es una teoría del aprendizaje que sostiene que el conocimiento se construye activamente a través de la interacción del individuo con su entorno" (Fuente desconocida, 2024)

This theory is usually combined with scenario theory because it is characterized by how teachers design learning experiences in a specific context, using their ability to integrate theories, tools, and spaces to achieve fully contextualized learning adapted to the needs. Circumstances of your classroom and your students, guaranteeing success in your teaching

> "El escenario de aprendizaje entronca directamente con el diseño de una experiencia. Aquella en la que el docente pone en práctica su habilidad de conjugar teorías, herramientas y espacios con la intención de lograr un aprendizaje plenamente contextualizado y adaptado a las circunstancias de su aula y de sus estudiantes" (Fuente desconocida, 2024).

Language theory

The theory of language, known as the theory of communicative competence, provides an anthropological understanding of language and a model to analyze a communicative event in its sociocultural context. According to Hymes, language is governed by grammatical rules and parameters that determine what to say, when, to whom, how to say it, and with what intention. This approach has guided language teaching since 1980. Hymes argued that reducing language teaching predominantly to the context of the situation limits students' understanding of the role our social and cultural environment has in our language use.

Oral expression.

The oral expression refers to any communication made by word. An innate faculty enables us to articulate and communicate through sounds systematically. Oral expression is one of the first complex forms of expression in man, either from the history of humanity or each person's history. Oral expression encompasses mastery of the language's pronunciation, lexicon, grammar, and sociocultural, discursive, strategic, and pragmatic knowledge. Baralo (citado por el MEN 2013), states that **"la expresión oral es una habilidad lingüística que no tiene sentido sin la comprensión, sin el procesamiento de lo escuchado."**

Role-playing in foreign language teaching.

Role-playing is a pedagogical strategy for teaching a foreign language in which students assume different roles and participate in simulated situations to practice and improve their communication skills in the language (English, French, etc.). During the role-play, students can interact in real or fictional contexts, using vocabulary and grammar structures learned in class.

This activity encourages participation, verbal fluency, and the development of confidence in the use of the English language, something that is supported in different sources, such as the book called "La simulación y el role playing como metodologías activas en el aprendizaje" se menciona que el role play es una estrategia que permite a los estudiantes "experimentar diferentes puntos de vista y desarrollar habilidades de comunicación y empatía" (Aguilera Ana, 2018).

English as a foreign language

English as a second language is one of the most widely studied languages worldwide. Most of the time, we have our first contact with this language in the school environment. When we speak "English as a foreign language," we mean a language other than our mother tongue. We learn a new language daily, just like our mother tongue. Learning English as a foreign language usually occurs in the classroom, where various controlled activities occur. Although most of this process takes place in the educational field, students can achieve a high level of English language proficiency (MEN República de Colombia, 2006, citado por Beltrán, M. 2017)

From another perspective, defining English as a foreign language refers to the study of English by non-native speakers in countries where English is not the dominant language. This concept differs from English as a second language, which refers to the practice of learning English in a country where English is the dominant language. Marco Beltrán, in his article "El aprendizaje del idioma inglés como lengua extranjera," mentions that English as a foreign language refers to learning a language other than the mother tongue and that it is not the language used in the daily life of the student and the environment in which it carries out its activities.

Communicative competence

Communicative competence refers to a person's ability to communicate effectively in each language in each context. It also includes knowledge of grammar rules, pronunciation, vocabulary, and the ability to understand and produce oral and written texts in various situations. It also involves interpreting and understanding non-verbal language and adapting language to the audience and communicative purpose.

As for learning and oral improvement, it helps a lot since practicing writing, reading, and listening in the target language can help improve general communication skills, including expression. Segun Savignon (1997) "enfatizar que la competencia comunicativa no solo implica el conocimiento de las reglas gramaticales de un idioma, sino también el conocimiento de cuándo y cómo usar estas reglas de manera apropiada en diferentes contextos sociales y culturales. Este enfoque es especialmente relevante en la enseñanza de idiomas extranjeros, donde el objetivo es capacitar a los estudiantes para comunicarse de manera efectiva en el idioma de destino. "

Assessing Speaking:

It refers to evaluating speaking skills in each language as part of an educational program, a standardized test, or academic research. This process involves measuring an individual's ability to communicate effectively in conversations, presentations, debates, or other speech situations.

Finally, Sullivan (S.F) reports that in speaking tests, several everyday tasks are used, such as describing something (a picture, place, person, or action), telling a story (can be picture-based or made up), comparing things (objects, photos, concepts), and sharing personal information

(about family, hobbies, hometown, or experiences). These activities can be done live in front of examiners, recorded for later assessment, or done over the phone or with digital devices. Examiners use rating scales that describe skill levels to give a score based on what they observe.

Fluency

It refers to the ability of a speaker to express himself correctly with a certain ease and spontaneity, both in his native language and in a second language. This allows the speaker to function correctly.

The main idea presented by Crystal and Davy (1975), as cited in the concept of fluency in expression, is that fluency in oral discourse is achieved through various elements that allow the speaker to maintain continuous communication. These elements include conjunctions, connecting words and phrases, and prosodic aspects such as volume, pitch, speed, rhythm, and pause. According to the authors, disfluency occurs when the continuity of speech is interrupted when different tones and melodies are used sequentially and when pronunciation errors interrupt the rhythmic flow of speech.

Pronunciation:

Pronunciation in a foreign language encompasses more than simply producing sounds; it also involves using the appropriate rhythm, accent, and intonation. It's not just about how words are pronounced but how these sounds combine to form clear, understandable speech. Correct pronunciation allows the speaker to organize his speech effectively, making his message easier to understand and avoiding misunderstandings. Additionally, intonation and rhythm are

crucial for expressing emotions, asking questions, and highlighting important points, which makes communication more dynamic and natural.

Accurate pronunciation makes it easier for the listener to understand, as it is easier to follow someone who correctly uses the sound patterns of the language. In short, pronunciation impacts how one is understood and the quality of communication in a foreign language.

Furthermore, according to the CEFR (in ruling 5.1.4.2), the skills corresponding to good pronunciation are explained, which are

- The ability to distinguish and produce familiar sounds and prosodic structures.
- The ability to perceive and concatenate unknown sequences of sounds.
- The ability, as a listener, to convert (divide into distinctive and meaningful parts) a continuous stream of sound into a meaningful and structured chain of phonological elements.
- The understanding or mastery of sound perception and production processes applicable to learning a new language.

METHODOLOGY

Due to the situation identified, the research was carried out using a qualitative approach. This approach allows interpretation as a precise tool to make visible, describe, and interpret participants' reactions, experiences, and events in a contextualized environment of teaching English as a foreign language in the Modern Languages English and French bachelor's degree program at the Universidad del Cauca. This research focuses on the application of the didactic materials created.

As mentioned by Redaction Team (2023), Qualitative research is valuable because it allows researchers to explore complex social phenomena, experiences, and contexts in depth. It provides rich, detailed data that allows researchers to explore complex social phenomena, experiences, and contexts in depth. In addition, qualitative research is flexible and adaptable, allowing the researcher to change the research focus, questions, or methods based on emerging insights during the study.

Initially, a qualitative research model known as Action Research was chosen. This model comprises five development stages: preparation, data collection, implementation, analysis and adjustment, and final evaluation. This model was selected because the problem focuses on a fluency and pronunciation context within a university classroom. The research team would be able to participate in the process, establish collaborative links with participants, and determine the effectiveness of creative materials to provide a possible answer or solution to the problem.

As mentioned by Kemmis and MacTaggar (1985) citado en Gutiérrez Gutiérrez (2005) ".It is about understanding, changing, and innovating classroom processes by collecting information in a spiral. In addition, action research allows teachers to investigate learning problems and reflect on their pedagogical aspects. practice. Action research is a continuous reflection, redesign, and thinking process to improve pedagogical practice in each cycle."

The institution selected is perfect due to the change in the intensity of time that has the new Bachelor's in Modern Language Program curricula that generate a decrease in English classes, as stipulated by Universidad del Cauca (2020) that tells us.

" Con el fin de dar cumplimiento a la nueva reglamentación de las licenciaturas en

Colombia (Resolución 18583 del 15 de septiembre de 2017, expedida por el Ministerio

de Educación Nacional) y promover el reconocimiento de la integralidad e interdisciplinariedad, se hace necesario modificar el plan de estudios y la denominación del programa (Acuerdo Superior 033 del 16 de julio de 2019) de "Licenciatura en Lenguas Modernas, Inglés y Francés" por el de "Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés" bajo resolución de renovación registro calificado (por 7 años) 15917 del 18 de diciembre de 2019 y cuya vigencia inició en el segundo semestre de 2020. "

As can be seen in the study plan, to focus more on pedagogy, the fourth semester consisted of 6 hours, 3 synchronous and 3 asynchronous, per week.

To begin the research, students will be given a short interview to determine their level of English. Then, 12 participants will be chosen voluntarily to design the necessary materials for the research. The information collected will be recorded in the field journal, and a recording will be made per class to record the sessions performed to measure their progress and possible difficulties in the process.

Participants*:*

Students between 18 and 25 years of age from fourth semester of the bachelor's degree in modern languages at the Universidad del Cauca of the north headquarters in Santander De Quilichao, the selected institution is perfect due to the change in the intensity of time that has the new Curricula of the career of modern languages that generates the decrease of the classes of English to focus more on the pedagogy making that in the fourth semester are seen 6 hours 3 synchronous and three asynchronous.

STAGES

Stage 1: Exploration (weeks 1-2)

The researcher will use the field journal to observe the students' learning process (see annex I). Audio recorders to (recollect) gather information about their interactions using a foreign language, looking at how they use their speaking ability, specifically the pronunciation, fluency, and fear of speaking in public, looking to design suitable tools for them.

Stage 2: Preparation (week 3)

The participants will be given a diagnostic exam (pretest) (see annex A) to measure their proficiency in speaking English. The results of the diagnostic exam (pretest) and the information collected from the field journal and the audio recordings will be considered to organize the role sessions and identify which activities could work better for the students.

Stage 3: Implementation of the role-play (weeks 4-8)

At this stage, the role-playing technique is implemented in teaching English. Students are organized into teams of 2 to 4 people and take on specific roles in real-life situations, using the day's lesson plan and corresponding flashcards. Each student prepares their role and dialogue in advance while the teacher guides the process, focusing on pronunciation and oral expression. The goal is to improve communication in English in everyday situations, such as greetings and common questions.

During the semester, the role-play technique will be used in various daily situations, such as restaurant conversations, stores, or job interviews. Students will participate in specific role

plays, such as customers, salespeople, or interviewers, to develop improvisation skills and learn to act out situations effectively.

Stage 4: Analysis and settings (weeks 9-12)

Through a survey (Table 2), students' opinions on the effectiveness of role-play sessions in oral production in English are collected. In the next three weeks, we will observe how the students' progress to make pronunciation corrections; all this will be recorded in video and field diary to end with an analysis of the results based on their attitudes and skills demonstrated during the sessions.

Stage 5: Post-Test Implementation and Results Communication (weeks 13-14)

A closing activity will be conducted based on what was observed and written in the field journal in the students' practices. The whole group must simulate a joint daily situation, identify the students' advances in the research period, and conclude.

General research stages

Week 1 - 2: Preparation (weeks 2)

- Literature review and design of evaluation tools.

- Preparation of role-play materials and pretests. evaluation.

Week 3: Implementation of the Pre-Test (weeks 1)

- Administration of the pre-test (Initial Assessment of Competencies in English).
- Data collection

Week 4 - 8: Implementation of the Role-Play (weeks 4)

- Start role-play sessions focused on everyday immersion situations.

- Supervise and adjust sessions as needed.

Week 9 - 12: Analysis and Data collection (weeks 3)

- Observation and monitoring of student progress.

Week 12-13: Implementation of the Post Test (weeks 1)

- Post-test Management (Oral Production Assessment)

- Data collection.

- Conclusion

INSTRUMENTS

Satisfaction survey:

Satisfaction surveys (See Annex C) have been used in market research and public opinion. The research will be used to get an overview of how students feel about their ability to speak English. By helping to capture their general perceptions and attitudes towards language, which would enable them to identify areas of discomfort more widely, will also provide an overview of the students' collective experience in terms of their oral production in English and finally, the results may reveal common trends of discomfort or discontent, providing an overview of the challenges students face when speaking English. This helps plan classes that address these concerns, with the implementation of more specific and compelling role-play activities.

Field diary:

The field journal (See Annex I) has long been used in disciplines such as ethnography and anthropology. This research will be used to document in a detailed and chronological manner the observations, reflections, and relevant events during the implementation of activities, such as role-play. It is a personal registration tool to record students' specific reactions, progress, and challenges during scheduled activities. They record aspects observed during language interactions in English, such as when students show significant improvement, face difficulties, or show greater confidence. This provides valuable and detailed data to assess students' individual and collective progress in oral English language production.

Diagnostic test

Diagnostic tests (see annex A) have been an educational practice for decades, dating back to the Prussian educational system in the 19th century.

In the research, they will be used to assess the English proficiency level of fifth-semester students before introducing role-play activities. This will provide a baseline from which to measure progress in the oral production of English and identify specific areas of difficulty in the oral production of English students. This is essential to tailoring role-play activities to individual needs, allowing more personalized teaching and improving English speaking.

It is necessary to mention that the Pretest and post-test is an interview which was taken and adapted from the research "Técnicas experimentadas en el aula para la evaluación de la pronunciación de la lengua inglesa" en T. Harris e I. Sanz (eds.): ELT: Through the Looking

Glass. Granada: GRETA, pp. 171-187. That consists of interviewing with limited responses since these represent situations of speech in daily life.

Rubric:

This Rubric was adapted from Martinez's (2014) research entitled "THE INFLUENCE OF BODY AWARENESS THROUGH DRAMA AND IMPROVISATION ON THE DEVELOPMENT OF EFL STUDENTS' ORAL PRODUCTION" (See Annex D)

The first was Delivery, which refers to oral speech in public or private settings. In this case, the language user could be spontaneous and produce an effortless speech with a direction and an objective, or he could be timid and produce a speech somewhat in between.

The second field is Use of language because it seeks to help students in their oral production field, with activities considered by the CEFR as "activities in which the language user produces an oral text which is received by an audience of one or more listeners " such as the public address or address an audience, three main aspects of the use of language shall be taken into account in evaluating oral production: as the ability to be very flexible in formulating ideas in different linguistic forms, meaning precisely, to differentiate and to eliminate ambiguity. and communicate ideas effectively with accuracy and frankness in any conversation.

According to CEFR "el uso de la lengua, comprendiendo el aprendizaje de la lengua, comprende las acciones realizadas por personas que, como individuos y como agentes sociales, desarrollan una serie de competencias, tanto generales como competencias lingüísticas comunicativas en particular".

And topic development is the third field. It refers to the speaker's response when communicating an idea. Topic development involves the progression of an idea by using organizational patterns and connectors. In this sense, three main aspects were used to evaluate this field in oral production: Coherence is the ability to produce a coherent and cohesive discourse using organizational patterns, connectors, and cohesive devices. Softness is the ability to create a successful speech without sudden changes in content or ideas. If the speaker has a problem, he can quickly go back and restructure around the difficulty without other people noticing. Y Elaborated as the ability to produce a careful and organized discourse in detail successfully; the use of words and meanings in connection with a conversation or discussion Martinez (2014)

The tables shall quantitatively measure the definitions explained above. Then a descriptor is proposed where one is weak, and five is very strong (see Annexes)

Ethical and legal considerations:

In this investigation will be made a permit act for students to participate, all this will be in legal terms handling anonymity if the person wishes, all based on the Personal Data Protection Law or Law 1581 of 2012 (Government of Colombia,2012) "Reconoce y protege el derecho que tienen todas las personas a conocer, actualizar y rectificar las informaciones que se hayan recogido sobre ellas en bases de datos o archivos que sean susceptibles de tratamiento por entidades de naturaleza pública o privada "

1. Research has a social value, and it will be sought to improve students' speech production based on their language and personal skills, considering their training needs.

2. The scientific validity of the research is established in the methodological design of the role play previously submitted. Likewise, it is oriented toward producing speeches about everyday life scenarios. This will help the specific educational environment in which the research will be developed.

3. "Students participating in this research will be selected voluntarily. They are free to join in the activities proposed for research development. In addition, they can withdraw from participation at any time they deem appropriate. It will ensure the well-being of the participants, the institution, the researcher, and the teacher support.

4. The investigation shall be conducted only with the student's authorization, and subsequently, informed consent (through Google Forms) from all parties shall be obtained.

Participants.

Information obtained during the investigation will be treated with privacy based on the law, which includes strict confidentiality terms, solely for this investigation.

Pretest

The pre-test results (see Table 1) revealed a worrying picture of students' oral skills. Overall, their performance was below the expected academic level in the Bachelor of Modern Languages program. Pronunciation was identified as the weakest area, with a notably low average, while fluency, although superior in comparison, also showed significant limitations. This contrast between skills underlines the lack of a balanced development in the students' communicative competence.

Student	Pronunciation PRE	Fluency PRE	Total Pre
1	3	4	**7**
2	3	4	**7**
3	4	4	**8**
4	3	4	**7**
5	2	2	**4**
6	4	4	**8**
7	4	2	**6**
8	4	3	**7**
9	4	4	**8**
10	3	2	**5**
11	3	3	**6**
12	2	3	**5**
Total Sum			78
Middle			6,5
Standard Deviation			50,55

Specifically, the analysis of individual scores showed that most students were below the

average of 6.5, which shows a need for more consistency in applying oral skills. The standard

deviation, calculated at 50.5, indicates a low score dispersion, suggesting that the group

presented a relatively homogeneous level of skills but homogeneously low, worrying in an educational context that aims to train competent communicators in foreign languages.

As for pronunciation, scores on the pre-test ranged from 2 to 4, reflecting serious difficulties in correctly articulating sounds in English, their foreign language. A score of 2 indicates poor pronunciation, where frequent errors affect speech intelligibility, with significant challenges in producing specific English sounds, which can lead to severe misunderstandings. On the other hand, those who scored 3 or 4 showed slight improvement; however, their pronunciation still needs to be revised. Students with a score of 3 can be understood in primary contexts, but phonetic errors and incorrect intonations mark their speech. Those who scored 4 demonstrated improved articulation skills, although they still face problems with specific sounds, their speaking fluency is not entirely natural, and they use a lot of filler word.

Regarding fluency, scores also fell in the range of 2 to 4. A score of 2 for fluency indicates that students need help maintaining continuous speech, with constant interruptions by pauses and hesitations that make it difficult for the listener to understand. These students need help finding the right words and maintaining a coherent conversational rhythm. Scores 3 and 4 reflect that some students can hold basic conversations, albeit with apparent effort. A score of 3 suggests that the student can communicate but with a choppy rhythm and frequent pauses, interrupting the natural flow of speech. A score of 4 indicates improvement, where the student can speak more continuously, although still has difficulty maintaining a fluid and natural rhythm in their speech.

The interviews complemented the quantitative data, revealing that students face technical difficulties, such as producing certain sounds, and show significant interference with Spanish phonemes, reflecting a negative transfer that hinders their ability to speak clearly in the target

language. In addition, a tendency to simplify or avoid complex sounds was observed, directly affecting the intelligibility of English speech. Regarding fluency, some students showed confidence when expressing themselves in English. Still, their speech was interrupted by excessive use of filler words or by abruptly transitioning to Spanish after pronouncing some English words. This behavior suggests a lack of automation in using the foreign language, which prevents students from maintaining a sustained conversation without resorting to their native language.

Interpreting these values and observations is crucial to understanding the students' starting point before implementing the role-play. The pre-test scores reflect their current abilities and serve as a diagnosis to guide pedagogical interventions. Knowing these weaknesses allowed adapting the role-play activities to focus on the most problematic aspects, such as pronouncing specific sounds and maintaining fluency in conversation without resorting to Spanish.

The pre-test results underline the need for a more intensive and specific pedagogical approach in critical areas of oral competence. Implementing role-play not only presents an opportunity to improve these weaknesses but also establishes a clear baseline against which progress can be measured in the post-test. The values obtained in this initial phase are essential to validate the interventions' effectiveness and adjust teaching strategies according to the specific needs of the students.

Development of the implementation

The research began with a strong reception from the 5th-semester students of the 2024-1 period. After extending the invitation to participate in the project, students approached each other individually during different shifts to start the pre-test. The pre-test consisted of an interview

with random questions, with a minimum of two minutes to pass. On average, the participants managed 1 minute and 45 seconds, with only a few exceeding the estimated time. Based on these results, the implementation of role-play in everyday life situations began.

In the second session, titled "Job Interview," students were placed in a scenario where a company was hiring staff. They were assigned four distinct roles: interviewer, job applicant, advisor, and human resources representative.

During this session, one group lasted 2 minutes and 25 seconds in their conversation, though they primarily exhibited pronunciation issues. Although the students showed a good use of the English language, they occasionally confused words with those from their native language, which affected their pronunciation. Another group, lasting 4 minutes, did not meet the minimum time required to pass the lesson. While some members demonstrated good fluency, others struggled, highlighting the need to improve this aspect. Another group frequently used fillers to connect ideas and faced challenges pronouncing keywords.

In the third session, titled "New Teaching Methods," one group achieved the stipulated time of 6 minutes, maintaining a fluid dialogue among participants. However, there were interferences in some words and occasional mispronunciations. Another group did not reach the estimated time, completing the activity in 2 minutes and 46 seconds. This group struggled with reverting to Spanish to express themselves, and because of the short duration, there were no significant issues with pronunciation or fluency. A third group did not complete the stipulated time but managed 4 minutes and 45 seconds, showing problems with fluency during their conversations.

In the fourth session, "Natural Medicine," one group showed better fluency and pronunciation than in previous sessions. Although there was still a need to work on reducing the use of fillers,

the students displayed significant progress in the naturalness of their dialogue. Another group also demonstrated progress in their improvement process, correcting previous errors, though fillers still appeared in their dialogue. Nonetheless, there was a noticeable improvement in their overall process.

In the fifth session, titled "Reality in Restaurants," one group that had missed the previous session could showcase their linguistic abilities, achieving a fluid conversation, though with some fillers. Another group, which also missed the previous session, practiced at home to improve their pronunciation and fluency in specific contexts. When they arrived for the interview, they appeared confident and relaxed, completing the session without significant errors in pronunciation or fluency. However, the use of fillers was noted when affirming statements.

In the sixth session, a group continued practicing after the sessions and demonstrated fluency and good pronunciation, though one student spoke too quickly, which made communication and interpretation challenging. Despite this, they met the estimated time and achieved a certain level of comprehension and fluency.

Finally, in the "University Administrative Meeting" session, one group presented impeccable work with fluid communication and a clear message. Additionally, one student effectively applied the recommendations, and the group exceeded the minimum interview time, totaling 7 minutes and 30 seconds.

In the seventh and final session, titled "Neighborhood Safety Meeting," it was evident that all groups had significantly improved their pronunciation and fluency, exceeding the minimum interview time. One group that had missed the previous session continued to review and apply the advice given, allowing them to improve and exceed their time due to how comfortable they

felt. Finally, another group performed well in the final test, with no frequent use of fillers and thoroughly enjoying the final conversation, reaching 8 minutes and 20 seconds in total.

Post-test

After seven implementation sessions and according to the results of the post-test (see Table 2), a significant advance was observed in the student's performance, with the average in the two categories evaluated notably increasing: pronunciation and fluency. The skill that obtained the highest average on the test was fluency.

Table 2

Post-test

Student	Pronunciation POST	Fluency POST	Total POST
1	5	5	10
2	5	5	10
3	5	5	10
4	5	5	10
5	4	4	8
6	4	5	9
7	5	4	9
8	5	4	9
9	3	4	7
10	4	5	9
11	4	4	8

12	4	5	9
	Total Sum		108
	Middle		9
	Standard Deviation		70,00

The overall average in the post-test was nine, which, when considered with the individual results, showed that four students achieved a perfect result, improving their skills to the maximum within the average. Seven students obtained a good result, only one point below the others. This suggests considerable progress in the student's ability to maintain a fluid speech, with a significant reduction in the pauses and fillers that previously interrupted their speech. Those who reached level 5 in fluency demonstrated an ability to speak continuously, with a speed and coherence close to that of a native speaker, reflecting a notable development in their confidence and linguistic competence.

In pronunciation, it was observed that only one student could not improve as the performance decreased by one point. It started with an acceptable score but dropped throughout the sessions, which affected its pronunciation performance, although its fluency score remained constant. Notably, despite this individual difficulty, most students reached level 4 in pronunciation, indicating clear and accurate pronunciation, with a significant reduction in errors and a better understanding of English intonation and rhythm. This result shows that Role Play practices have been effective in helping students improve their ability to produce correct and natural sounds in English.

The analysis of the standard deviation in the post-test, which was 70.0, shows a notable improvement compared to the initial pre-test, which underlines the positive impact of Role Play's implementation on students' oral skills. Throughout the sessions, students began to show greater comfort and confidence in their oral production, which translated into more active and prolonged participation in the activities. Although the students' mood was not the best on some occasions, mainly due to the exam period, it was observed that the students were more motivated once this obstacle was overcome, even speaking and interacting for longer than established.

In summary, the post-test results reflect that the Role-Play technique not only improved the students' oral skills in terms of pronunciation and fluency but also contributed to an increase in their confidence and willingness to participate in communicative activities in English.

Comparison of pronunciation before and after the test

Graphic 1

Comparison
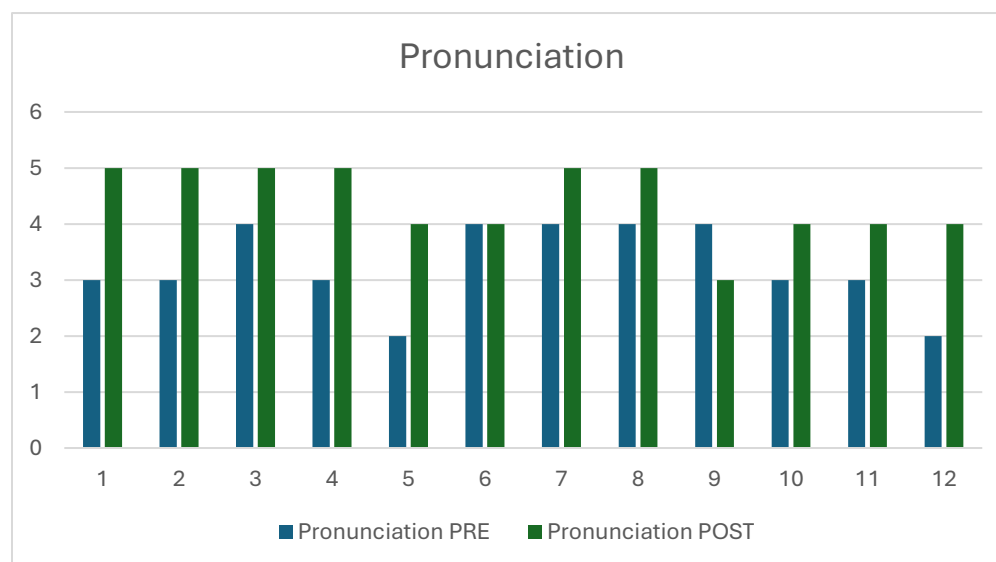
The graph (see Graphic 1) compares the pre-test and post-test scores concerning the students' grades, providing a clear view of the areas that require further pedagogical attention. In the pre-test pronunciation session, students' scores ranged from 2, 3, and 4, revealing that most students faced severe challenges in correctly articulating English sounds. A score of 2 indicates poor pronunciation, where frequent errors severely affect speech intelligibility. Students in this category had difficulty producing the specific sounds of English, which may have led to significant misunderstandings during communication.

Those students who scored 3 and 4 showed slight improvement, although their pronunciation remained inaccurate. A score of 3 reflects that these students could be understood in a fundamental context, but phonetic errors and incorrect intonation marked their speech. Students scoring 4 had better articulation skills but struggled with particular sounds, and their speech fluency was not wholly natural.

In the post-test, the results show a marked improvement compared to the pre-test. The scores remained on a scale of 1 to 5, with one being the lowest and five being the highest. Specifically, regarding pronunciation:

Level 3: Only one student remained at this level, suggesting that he still faces significant challenges in articulating sounds accurately. Importantly, however, this student showed some progress since the pre-test, indicating that, although slow, his ability to produce sounds in English was improving.

Levels 4 and 5: Most students reached these levels, reflecting clear and accurate pronunciation. In this group, errors were significantly reduced, and students demonstrated a better understanding of English intonation and rhythm. This is strong evidence that role-play

practices were effective in helping students improve their ability to produce correct and natural sounds in English. Those who scored 5 showed pronunciation close to that of a native speaker, with solid intonation control and fluency that allowed them to communicate more effectively and confidently.

The comparison between the pre-test and post-test results reveals a substantial improvement in students' pronunciation skills. This underlines the effectiveness of role-play as a pedagogical methodology to address pronunciation deficiencies and promote deeper, applied learning in English.

Comparison of fluency before and after the test

Graphic 2

Comparison
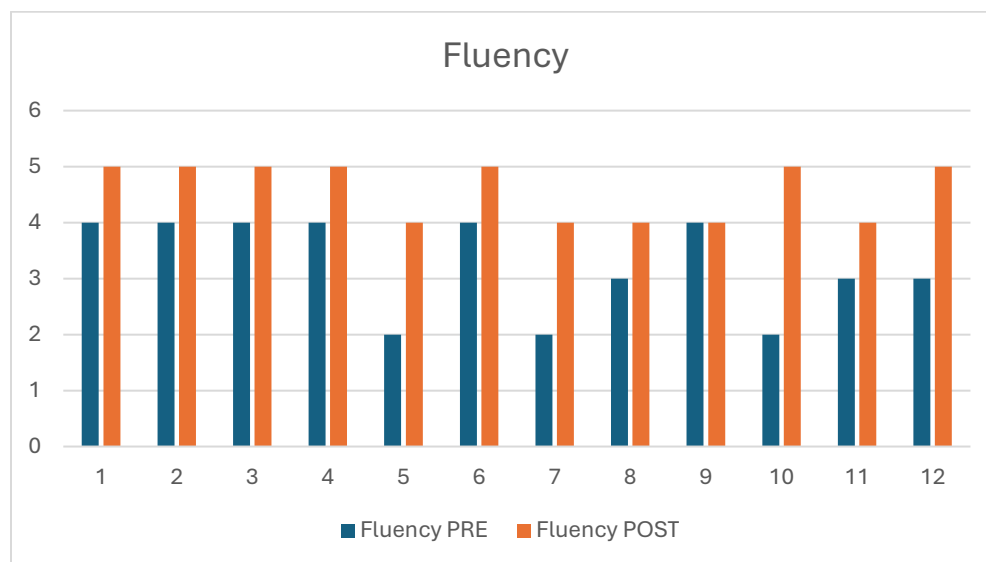
The pre-test results also fell in the range of 2, 3, and 4 for fluency, reflecting varying abilities among students. A score of 2 for fluency indicates that students face serious problems maintaining continuous speech. Their speech is constantly interrupted by pauses and hesitations, making it difficult for listeners to understand the message. These students struggle to find the right words and maintain a coherent conversational pace, suggesting a significant lack of confidence and competence in handling the language.

Evaluating students' fluency levels, as reflected in their pretest scores, offers critical insights into their communicative abilities. Scores 3 and 4 suggest that while some students can maintain basic conversations, their speech is often marked by a choppy pace and frequent pauses that disrupt the natural flow of communication. A score of 3, in particular, highlights the ongoing struggle these students face in achieving smooth and continuous speech, indicating that, although they have moved beyond the most severe difficulties, they still struggle to maintain fluency. Conversely, a score of 4 signifies a notable improvement, where the student can continuously sustain speech. However, the rhythm and fluidity of their speech remain somewhat labored, reflecting progress toward greater linguistic competence yet signaling the need for ongoing practice and refinement.

The results in the post-test graph (see Graph 2) underscore a considerable improvement in these areas. Many students progressed to Level 4 in fluency, demonstrating moderate fluency with only a few interruptions. This level of performance indicates that students could maintain conversations more coherently and continuously, with fewer pauses to search for words or correct themselves. Such progress is significant, as it reflects an enhanced ability to sustain a more consistent flow of speech, which is a critical factor in effective communication in a foreign language.

Moreover, some students reached the highest level of fluency, Level 5, where they demonstrated the ability to speak continuously with a speed and coherence approaching that of a native speaker. These students have overcome initial barriers and developed a more natural and confident command of English, enabling them to participate in complex conversations without significant interruptions. This achievement highlights their significant advancement and suggests they are now equipped with the linguistic tools necessary to engage in more nuanced and sophisticated exchanges, indicative of their growing confidence and competence in the language.

The observed progress in the student's ability to maintain a continuous flow of speech, with several reaching the highest level of fluency, is strong evidence of the effectiveness of role-plays in developing language skills. This progress improves the student's ability to communicate in English and strengthens their confidence when interacting in a foreign language.

This progress suggests that the implementation of role-plays has been instrumental in helping students improve their language skills and gain confidence in their ability to communicate in English. In the following stages of the research, it is planned to examine how these advances can be maintained and expanded with continued practice and assess the pedagogical implications of teaching English through dynamic methodologies such as role-play.

Comparison of Total Scores – Variation

Graphic 3

Comparison

Comparative Results Scores
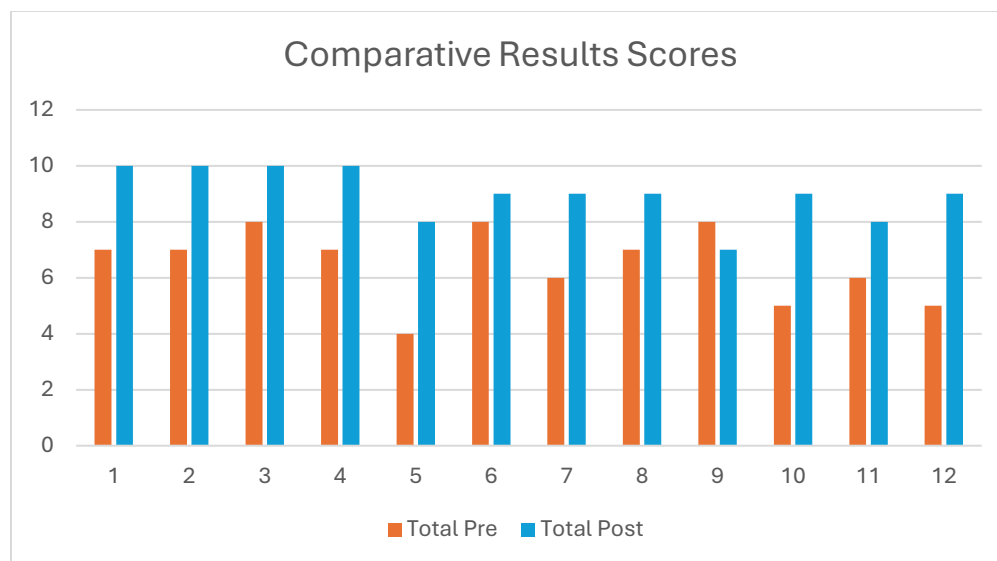
The graph analysis (see Graph 3) shows the variation in the scores obtained between the pretest and the posttest of the 12 participants, which allowed us to evaluate the impact of the Role-Play on improving their language skills, specifically in pronunciation and fluency. Below, each student's performance is detailed, considering the percentage increase and the relevance of the changes observed in their communication skills.

Student 1: This participant experienced a significant increase in his score, going from 7 to 10, representing an increase of 3 points or 30%. This progress is crucial, as it reflects a substantial improvement in his ability to communicate effectively, thus consolidating his performance in pronunciation and fluency. The jump of 3 points indicates that the student has overcome significant barriers in correctly articulating sounds and has developed greater fluency in his speech.

Student 2: Like the first case, this student also showed a notable improvement, raising his score from 7 to 10, which implies an increase of 3 points or 30%. This improvement underlines the effectiveness of Role Play in overcoming the initial linguistic difficulties he was

experiencing. The student's ability to handle conversations in English with greater coherence and fluency has improved significantly, indicating progress in acquiring communication skills.

Student 3: This student improved his score from 8 to 10, an increase of 2 points or 20%. Although the increase in points is more minor compared to other participants, it is essential to note that he was already starting from a higher base, meaning he was closer to the maximum level of competence. The improvement reflects a refinement of his skills, particularly in more subtle aspects of pronunciation and fluency, bringing his performance to a near-optimal level.

Student 4: He experienced an increase of 3 points, going from 7 to 10, representing a 30% improvement. This significant progress shows considerable adaptation and development in the required linguistic skills. The transition from an intermediate to an advanced level suggests that the student has managed to internalize correct pronunciation patterns and has gained confidence in his or her fluency.

Student 5: This student showed one of the most notable improvements, increasing his score from 4 to 8, representing an increase of 4 points or 100%. This progress is particularly relevant because it suggests the student overcame significant challenges, especially in sound articulation and speech continuity. The 100% increase indicates that role-play was highly effective for this participant, helping him reach a level of proficiency that was initially unattainable. However, during the sessions, the student often used fillers such as "uh" and "and then" to maintain the conversation flow. However, after the recommendations were made, the student overcame these and maintained a fluid conversation.

Student 6: Improved his or her score from 8 to 9, an increase of 1 point or 12.5%. Although this increase seems modest, it is relevant given that the student was already starting

with a high score. This improvement reflects an improvement in language skills, where minor adjustments in pronunciation and fluency have led to a more consistent and natural performance in communicating in English.

Student 7: This student increased his score from 6 to 9, equivalent to an increase of 3 points or 50%. This progress suggests a noticeable development in speech fluency and a significant improvement in maintaining coherent and continuous conversations. The 50% increase indicates that the Role Play helped the student overcome initial problems in constructing and articulating speech in English.

Student 8: This participant experienced an increase of 1 point, going from 7 to 8, representing an increase of 14.3%. Although the change is more modest, it indicates a continued advance in his language competence, particularly in fluency. This moderate improvement suggests that, although the student already had a solid foundation, the Role Play provided the tools to fine-tune his performance.

Student 9: Unlike the other participants, this student showed a slight decrease of 1 point, reducing his score from 8 to 7, which represents a drop of 12.5%. This decline may be related to external factors that influenced his performance during the post-test, such as anxiety or a lack of continuous practice outside the Role Play sessions. It is possible that, although the student had achieved relatively high performance in the pre-test, he faced difficulties that he could not fully overcome, suggesting the need for a more individualized pedagogical approach to address his specific needs. Additionally, the student frequently used filler words like "uh" and "so," which interrupted the natural flow of his speech. There were also some pronunciation issues, with native language interference leading to errors like saying "expende" instead of "expand."

Student 10: He showed considerable improvement, increasing his score from 5 to 9, equivalent to an increase of 4 points or 80%. This increase highlights significant progress in his ability to communicate more effectively and fluently in English. The 80% increase indicates that the Role Play profoundly impacted his language development, helping him reach a much higher level of proficiency.

Student 11: This participant increased his score from 6 to 8, representing an increase of 2 points or 33.3%. This improvement shows solid progress in his language skills, particularly in fluency and maintaining a coherent conversation in English. The 33.3% increase suggests that the student has overcome significant barriers that initially hindered his performance. The student frequently used "filler words" such as "mmm" and "uh" during conversations, indicating a need to further refine fluency but this was successfully overcome.

Student 12: Finally, this student showed a significant improvement of 4 points, raising his score from 5 to 9, which is equivalent to an increase of 80%. This considerable increase indicates that Role Play was highly effective in helping this participant develop his pronunciation and fluency skills, reaching a level of competence close to the maximum.

The increases in scores not only show progress in the students' language skills but also validate the methodological approach used in this research. The percentage increases reflect the degree of effectiveness of Role-Play in correcting errors and improving students' fluency and pronunciation. In addition, the results obtained allow for a more precise assessment of each student's language competence, offering a solid basis for future pedagogical recommendations.

The variation in scores between the pretest and posttest is also crucial for the validation of the methodological approach of this research. The fact that most students significantly increased their post-test scores suggests that Role Play is an effective pedagogical tool for improving English communication skills. Furthermore, the decrease in student 9's score highlights the importance of a personalized approach to teaching since individual factors can significantly influence learning outcomes. The quantitative results of this research support the hypothesis that role-play techniques improve students' oral skills and provide a basis for recommending these practices in similar educational contexts.

Graphic 4

Comparison
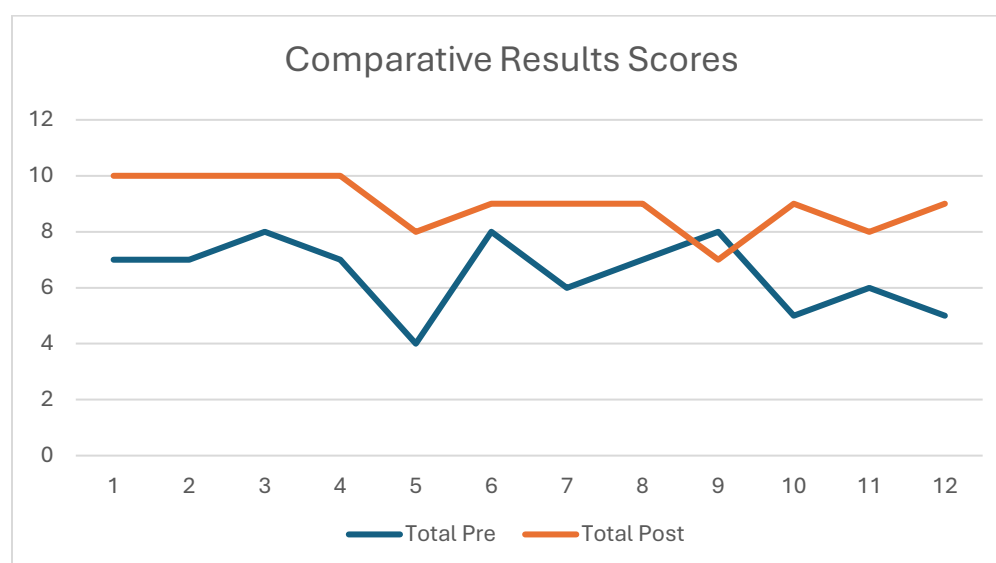
The increases in scores (see Graph 4) show progress in students' language skills and validate the methodological approach used in this research. The percentage increases reflect the degree of effectiveness of Role Play in correcting errors and improving students' fluency and

pronunciation. Furthermore, the results allow a more accurate assessment of each student's language proficiency, offering a solid basis for future pedagogical recommendations.

The variation in scores between the pretest and posttest is also crucial for validating this research's methodological approach. Most students significantly increased their post-test scores, suggesting that Role-Play is an effective pedagogical tool for improving English communicative skills. Furthermore, the decrease in Student 9's score highlights the importance of a personalized approach to teaching, as individual factors can significantly influence learning outcomes.

The standard deviation in the post-test results rose to 70.0, representing a notable improvement compared to the deviation observed in the pre-test. This variation in scores reflects not only the effectiveness of Role-Play in allowing students to correct errors and improve their English proficiency but also how individual differences in learning pace can influence the results.

In summary, the quantitative results of this research not only support the hypothesis that Role-Play techniques improve students' oral skills and provide a basis for recommending these practices in other similar educational contexts.

Regarding the research, the values obtained in the post-test are crucial to validate the hypothesis that Role Play is an effective pedagogical tool for developing language skills. The overall increase in scores demonstrates a positive impact and suggests that, with continued implementation of this methodology, students can continue to improve their English communication skills. Furthermore, these results underline the importance of a pedagogical approach tailored to individual needs, especially for those students who faced difficulties during the process.

Reflection:

Implementing role-play sessions has proven an effective strategy for developing students' language skills, especially in critical areas such as pronunciation and fluency. However, as with any educational methodology, it is essential to thoroughly evaluate its effectiveness to ensure it meets its objectives, identify its benefits, and detect potential problem areas that require additional attention.

Development Evaluation

Since the beginning of the role-play implementation, students' progress has been constantly monitored by pre-tests and post-tests, which allowed their skills to be measured before and after the sessions. These assessment instruments have provided a clear insight into the role-play's impact on the participants' language proficiency. The analysis of the results has shown that, in general terms, most students experienced a significant improvement in their pronunciation and fluency skills, reflected in the scores obtained in the post-tests compared to the initial pre-tests.

Specifically, the data revealed that several students increased their performance noticeably, suggesting that role-play has achieved its primary goal: improving English speaking skills through contextualized practice. This success can be attributed to the interactive and dynamic approach of role-play, which simulates real-life situations and forces students to apply their language knowledge in practical contexts. By facing these simulations, students practice their English and develop a greater awareness of their mistakes and areas for improvement, promoting more autonomous and conscious learning.

Observed Benefits

Role-play has proven to be a powerful tool in several respects. First, it has allowed students to experience using English in situations that mimic real life, which is essential for developing authentic communicative competence. This practice is precious in teaching English, where students often have few opportunities to use the language outside the classroom. By participating in role-play sessions, students practice pronunciation and fluency and improve their ability to respond spontaneously and appropriately in various communicative situations.

In addition, role-play builds confidence in students. The need to take on different roles and perform in English in front of their peers forces students to step out of their comfort zone and confront the anxiety that often accompanies using a foreign language. Over time, this constant practice helps reduce stress. It increases students' confidence in their language skills, which is crucial for their future success in using English in both academic and professional contexts.

Another significant benefit of role-play is that it provides immediate and specific feedback. During sessions, students receive direct feedback on their performance, allowing them to correct mistakes in real-time. This feedback is essential for effective learning, as it enables students to identify their problem areas, such as incorrect pronunciation of certain words or excessive use of filler words, and work on them in a focused manner.

Problem Identification

Despite the observed benefits, implementing role-play was not without challenges. One of the most significant problems that emerged was the variability in the level of English among students and conflicts with their native language. While some participants showed considerable improvement in pronunciation and fluency, others had difficulty keeping up, which affected their

individual performance and group dynamics. This challenge can be attributed to several causes, including differences in students' prior exposure to English, confidence levels, and language skills.

Another problem identified was the persistence of specific errors, especially in pronunciation and using filler words Although some students improved in these areas, others made the same errors throughout the sessions, suggesting that the time devoted to practice and feedback needed to be increased for all. These recurring errors indicate the need for a more individualized approach to addressing each student's problem areas.

Furthermore, some students had difficulty adjusting to the role-playing format, which could be due to a lack of familiarity with this type of activity or increased anxiety when speaking in public. This type of difficulty may limit the effectiveness of role-play for specific students, who might benefit more from alternative or complementary approaches that allow them to develop their skills gradually.

End of research:

In conclusion, the implementation of Role Play as a pedagogical technique to develop English language skills within the Bachelor of Modern Languages (English and French) has provided valuable insights and significant results. Firstly, identifying the student's initial pronunciation and fluency proficiency level was crucial to recognizing their strengths and weaknesses in using English. This initial diagnosis allowed Role Play activities to be adjusted to the student's specific needs, thus achieving a more precise and effective intervention.

The second objective, which consisted of facilitating the practice of pronunciation and fluency through scenarios of everyday situations in Role Play, was effectively met. The Role

Play sessions offered a dynamic and realistic environment in which students were able to practice the language in a meaningful way. The simulation of everyday situations allowed students to apply their language knowledge in relevant contexts, improving their pronunciation and fluency and increasing their confidence in speaking English. An increased understanding of using grammatical structures and vocabulary in practical situations was observed throughout the process. This suggested that this technique facilitated learning, making it more relevant and applicable to students' daily lives.

The results were conclusive regarding the impact of the Role Play technique on students' fluency and pronunciation. Through the comparative analysis of the pre-test and post-test scores, a significant improvement was observed in most of the participants. Those students who initially had more significant difficulties made notable progress in their pronunciation and fluency, although some continued to face challenges, indicating the need for adjustments and additional support. Nevertheless, the overall increase in post-test scores confirms that Role Play had a positive impact on the development of language skills, thus validating the central hypothesis of this research. Arifin (2021) found that the Role Play technique significantly improved students' speaking abilities, with notable improvements in fluency and pronunciation observed in most participants. This confirms that the findings of this research are consistent with previous studies, demonstrating the effectiveness of Role Play in enhancing language skills.

However, the project was not without its challenges. One of the main problems was the need to adjust the activities based on the level of the students. In some cases, the complexity of the tasks exceeded the participants' initial linguistic capabilities, which required modifications to the pedagogical approach to ensure that all students could actively participate and benefit from the activities. In addition, intermittent student attendance and lack of continuity in some sessions

affected the pace of learning, underlining the need for greater accompaniment and constant support throughout the course.

Despite these challenges, the results were encouraging. Students not only improved their level of English but also experienced a positive change in their attitude towards language learning. Increased motivation and greater willingness to participate in classes were observed, which contributed to a more dynamic and collaborative learning environment. At the end of the course, students expressed interest in continuing with this type of activity, recognizing the value of Role-Play for their linguistic and personal development.

Overall, this project allowed students to develop their English skills and helped them overcome emotional and psychological barriers, such as fear of making mistakes or public speaking. At the end of the course, students felt more confident and motivated to continue learning and using English, which represents a significant success in achieving the project's objectives. These experiences underline the need to continue implementing innovative methodologies in teaching modern languages to maximize students' learning and personal development.

Recommendations

The faculty of the Bachelor of Modern Languages (English and French) should be encouraged to incorporate the Role-Play methodology systematically into their teaching practices. It should not be seen as a sporadic activity but rather as a fundamental pedagogical strategy regularly incorporated into the curriculum. The consistent and structured implementation of Role-Play will allow students to benefit from continuous practice, which is critical to achieving sustainable improvements in their language proficiency, especially in pronunciation and fluency.

Role-play exercises must be carefully tailored to the student's level of proficiency. By designing activities that challenge students according to their current level, more effective and motivating learning is facilitated. This is especially important for those with a lower language level, who may need to start with simpler situations and gradually become familiar with more complex scenarios as they develop their confidence and skills.

Creating a safe and collaborative learning environment is crucial to the success of Role Play. Since this methodology can cause stress or anxiety in some students, teachers should strive to establish an environment in which mutual respect and support are fostered. This includes promoting the idea that mistakes are learning opportunities, contributing to students actively participating and developing greater confidence in their language skills.

Finally, it is suggested that role-play be used not only as a teaching technique but also as a component in summative assessments. Including it in final assessments offers a more complete and authentic measure of students' progress by assessing their ability to apply the language in practical situations rather than being limited to theoretical knowledge alone. This reinforces the importance of communicative competence as a central goal in modern language teaching, ensuring that students are better prepared to face real-world challenges with greater confidence and competence.

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ANNEX

Annex A

Table 3

Pre-test

TERCER TRIMESTRE.   Grupos 6º C+E   (E.P.)
SPEAKING TESTS: Units: 11-15.   Book: "Making Friends 4"

<u>*Interview*</u> *(20 points)*

T.: Hello. Good morning!	S.: Hello/Hi! Good morning, sir.
T.: What´s your name and list number?	S.: It´s ...
T.: What´s the time on those clocks?	S.: It´s...
T.: Do you know the names of the seven days of yhe week?	S.: ...
T.: Can you tell me about your family, please?	S.: Yes, (sure). This is my family...
T.: Look at the pictures. What are these animals like?	S.: First animal is...
T.- Look at the picture. What´s the weather like?	S.: It´s...
T.: Can you tell me the names of the seasons and months of the year?	S.: ...
T.: Look at that picture. What do you do every day?	S.:I get up ...
T.: What do you like/love or hate? Your favourite pastime?	S.: I like/love or hate...
T.: Look at that picture of a town. Where´s the...? How can I go to...?	S.: Go...
T.: Well, goodbye.	S.: Goodbye (sir).

Annex B

Table 4

Rubric of the pretest

N°	ENTREVISTA				
Al.	1. Compr.	2 Fluid.	3. Prec.	4. Pron.	Total
1					
2					
...					
St					
M					
Dt					

1.Comprensión 2.Fluidez 3. Precisión 4. Pronunciación (0-5 puntos cada item) Al: alumno; St: Suma total; M: media aritmética; Dt: desviación típica.

		Pronunciación	Fluidez
5	Excelente	Muy Buena Con Acento L2	Buen ritmo Y riqueza de vocabulario
4	Muy bueno	Buena Con Acento L1	Sin esfuerzo
3	Bueno	Aceptable y Comprensible	Titubea a veces
2	Aceptable	Confusa a veces Difícil de captar	Titubea mucho No finaliza frases
1	Insuficiente	Muy confusa Incomprensible	Repeticiones de palabras lenta No finaliza frases
0	Muy deficiente	Ninguna o Mudo	Muy lento o no habla

Annex C

Table 5

Feedback survey

1	¿Cómo calificarías la claridad de las preguntas durante la entrevista?
2	¿En qué medida te sentiste cómodo/a durante la entrevista?
3	¿El entrevistador demostró habilidades de comunicación efectivas?
4	¿Cómo calificarías tu nivel de satisfacción con tu desempeño en la entrevista en inglés?
5	¿Algún comentario adicional sobre tu experiencia en la entrevista en inglés

Preguntas	Hoja de Respuestas			
1	Excelente	Bueno	Regular	Necesita mejorar
2	Muy cómodo/a	Cómodo/a	Neutral	Incómodo/a
3	Sí	Tal Vez	No	No estoy seguro/a
4	Satisfecho/a	Neutral	Insatisfecho/a	Muy insatisfecho/a

Annex D

Letter of participation

[Fecha]

Estimado/a Estudiante

Espero que te encuentres bien. Mi nombre es Lawrence Gallego Mera, y soy estudiante de la

Universidad del Cauca. Estoy realizando una investigación sobre la eficacia del role play como

herramienta didáctica para mejorar la producción oral en inglés como lengua extranjera en

estudiantes de cuarto semestre de la Licenciatura en Lenguas Modernas en la Universidad del

Cauca.

Me gustaría invitarte a participar en este estudio, que busca entender de qué manera el role play

puede beneficiar el aprendizaje del inglés en un contexto académico. Tu participación sería

valiosa y contribuiría significativamente a los resultados de esta investigación.

Por favor, ten en cuenta lo siguiente:

- Tu participación en este estudio es completamente voluntaria. Si decides participar, estarás

libre de retirarte en cualquier momento sin consecuencias negativas.

- Toda la información que proporciones será tratada de manera confidencial. No se revelará tu

nombre ni información personal en el informe final.

- La investigación implica la realización de actividades de role play y la grabación de tus respuestas en inglés en situaciones de la vida cotidiana. Estas grabaciones se utilizarán únicamente con fines de análisis y se almacenarán de manera segura.

Si deseas participar, por favor, y fecha esta carta de consentimiento a continuación. Si tienes alguna pregunta o inquietud sobre la investigación o tu participación en ella, no dudes en contactarme en lawgallego@unicauca.edu.co o 300-634-0917

Gracias por tu consideración y por contribuir a esta investigación. Tu colaboración es muy apreciada.

Atentamente,

Lawrence Gallego Mera

10 Semestre

Universidad del Cauca

[ ] Acepto participar en la investigación.
[ ] No deseo participar en la investigación.

Annex E

Lesson Plan

Title		Time
Introduction		
Desarrollo		
Práctica Guiada y Feedback		
Cierre		
Settings		

Annex F

FlaschCards

Role Play, Scene No. 1		
Personal appearance		
Improvisation Conditions		
Preparation Time: 2 Minutes	Duration: 6 Minutes	Title: Job Interview
Location: Late at the office	Institution or Organization: Bank	
Persons Involved: Labor members		
Event: Talking about your contract		
Roles and event description		
Role 1 follows a script and asks structured questions about work experience and leadership skills.	Role 2 responds creatively and spontaneously, highlighting their achievements in collaborative projects and their ability to adapt to changing environments.	
Role 3: He plays the role of the candidate's advisor, providing support and advice before the interview and helping to prepare adequate responses and presentation strategies.	Role 4: He is the assistant human resources manager, participating in the discussion, asking additional questions, and contributing to the candidate's evaluation.	

Role Play, Scene No. 2
Public appearance
Improvisation Conditions

Preparation Time: 2 Minutes	Duration: 6 Minutes	Title: Accountability
Location: Mayor's Event Center	Institution or Organization: Townhall	

Persons Involved: Mayor and citizens
Event: Talking about the town's resources
Roles and event description

The city council representative, Role 1, presents technical information on a new urban development plan. It presents data on the expansion of commercial and recreational areas and infrastructure changes.	The concerned citizen, Role 2, expresses his concern about the loss of green areas and possible changes in the quality of life in residential areas. He seeks to argue from the perspective of the emotional and social impact on the community.
The expert planner, role 3. Provides expertise on urban planning and offers suggestions for improving the proposed plan. It provides a detailed analysis of how urban decisions can affect different groups in the community.	The community leader, role 4, Represents the interests of a specific group within the community and advocates for policies that benefit that group. It offers perspectives based on the needs and concerns of the residents it represents.

Role Play, Scene No. 3		
Educational Environment		
Improvisation Conditions		
Preparation Time: 2 Minutes	Duration: 6 Minutes	Title: New teaching methods
Location: Classroom	Institution or Organization: University	
Persons Involved: teacher and student		
Event: Talking about different ways of teaching		
Roles and event description		
the teacher, Role 1, presents the lesson following a traditional approach with oral presentation and written tasks	the innovative student, Role 2, questions the method and suggests more practical and participatory activities. She proposes collaborative projects and the use of digital resources to enrich learning.	
The critical student, Role 3, discusses the effectiveness of the teaching method and offers suggestions for improving understanding of the subject.	The research student, Role 4, seeks additional information and shares relevant findings with the group to enrich the discussion.	

Role Play, Scene No. 4		
Health Environment		
Improvisation Conditions		
Preparation Time: 2 Minutes	Duration: 6 Minutes	Title: Natural Medicine
Location: medical room	Institution or Organization: Hospital	
Persons Involved: Patient and doctor		
Event: Talking about his treatment		
Roles and event description		
The general practitioner, Role 1, examines the patient and recommends treatments based on conventional medicine.	The patient, Role 2, prefers more natural treatment options and advocates for comprehensive care approaches that consider physical, emotional, and mental aspects.	

Role Play, Scene No. 5
Gastronomic atmosphere
Improvisation Conditions

Preparation Time: 2 Minutes	Duration: 6 Minutes	Title: Reality in Restaurants
Location: medical room	Institution or Organization: Hospital	

Persons Involved: Chef, waiter and customers
Event: Talking about your food
Roles and event description

Chef (Role 1): Runs the kitchen, supervises the preparation of dishes, and ensures the quality and presentation of food. Make decisions about ingredients, recipes, and cooking methods to ensure culinary excellence and customer satisfaction.	Waiter (Role 2): Serves diners, takes orders, and takes care of the experience in the restaurant. It offers recommendations from the menu, answers questions about dishes, and solves any inconvenience or requests from customers to ensure their satisfaction.
Unsatisfied Customers (Roles 3 and 4): Express your concerns about food or service respectfully but clearly. They can ask about the preparation of the dishes, request changes, or express their dissatisfaction with some specific aspect of the restaurant. They expect their concerns to be heard and addressed appropriately by the restaurant staff.	

Role Play, Scene No. 6
Educational Environment
Improvisation Conditions

Preparation Time: 2 Minutes	Duration: 6 Minutes	Title: University Administrative Meeting
Location: Director's office	Institution or Organization: University	

Persons Involved: University director and students

Event: Talking about resources

Roles and event description	
Role 1, the university director, follows a script and reports on the university's budget and administrative decisions. His focus is to justify decisions made and respond to concerns raised by students and staff.	Role 2, The assistant director, actively participates in the university meeting by listening carefully to the director's presentations and expressing support through comments.
Role 3 and 4, the students against, express their concerns and discontent with the distribution of the university budget. They argue against administrative decisions and propose alternative solutions that prioritize the needs of students.	

Role Play, Scene No. 7	
Social Environment	
Improvisation Conditions	

Preparation Time: 2 Minutes	Duration: 6 Minutes	Title: Neighborhood Safety Meeting
Location: Community room	Institution or Organization: Neighborhood	

Persons Involved: Residents

Event: Talking about security

Roles and event description	
Role 1, The president of the neighborhood association leads the meeting, presenting the day's agenda and moderating the discussions. His goal is to maintain order and ensure that all participants can express their concerns and suggestions.	Role 2, the skeptical resident expresses doubt about the effectiveness of the proposed measures and questions the feasibility of implementing long-term solutions. He raises questions about the cost and logistics of security proposals

Role 3 and 4: Neighbor Concerned about Safety, these neighbors express their concerns about the increase in crime in the neighborhood and suggest measures to improve safety, such as increasing police presence, installing surveillance cameras and promoting community participation in programs crime prevention.

Annex G

Rubric

DELIVERY		
Score	Concept	Definition
1	Weak	They can express themself poorly; speech presents much effort and is hardly understandable. Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. Can ask and answer questions about personal details. Can interact, but communication is dependent on repetition, rephrasing, and repair.
2	Somewhat weak	Con makes him/herself understood, presenting intermittent effort in speech in very short utterances and contributions with consistent pronunciation and intonation problems that obscure meaning. Can express him/herself choppy, fragmented or telegraphic, pauses, false stars and reformulation are very evident. Can answer questions and simple statements. Can indicate when he/she is following but can rarely understand enough to keep conversation going his/her own record.
3	Somewhat strong	Can express him/herself generally clearly, with some fluidity of expression and some effort in complex stretches of speech. Shows conceptual difficulties that hides natural smooth flow of language and performance is affected by emotionless content. Can select a suitable phrase from a readily available range of discourse functions to preface his remarks to get to keep the floor and to relate his/her own contributions with some difficulties to those of other speakers.
4	Strong	Can express him/herself generally clearly, with some fluidity of expression,

		almost effortlessly in even longer complex stretches of speech. Only a conceptually difficult subject can hinder a natural smooth flow of language and performance can be affected by emotionless content. Can select a suitable phrase from a readily available range of discourse functions to preface his remarks to keep the floor and relate his/her contributions skillfully to those of other speakers.
5	Very Strong	Can express him/herself and interact successfully producing effortless and sustained speech at length with natural, unhesitating, well-paced and spontaneous flow. Can produce minor lapses with pronunciation and intonation which do not affect intelligibility. Can make pauses that only reflect on precisely the right words to express thoughts. Can interweave his/her contribution into discourse with fully naturally turn-taking, referencing and allusion making. Speech is linked to desire, direction, and objective.

LANGUAGE USE		
Score	Concept	Definition
1	Weak	He/she can use a basic repertoire of words and phrases related to personal details and particular concrete situations. Speech is difficult to understand and comprehend, and utterances are not grammatically arranged.
2	Somewhat weak	Can use basic sentences with memorized phrases, groups of a few words, and formulas to communicate limited information in simple everyday situations. Can make him/herself understood presenting a non- organized speech, where grammar and vocabulary prevent expressions and/or connection among ideas, presenting impression and inaccuracy in speech and a vague use of organizational patterns, connectors and cohesive ideas.
3	Somewhat strong	He/she can demonstrate a sufficient range of language in his/her responses. He/she can give clear descriptions, express viewpoints on most general topics, limited control of grammar and vocabulary showing organizational difficulties on speech production with some hesitation and circumlocutions on topics such as family, hobbies and interest, work, travel and current events. He/she can communicate with some limitations that often prevent the full expression of ideas. Mostly, he/she can only use

		basic sentence structures, mainly short and general propositions.
4	Strong	Can express him/herself by demonstrating fairly automatic and effective use of grammar and vocabulary, having a good command of a broad range of language, allowing him/her to select a formulation to express him/herself clearly. He/she may show some imprecise or inaccurate use of
		vocabulary or grammatical structures; this may affect overall fluency, but it does not seriously interfere with the communication of the message.
5	Very Strong	Can express him/herself successfully producing accurate and well- organized speech in a conversation, monologue or discussion; demonstrating effective use of grammar and vocabulary, with a great flexibility to reformulate ideas in differing linguistics forms to convey meaning precisely. He is able to give emphasis, to differentiate, to eliminate ambiguity and to make full and appropriate use of variety of organizational patterns, connectors and cohesive devices. He also has a good command of idiomatic expressions and colloquialisms.

TOPIC DEVELOPMENT		
Score	Concept	Definition
1	Weak	He/she can link words or groups of words with very basic linear connectors like "and" or "then." Can express him/herself clearly to develop ideas. Use a poorly structured speech presenting difficulties in linking ideas, conveying content, and associating words and meaning in relation to the conversation or discussion topic. He can provide a response with no relevant content.
2	Somewhat weak	He/she can link words or groups of words with very basic linear connectors like "and" or "because". Can make him/herself understood by divagating through a sudden change of ideas. He/she can produce speech that is barely organized and entailed, a response that is somewhat relevant to content with ideas that are often expressed inaccurately or limited with vague utterances or repetitions (including repetition of prompt).
3	Somewhat strong	He/she can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse. He/she can produce responses that convey some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information; an inaccurate response demonstrates a misunderstanding of key ideas from the stimulus. He/she can express ideas that may not be well connected or cohesive, so familiarity with the stimulus must follow what is being discussed.
4	Strong	He/she can produce clear, smoothly flowing, and well-structured speech showing controlled use of organizational patterns, connectors, and cohesive devices. He/she can produce a mostly coherent and sustained response and convey relevant ideas/information. He/she can develop the idea with some limitations, and usually, he/she lacks elaboration or specificity. He/she can produce relationships between
		ideas may, at times, not be immediately clear.

| 5 | Very Strong | The response presents a clear progression of ideas where its relationship is clear. He/she can express him/herself successfully, producing well-structured speech. He can produce coherent and cohesive discourse, using appropriate organizational patterns and a wide range of connectors and other cohesive devices. They can produce carefully organized speech; words and meanings are properly expressed in relation to conversation or discussion topics. |

Annex H

Field diary

DIARIO DE CAMPO: Plantilla		
Actividad:		
Investigador/Observador		
Objetivo/pregunta		
Situación		
Lugar-espacio		
Técnica aplicada		
Recursos	Grabadora __ Apuntes __ Archivo:	
Personajes que intervienen		
Descripción de actividades, relaciones y situaciones sociales cotidianas		**Consideraciones interpretativas/ Analíticas con respecto al objetivo o pregunta de investigación**
Observaciones		
Personal		
Parte		