



**UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA**

PROYECTO EDUCATIVO

TOPIC

INFLUENCE OF THE ROLE PLAY IN THE ORAL EXPRESSION

PROPOSAL

**DESIGN OF ACTIVITIES BASED ON ROLE PLAYS FOR THE
DEVELOPMENT OF SPEAKING**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN, MAJOR IN
LENGUA Y LINGÜÍSTICA INGLESA**

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De mis consideraciones:

Envío a Ud. El informe correspondiente a la tutoría realizada al trabajo de titulación **"Influence of the Role Play in the Oral Expression"** De la estudiante Annie Elizabeth Ebanks Jurado con C.I. 0909532301, indicando que han cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral
- El trabajo presenta una propuesta en el área de conocimiento
- El nivel de argumentación es coherente con el campo de conocimiento

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Atentamente,

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DEDICATION

I dedicate this research work to God mainly and to my Parents, to my four children; J.wendell, Annie Abigail, Romina Belèn and Roy Ozias who have motivated me to keep going to achieve this achievement.

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I thank my thesis tutor Lizmary Feriz Otaño, Msc. for guiding me in the development of this project. To the University of Guayaquil for its hospitality where I lived so many experiences, happy days, learning, among fellow friends, teachers and administrative staff in general

INDEX

TOPIC	vii
AUTHORITIES	ii
DEDICATION	iv
THANKFULNESS.....	v
INDEX	vi
ABSTRACT	ix
RESUMEN	x
INTRODUCTION.....	1
CHAPTER I	2
THE PROBLEM.....	2
PROBLEM OF THE INVESTIGATION	2
CONFLICT SITUATION	2
SCIENTIFIC FACT	3
CAUSES.....	3
FORMULATION OF THE PROBLEM.....	3
OBJECTIVES	4
GENERAL OBJECTIVE	4
SPECIFIC OBJECTIVES.....	4
QUESTIONS OF THE INVESTIGATION.....	4
JUSTIFICATION.....	5
CHAPTER II	7
THEORETICAL FRAMEWORK.....	7
BACKGROUND.....	7
SPEAKING SKILL DEFINITION	8
ORAL EXPRESSION IMPORTANCE.....	8
CHARACTERISTICS OF ORAL EXPRESSION.....	10
TYPES OF ORAL EXPRESSION.....	11
ORAL EXPRESSION ADVANTAGES	12

LANGUAGE LEARNING STRATEGIES.....	13
ORAL EXPRESSION STRATEGIES USED IN CLASSROOM	13
ROLE PLAY DEFINITION	15
TYPES OF ROLE-PLAYS	15
ROLE-PLAYS IMPORTANCE	16
PHILOSOPHICAL FOUNDATION	17
PEDAGOGICAL FOUNDATION.....	19
PSYCHOLOGICAL FOUNDATION	20
SOCIOLOGICAL FOUNDATION.....	21
LEGAL FOUNDATION	22
CHAPTER III	24
METHODOLOGY	24
RESEARCH DESIGN.....	24
RESEARCH APPROACHES.....	24
TYPES OF RESEARCH.....	25
RESEARCH METHODS.....	26
POPULATION	27
SAMPLE.....	27
OPERATIONALIZATION OF VARIABLES	28
INSTRUMENTS AND TECHNIQUES.....	29
ANALYSIS INTERPRETATION AND OF SURVEY RESULTS	30
PRELIMINAR CONCLUSIONS	40
CHAPTER IV.....	41
THE PROPOSAL	41
JUSTIFICATION.....	41
GENERAL OBJECTIVE	42
SPECIFIC OBJECTIVES.....	42
DESCRIPTION	42
CONTENTS.....	43
CONCLUSIONS	49

RECOMMENDATIONS	50
REFERENCES	52

TABLE INDEX

TABLE 1 Operationalitation of Variables	27
TABLE 2 Operationalitation of Variables	28
TABLE 3 I like speaking English.....	30
TABLE 4 I practice oral activities in class with my friends.....	31
TABLE 5 Role-plays in classroom to practice speaking	32
TABLE 6 Confident to speak in English.....	33
TABLE 7 I like doing role-plays.....	34
TABLE 8 I practice English with some language skills.....	35
TABLE 9 Teacher promotes oral expression activities.....	36
TABLE 10 More activities to act in classroom.....	37
TABLE 11 Role-plays to improve confident and fluency	38
TABLE 12 Improve dialogue begore doing a role-play activity	39

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RESUMEN: Hablar es la habilidad más difícil de lograr para muchos estudiantes en las escuelas ecuatorianas. Hablar es más que formar frases en la cabeza. Es un conjunto de funciones e interacción social. Hablar es desarrollar la expresión oral; es dar ideas y compartirlas con otros. Para los estudiantes de un segundo idioma, el objetivo se centra en la fluidez en lugar de la precisión debido a promover un enfoque comunicativo. Hay muchas estrategias de expresión oral que el maestro puede usar en el aula para mejorar esta habilidad, pero los juegos de roles son los ejercicios ideales porque brindan a los estudiantes más confianza al hablar en inglés. La investigación se realizó en la Unidad Educativa República de Francia con una población de noventa y un individuos y una muestra de cuarenta y cinco estudiantes de octavo grado. Los hallazgos, en el presente estudio, han demostrado que existe una falta de actividades orales y poca práctica en la interacción comunicativa del estudiante. Se concluye que es muy importante la implementación de una guía con actividades de juego de roles para mejorar la habilidad de la expresión oral.

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UNIDAD DE TITULACIÓN

INFLUENCE OF THE ROLE PLAY IN THE ORAL EXPRESSION

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ABSTRACT

Speaking is the most difficult skill to achieve for many students in Ecuadorian schools. Speaking is more than to form sentences on the head. It is a set of functions and social interaction. Speaking is to develop oral expression; it is give ideas and share them with others. For second language learners the objective is focused on fluency rather than accuracy due to promote a communicative approach. There are many speaking strategies teacher can use in classroom to improve oral expression, but role-plays are the ideal exercises because they give more confident students by speaking in English. The research was carried out at Unidad Educativa República de Francia with a population of ninety-one individuals and a sample of forty-five students in eight-grade. Findings, in the present study have shown that exist a lack of oral activities and a little practice in the student interaction. It is concluded that it is quite important the implementation of a guide with role-plays activities to improve speaking skill.

Keywords: Oral expression, role-plays, improve, confident



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**INFLUENCIA DE LOS JUEGOS DE ROLES EN EL DESARROLLO DE
LA EXPRESION ORAL**

AUTORA: Annie Elizabeth Ebanks Jurado

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RESUMEN

Hablar es la habilidad más difícil de lograr para muchos estudiantes en las escuelas ecuatorianas. Hablar es más que formar frases en la cabeza. Es un conjunto de funciones e interacción social. Hablar es desarrollar la expresión oral; es dar ideas y compartirlas con otros. Para los estudiantes de un segundo idioma, el objetivo se centra en la fluidez en lugar de la precisión debido a promover un enfoque comunicativo. Hay muchas estrategias de expresión oral que el maestro puede usar en el aula para mejorar esta habilidad, pero los juegos de roles son los ejercicios ideales porque brindan a los estudiantes más confianza al hablar en inglés. La investigación se realizó en la Unidad Educativa República de Francia con una población de noventa y un individuos y una muestra de cuarenta y cinco estudiantes de octavo grado. Los hallazgos, en el presente estudio, han demostrado que existe una falta de actividades orales y poca práctica en la interacción comunicativa del estudiante. Se concluye que es muy importante la implementación de una guía con actividades de juego de roles para mejorar la habilidad de la expresión oral.

Palabras clave: Expresión oral, Juego de roles, mejorar, confianza.

INTRODUCTION

From recent years, Ecuadorian education has introduced English as a foreign language and its teaching in all school around Ecuador. The National curriculum purpose is to benefit education by allowing students to communicate on a global scale, boosting productivity and building interpersonal skills.

Teaching English as a second language to beginners is full of challenges. One of this is to develop oral expression and writing. It is believed that the lack of oral activities in classroom provokes in students a feeling of fear to speak in English and it is causing a low proficiency due to the weak development of the language.

Through this research the author demonstrates that the teachers need help to innovate their English lessons. The researcher points out to the use of role-plays as an alternative to promote and improve oral expression skills. The author divided the study in four chapters whose contents are aimed to understand the importance of implement role.-plays in classroom.

The first chapter refers to conflict situation where the researcher used an observation class form to identify causes provoking the lack of oral skills in students. Once causes were found the researcher established general and specific objectives to carry out a proposal that invites to the teacher to improve language development.

The second chapter is aimed to give the readers a view of the importance of using role-plays its types and characteristics, besides, look for different academic and scientific sources to give support to the research approach.

The third chapter shows the research design, methods, techniques and instruments of investigation used to determine the influence of role-plays to improve oral expression in eight-grade students. Finally, the chapter four is aimed to the development of the proposal whose exercises are adapted to the level of students in eight-grade.

CHAPTER I

THE PROBLEM

PROBLEM OF THE INVESTIGATION

CONFLICT SITUATION

It was clearly observed the deficiency that shows the learners in the skills of the second language. In this case, it was notorious the low level in speaking skill since that students rarely put in practice it during the class. In some situations, there were students who showed interested in the tasks and wanted to express their ideas but they could not pronounce the words clearly and they considered very difficult and impossible to learn. Their frustration was evident and their motivation for learning was decreasing.

Those situations were appreciated in the students from eighth grade of General Basic Education at Educational Unit “República de Francia” during the scholar year 2019 – 2020.

Students do not reach the level for the grade in which they were, for the reason that they found some inconvenient to perform the activities or they do not understand what they should do. There was a big percentage of learners showed several deficiencies and they refuse to participate in the tasks, adducing that their speech and pronunciation was terrible. In addition to this, sometimes, they preferred to perform other activities such as dialogues or conversations among them since that they are not monitored during the class and could speak in their mother tongue.

Throughout the scholar year, the cognitive deficiencies are going to accumulate and they generate gaps in their knowledge during the next courses. In other hand, the learning of a second language becomes more difficult due to the fact that didactic material contained more activities focused on other skills and the tasks for

speaking were not enough to strengthen the pronunciation or intonation. They only developed the activities what the text guide provided, so they are limited to an exclusive content. Besides, it can infer that learners are not provided some extra material to strengthen the foreign language skills.

To conclude, the infrastructure of the educational unit is in a good condition, unfortunately, the lack of laboratories with technological resources or a place where students put in practice the skills generated that learning were more deficient.

SCIENTIFIC FACT

Deficiency in the oral expression of the students from eighth grade of General Basic Education at Educational Unit “República de Francia”, Zone 8, District 09, Province Guayas, Canton Guayaquil, school year 2020 – 2021.

CAUSES

It is necessary to mention that some causes can be appreciate during teaching practice which have many influence in the deficiency of oral expression of the students and it obviously generate consequences during the process of learning. Some of them are:

- Lack activities focused on role plays to strengthen speaking skill.
- The complexity level of speaking activities.
- Deficiency didactic resources to perform role plays.

FORMULATION OF THE PROBLEM

How does role play influence in the development of the oral expression in students from eight grade of General Basic Education at Educational Unit “República de Francia”, Zone 8, District 09, Province Guayas, Canton Guayaquil, school year 2020 – 2021?

OBJECTIVES

GENERAL OBJECTIVE

To determine the influence of role plays in the development of oral expression through a bibliographic study, statistical analysis and field research, to design activities based on role plays which will strengthen speaking skill.

SPECIFIC OBJECTIVES

- To characterize the role plays through a bibliographic study, statistical analysis and field research.
- To describe the oral expression through a bibliographic study, statistical analysis and field research.
- To design activities based on role plays to strengthen oral expression skill.

QUESTIONS OF THE INVESTIGATION

- Which are the theoretical bases on speaking skill in relation to role plays?
- What are advantages of role plays when learning a second language?
- How relevant are role plays in oral expression?
- Which will be the main reason of the deficiency in speaking skill?
- Why is important the speaking skill in the acquisition of a foreign language?
- What is the importance of role plays as activity to improve oral expression in the students from eight-grade of General Basic Education at Educational Unit "República de Francia"?

JUSTIFICATION

This research project was presented as a result of a diagnosis performed to the students from eight grade of Higher Basic Education at Educational Unit “República de Francia” who presented some deficiencies in oral expression skill. The study of this investigation is convenient since that the learners will strengthen and improve their cognitive level in the second language.

In addition, the design of activities based on role plays will be useful to students due to they will found a source to put in practice the second language, improve pronunciation and enrich their vocabulary in a didactic and entertaining way. This is relevant to the society owing to the fact that the learning of a foreign language helps to communicate with other people of different nationality.

Moreover, this research project contributes to science owing to the fact that provides a solution to a problem presented in the society at an educational level, in this case, the implementation of activities focused on role plays to strengthen and improve the intonation and fluency in speaking skill.

Furthermore, this research project is contemplated such as a relevant resource to the community and society as it is supported by National Plan for Good Living (2013), objective 4.8; item D that mentions the importance of “impulse in all levels and modalities a bilingual intercultural education of quality for children, adolescents, youth and adults, belonging to several communities, people and nationalities” (p. 172).

Besides, the state is in charge of the matters and the involvement of the students in a participatory society by it remarks in its article twenty-six that;

Education is an individual right and an unavoidable, indefensible obligation of the State. It is an important area for the government to ensure balance and inclusion of people, as an essential thing for Good Living. Families and

society have the privilege and the obligation to participate in education activities (p. 61).

It is also pertinent cause of that fulfill the LOEI, Ley Orgánica de la Educación Intercultural (Organic Law Intercultural Education) (2015) in its objectives, second chapter of the state obligations about rights to education, chapter six, subsection X, that mentions “to guarantee plans and initial education programs, elementary and secondary school, expressed in the curriculum, promote the development of skills and capacity to create knowledge and promote the incorporation of citizens into the working world” (p.17).

In addition, in its article seven dealing with rights and duties, the students should receive free social, psychological services and integral attention in health in all the educative circuits, as well as receive pedagogical support and academic tutorial according to their necessities. Therefore, the learners are the first and most important characters of this research as they are sponsored by the current regime of education of this country.

To conclude, the students from eight grade of General Basic Education at Educational Unit “República de Francia” are the direct beneficiaries of this research due to they will obtain some activities based on role plays which have some advantages such as to put in practice intonation, pronunciation, acquire more vocabulary and overall improve their rhythm. In other side, the teacher, the parents and the community are the indirect beneficiaries.

CHAPTER II

THEORETHICAL FRAMEWORK

BACKGROUND

The author before describing several aspects of roles plays and its influence in speaking skills pretends to show as other researches with similar topic with the purpose of understanding the importance of developing speaking skills in secondary school and how this ability affects the student's exit profile.

Puspitorini (2018) has carried out a research about "The influence of role play on student's English-Speaking Skill at Ninth Grade", his findings suggest that the success of increasing student's English speaking skill depends on using different speaking techniques, among them the use of role-plays since that they help students to acquire more confident to develop oral production. This research helps the author to give support to the use of role-plays in classroom to improve oral production.

Urrutia, and Vega (2010) implemented a project with tenth-grade students of a public school in Bogotá city. They chose to carry out this research so as to "Motivate Teenagers to Improve Speaking Skills through Games". The results demonstrated that learners felt more confident when they participate in oral exercises, especially during games. Likewise, learners were relaxed and cheerful at the time they show their performance in small groups. This work also helps the present study because it indicates that moving activities facilitate the use of speaking in classroom.

Another examination that served to the current investigation was done by Feriz, Sánchez, Campoverde, Perlaza, Sánchez, and Villavicencio (2017) whose goal was to decide "the impact of the pronunciation in the speaking ability in the learning process of English at public schools" and how it tends to be fortified through significative activities.

Findings in this study corroborated that pronunciation activities are not applied in the same way that grammar or any other activity, for this reason they could create activities that help to the students to improve their pronunciation. This research has been very important for the present work since that it allows the teacher prepares students in pronunciation before they can do their role-play activities, but taking in account in avoiding negative word correction.

SPEAKING SKILL DEFINITION

There is a great deal of meanings of "speaking", it is said that speaking is a process of communication between at least two individuals. As indicated by Chaney (cited in Leong and Ahmadi 2017) speaking is the process of making and sharing ideas by practicing verbal and non-verbal images in various settings while different authors as Brown (cited in Leong and Ahmadi 2017) characterize speaking as a process that consist of creating meaning that incorporates producing, receiving, and processing of data. At that point it very well may be said that speaking is production process of hear-able signs that communicates diverse verbal reactions in audience members, for these reason speaking is otherwise called a two-way process including a genuine correspondence of feelings, data, or feelings.

The author has seen in this skill the opportunity to improve the English language level in eighth-grade students at Unidad Educativa "República de Francia" since it is not being implemented as other skills in classroom. Due to this problem it is necessary an auditory process to develop oral expression according to the level of students.

ORAL EXPRESSION IMPORTANCE

Oral expression is one of the skills of language to be required in global interaction or communication since that communication plays a vital role in getting success in all fields. For Srinivas (2019) perfect communication is not possible for people without using a language. Moreover, people cannot achieve their aims,

objectives, and goals without using proper language to communicate. Language is useful for communication and in a globalized world it is needed to use English to communicate with others who live in different regions, states, countries, and continents of the world. Oral expression is the most important skill to acquire foreign or second language learning.

The teachers should implement various teaching strategies in their classrooms in order to develop their learners' speaking skills in English classrooms by changing their methods and materials, by using the latest techniques of teaching speaking skills or introduce some group and pair activities in their regular English classrooms that can help students to develop their oral expression enormously.

Richards and Rodgers (cited in Leong, and Ahmadi 2016) expressed that in the traditional techniques, the oral expression was overlooked in the classrooms where the accentuation was on reading and writing abilities. For instance, in The Grammar-Translation strategy, reading and writing were the significant abilities and speaking and listening skills were not of incredible noteworthiness.

For Ur (cited in Leong, and Ahmadi 2016), of all the four language abilities called listening, speaking, reading, and writing, where speaking is the most significant one and it is vital for the viable communication. The importance of oral expression is demonstrated with the help of the other language abilities. Oral expression assists students with building up their vocabulary, grammar skill and writing skill learners can communicate their feelings, thoughts; demand; talk, discuss, and show the different elements of language.

Oral language interactions and the chance to produce the language in significant classwork give the training that is imperative to internalizing the language. Asher (cited in Leong, and Ahmadi 2016) mentions that once the teacher model different exercises, students like imitating what have been said from their teacher. Krashen (cited in Leong, and Ahmadi 2016) analyzed the connection among listening and speaking skill. He expressed that when learners talk, their oral expression gives proof that they have obtained the way as say a word or

phrase in English. This thought drove a few teachers to jump rapidly from speaking teaching to reading and writing teaching.

CHARACTERISTICS OF ORAL EXPRESSION

Leong and Ahmadi (2017) notice that students' exercises ought to be planned focused on comparability among fluency and accuracy accomplishment. Both fluency and accuracy are significant components of effective oral expression. Abdullaeva (2018) indicates some characteristics in oral expression students should have, among them fluency, accuracy, grammar and vocabulary.

The first characteristic of speaking performance is fluency; it is perhaps the most important aim of teachers when they want to speaking skill. According to Hughes (cited in Abdullaeva, 2018) "fluency is the student' ability that use to express oneself in an intelligible, reasonable and accurate way without too much hesitation" (p.1). In other words, fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

For Abdullaeva (2018) accuracy is the second characteristic of oral expression performance. While students are gaining fluency the teacher should emphasize accuracy in their teaching because students seek more to be fluent and they forget about being accurate. Without structuring accurate speech, students will not be understood by others.

Along these lines, it is important to give enough consideration to the precision and the completeness of language structure when speaking, for example, based on linguistic structures, vocabulary, and pronunciation. Abdullaeva (2018) states that accuracy alludes to the appropriate application of the students' grammar structure.

Abdullaeva (2018) points out that the accuracy also depends on developing vocabulary, it refers to the appropriate selection of words during speaking.

Students often have problems when they want to express something in English. However, they lack the appropriate vocabulary, and they sometimes make mistakes like in the case of synonyms which do not carry the same meaning in all contexts. Therefore, learners have to be able to use words and expiration accurately.

English language has been considered by either native speakers or nonnative speakers as a difficult language because of its pronunciation. However, students should learn different sounds, practice their stressed and intonation to do more effective the oral expression and achieve the goal of a better understanding of spoken English.

TYPES OF ORAL EXPRESSION

Suárez (2008) classifies speaking in different ways; interactive, partially interactive, non-interactive.

Interactive.- Refers situations where people can have face-to-face conversations and cellphone calls, in which individuals are usually listening and speaking, asking for clarification, doing repetition. Interactive speaking activities are an expression of the communicative language teaching method where activities take the form of meaning-based tasks worked out by pairs or small groups of target language learners. In classroom, the teacher can do a brief explanation of needed language structures before the topic been established, but only to support communication, which is the most important aspect.

Participation in these exercises improves learners' fluency and oral expression ability and furthermore adds to progress in the use of language structures. For Low (2018) speaking circumstances are also partially interactive for instance when giving a discourse to a live crowd, where audience members cannot interfere with the discourse, however the speaker can see the appearances on individuals faces and non-verbal communication whether the speaker is being perceived.. Partially interactive is one of the speaking activities that is predominantly done by some

people or just one person in the interaction. In classroom, the teacher can give students the opportunity the sharing a presentation about CLIL contents. This activity can be combined with questioning exercises for those who shares the presentation and those who listen.

Really, non-interactive can be found in few speaking situations, for example when recording a discourse for a radio station In classroom, the teacher can encourage learners to share explicit point in an introduction or recording a tik tok video with any song these activities can be combined with a WIKI, Facebook, and Instagram to comment about the video.

ORAL EXPRESSION ADVANTAGES

For Srinivas (2019) there are numerous social advantages to being bilingual. Having the option to communicate in at least two dialects gives the chance to venture out or even move to another country. As such, the capacity to skillfull gives the people some of preferences. The fundamental points of interest of talking aptitudes in understudies are:

- Students can participate in pair or group activities in the classrooms since that the main objective to teach English is to promote the communication in other language.
- Students can participate in group discussions and debates because it is necessary to involve them in different interaction activities in order to increase their confidence in using English language.
- Students develop critical thinking and increase the ability of problem-solving since that they can use discussion ad debates in classroom they can give their opinions about the topic promoting different points of view.
- Students can interact with people all around the world because they can communicate with other through internet and know new friends.

- Students at the end of the school can get better employment opportunities because the student`s exit profile, according to MINEDUC, (2019) let them to reach the level to face a world where English language is used widely.
- Students can acquire more knowledge because when students learn English can learn about other cultures and other subjects too.
- Students at this level can communicate effectively in a basic way with others because the purpose of the investigation is to improve speaking skill and it can be increased year after year until they can get their first certificate in English.

LANGUAGE LEARNING STRATEGIES

All language students use language learning procedures in their learning process. Learning procedures are normally characterized as the activities or processes which are consciously chosen and used by the student to get familiar with the objective language or encourage a language task White (cited in Gani Fajrina, and Hanifa, 2015, p.1). The teacher should give learners a few strategies, so as to encourage the learning and review of both semantic and content data. These methodologies help them to understand better and faster. In this way, language learning procedures are major to accomplishment in learning another dialect.

ORAL EXPRESSION STRATEGIES USED IN CLASSROOM

Gap Activity. - refers to when learners do not have everything the data they require to finish or complete sentences. The gap exercises need learners talk and practice language in group, working with their partners to obtain the missing data. When they have taken the data from their classmates, they can fill the "gap" and complete the task or exercise.

Get learners to discuss all questions about the topic in pairs. At that point have them share the results of their discussion with the rest of their partner. The enchantment is that, when you ask them in front from the entire class, they will be prepared. They do not require thinking something up on the spot and they are not absolutely responsible for what they state, since it is the results of a joint effort. This removes the sting of mistakes and the fear of talking.

Role Plays. - This gets learners out of themselves and their limitations. According Czaban (2017) this exercise wakes up learner' inspiration. It promotes confidence and encourages oral expression. However, it needs preparation before it. It is recommended to place learner with similar role with the help of a partner before the role-play starts. The teacher can also divide students in groups and gives them an easy role in a card to follow. Students can be creative by wearing different hats or rearrange the room slightly to resemble 1a doctor's waiting room, firefigther controlling a fire on the street, etc. In other words, all situations can be created in a role-playing activity. Something is important in this activity, the teacher should not correct students too much because it is the student opportunity to speak and develop their fluency.

Using minimal responses. - Utilizing insignificant reactions. - Language students who need trust in their capacity to participate effectively in oral connection frequently listen while others do the talking. Czaban (2017) states that a manner of encouraging students in classroom is to guide them around of a stock of minimal responses, they can be a set of phrases usually idiomatic phrases that students can use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. To have a stock of responses enables students to focus on what the other ones are saying, without having to simultaneously plan a response.

ROLE PLAY DEFINITION

Role-play is a strategy used for acting where students pretend to be others who manage new circumstances. Mai (2018) It is said that role-play is any activity where students can use oral language when someone either put oneself into another person's point of view, or when someone remains from his/her own perspective

Students can represent imaginary people as Doctor, lawyer, president, super hero, queen, a millionaire, a pop star, etc. Students can also use a role play to take on the opinions of someone else such as *for and against* debates. From those definitions over, the role-play activities are described as a procedure which includes creative mind to be another person or to act naturally in a particular circumstance for some time, inventing discourse and creating a real world in scenario. The teacher should apply role-play exercises since it can support learners' reasoning and imagination, assists learners to develop creativity and practice oral expression and social abilities in a relatively non-compromising setting, and can encourage and involve students with necessary content.

TYPES OF ROLE-PLAYS

Hussain (2018) expresses that a role-play is a technique used to practice speaking skills in the class. There are three kind of role-play activities, for instance with pieces of information, completely guided and free sort.

With clues.- Students will be guided to complete questions or complete the answer.

Example:

Student A: What is your

Student B: My.....

Student A: Where do you

Student B: I come from.....

Totally guided. - Students will be guided to write a dialogue for example about their favorite sport.

Example:

Student A: Hi David!

Student B: Hi Peter!

Student A: what are you doing?

Student B: I am playing soccer with my friends, Mario and Joseph

Student B: Soccer is our favorite sport

Student B: What is your favorite sport, Peter?

Student A: My favorite sport is soccer, too, but I play basketball in my school, too.

Free type. – Students will be guided to act in spontaneous way in class with a limit of time.

Example:

- Saleswoman and client at shopping center.
- Firefighter in an interview for news.

ROLE-PLAYS IMPORTANCE

To develop speaking skill, the teacher needs a technique to help students to improve their oral expression. From many of them it is suggested the use of role play since it is a method of acting out specific ways to interact with others in an imaginary situation. Ayuningtias and Yana (2019) point out that role-plays activities promote interaction in the classroom and increase motivation. However, role play is not only used for interactive teaching in the classroom but also to stimulate students in real life situations. The teacher should involve eight-grade students by using role-plays with basic grammar structures according level A1 and A2. The teacher should guide students, so that they can use a model to adapt it in different situations. The teacher should let student gain confident through role-plays.

PHILOSOPHICAL FOUNDATION

The Constructivist

Through years, English language teachers have used different methods in teaching speaking, as one of the four skills. Speaking usually is considered the most difficult skill to handle in secondary school. However, it is necessary to develop it to improve students' oral expression. For Beghoul and Chelghoum (2017) "The constructivism, which is a student-centred approach, is perhaps a potentially successful path to teaching speaking and overcoming most of what hinders a fluent and confident speech production by students" (p.17). Traditionally, in many countries, including Ecuador, an English teacher transmits information to students who passively listen and supposedly acquire facts. However, this way of teaching has been changing by other one where students are involved in learning to reach new understandings. Jean Piaget and Lev Vygotsky (cited in Yadav, and Dagar, 2016) express that "Constructivism emphasizes a student-centred pedagogy in which the learner constructs his own knowledge and the teacher acts as a guide or a facilitator of the learning process" (p.2).

Beghoul and Chelghoum (2017) indicate that a constructivist approach needs teachers to follow a pedagogy which provides learners with the opportunity to

- Interact with audio visual data, and
- construct their own knowledge.

Vygotsky (cited in Yadav, and Dagar, 2016) proposed that in social interaction between teacher and student, the teacher should provide guidance to the students according to his or her needs. In eight-grade, the teacher can use role-play preparations, asks students to work in small groups, discuss the tasks given, facilitate and collaborate in the plan and the students' role-play performances.

Multiply Intelligences

The multiple intelligence proposed by Gardner in 1983, has drawn impressive consideration from the scientists. The Gardner's theory has an importance support to the current work because of the learning English as a Foreign Language depends on how learners can learn in classroom. For Gardner's (cited in Derakhshan, 2015) there are eight distinct kinds of intelligences which are viewed as aspects that affects the particular students 'ability in language learning.

- **Linguistic intelligence.** - refers to the capacity of using a word effectively whether orally or in writing. Through this intelligence teacher can practice with their students' role-plays, telling stories, and debates.
- **Logical-mathematical intelligence.** - refers to the capacity of using numbers effectively. The teacher can use calculation method to motivate students to explain a basic exercise in English and develop oral expression.
- **Musical intelligence.** - refers to the capacity to perceive, transform, and express musical forms. The teacher can use videos with songs, so that, students can listen and practice their pronunciation and improve fluency and accuracy.
- **Spatial intelligence.** - refers to the ability to perceive the visual-spatial word accurately. The teacher can use power point slides to teach the topic in class with some exercises. The teacher can use questioning strategy to encourage students to talk.
- **Bodily-kinesthetic intelligence.** - alludes to be ability in using one's entire body to communicate thought and feelings. The teacher can implement role-plays as an ideal activity to create oral expression.
- **Naturalistic intelligence.** - refers to recognize and classify of the numerous species of an individual's environment. The teacher can use

natural materials in classroom to wake up the student interest by learning through science exploration.

- **Interpersonal intelligence.** - refers to the ability to perceive and make distinctions in the moods, intentions, motivations, and feeling of other people. The teacher can motivate to those students who do not like English or those who do not understand very well English language by inviting them to develop different activities in group.
- **Intrapersonal intelligence.** - refers to the self-knowledge and the ability to act adaptively on the basic of that knowledge. The teacher should put in practice the main language objective of teaching English which is the communication. When students communicate each other, they can transfer ideas, feeling or emotions necessary to develop a role-play activity. It is going to encourage students by carrying out their performance in better way.

PEDAGOGICAL FOUNDATION

It is very important that EFL teachers keep up to date with the new trends in education in order to provide students with meaningful learning opportunities to acquire this language successfully. It implies that teachers have a great deal of information about pedagogical and other conceptions such as curriculum, culture, instruction itself, assessment, and technology, which frame EFL classes. In any case, teachers should know the national curriculum since it allows teachers to get mindful of the various elements that influence the creation or improvement of its components, for example, design lesson plan, which is the main point for quality education.

Other very important aspect is a well-planned instruction that is always accompanied by good assessment practices. A good planning is the first step to an effective classroom, and one of the main teacher tasks that educators must

master. It helps teachers because when students are engaged during the entire class period, they have less opportunity to cause disruptions.

Kelly (2020) mentions that specific steps to cover when planning instruction include:

- Create a lesson plan calendar
- Create detailed unit lesson plan which include objectives, activities, time, and didactic resources
- Planning for students who might be absent or have a special need
- Create assessments, including classwork, homework and tests.
- Create and gather required items ahead of time. It can include handouts.

On the other hand, since many non-speaking countries are considered multicultural as in the case of Ecuador, pluricultural, understanding how culture influence learning is necessary in order to provide students with a culture-sensitive classroom. Finally, Today, EFL teachers also start looking for ways to include tech in their classes. Considering that in EFL contexts most students are not exposed to English outside the classroom, technology, and the web provide students with a canvas of opportunities to have our students.

PSYCHOLOGICAL FOUNDATION

In classroom, the teacher usually sees some of the students are very motivated, motivated or even feeling ignored in studying English. The students who have contacted with English will find that some features are quite easy and extremely difficult. Ihsan (2016) brings up that one of the more difficult problem of second language learning and teaching has been to characterize and apply the build of inspiration in the classroom. Inspiration in students is an idea identified with effort, interest, attitude and desire. Similarly, Gardner (cited in Ihsan 2016) inspiration in students includes four angles: an objective, effortful conduct, a desire to accomplish the objective and ideal perspectives towards the activity, and inspiration is a diffuse idea and is frequently attached to different variables that

impact the energy and behavior of conduct factor, for example, interest, need, value, aspiration, goal, and incentives.

Ihsan (2016) also expresses that “the teacher’s job is somehow to get the students engage in activities that will result in the desired learning. This process is a basic fixing in both guidance and control, and it is called encouragement process” (p.3). As per the prior content, it is significant that the teachers organize and deal with the classroom as a successful learning environment. Besides, anxious learners are probably not going to create inspiration to learn, and then it is necessary that learning happens inside a relaxed and supportive atmosphere.

SOCIOLOGICAL FOUNDATION

There are many languages that people can speak all over the world. People belong to different places and regions and speak their own languages. Most countries and regions have their own national language and their peoples can speak different languages. However, the teaching and learning of the English language has been emphasized, as it is the most popular and common language in the world.

Adil (2019) The English language plays a very important role for people whose mother tongue is not English because the most used language in the world is seen as a skill that mainly generates job opportunities. Students in Ecuador and professionals learn the English language to leave the country or foreign countries to study and work. So, it can be said that the English language plays a very important role for Ecuadorian students. Nowadays, in order to be successful, it is essential to be up-to-date with the latest trends and technologies, where the English language is widely used. The English language is also the language of entertainment, sports and science, which means that today, the English language has reached its almost total command of all areas of the human being.

With the teaching of English, it is intended that the eighth-grade students begin to practice the language orally and it allows them to develop other skills to meet

the exit profile established by the National Education Law and so that each year, students can improve their oral expression in English with strategies that invite students to participate more actively in class.

LEGAL FOUNDATION

For Fabre, Boroto, and Soto (2015) English language teaching is aligned to the national English curriculum, and the curriculum, at the same time is aligned to the Common European Framework which defines standards for language skills. It allows the teacher to be more responsive; analyzing the content and abilities that student needs to develop in order to achieve their objectives. Those standards will give the teachers a clear picture about the needs of the curriculum, learning, goals, and academic objectives that students are required to achieve.

Speaking Proficiency Levels Common European Framework, (2017) defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis. (p.1), as well as will provide teachers and curriculum planners with orientation points. According to this research, proposal will be applied to the 8th grade at Unidad Educativa "República de Francia" whose level belongs to A1 and A2 level of proficiency.

Level A1

Basic user is considered the lowest level of generative language use, the point at which the student can interact in a straightforward way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics (CEF, 2017, p-33).

Level A2

Upper basic user, at this level most of descriptors stating social functions are to be found, like use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask a and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and decide to meet; make and accept offers. (CEF, 2017, p-33).

CHAPTER III

METHODOLOGY

RESEARCH DESIGN

The research began looking for different causes affecting the low performance in oral expression in eight-grade students at República de Francia public school. When some causes were classified it was chosen the lack of speaking strategies as the most important problem affecting basic fluency in learners. Some theories have helped to understand the importance of teach English and the importance of improve oral expression in second language acquisition. Through different sources the author has given scientific support to promote role-plays activities as an alternative facing the lack of oral expression. Before establishing the proposal, it was necessary to apply an interview to the English teacher and a survey to the students to know specific problems that teacher and República de Francia public school should improve to increase the level of English language in their students. At the end, a proposal has been designed to reinforce and improve the oral expression with basic role-plays activities.

RESEARCH APPROACHES

The present research shows two approaches. The first one has to do with gain an understanding of underlying reasons, opinions, and motivations (DeFranzo, 2011, P.1). This approach provides insights into the problem or helped to develop ideas or research questions. The qualitative approach uses data collection methods which vary using unstructured or semi-structured techniques. Some common methods include focus individual interviews, and observations. The sample size is typically small, and people object of study were selected to fulfil a given quota.

On the other, hand, the quantitative approach was used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables and generalize results from a sample (Streefkerk, 2020, P.1). This approach used measurable data to formulate facts and uncover patterns in research. This approach applied data collection methods that include a Gmail survey and interview.

TYPES OF RESEARCH

Bibliographical Research

For Vianna, M., Van, D., Russo, J. (2008) Bibliographic research is an arduous and time-consuming task. However, the use of technology has been an important tool in the search for information, especially to understand the research of others with similar topics to give academic support and the understanding of different educational theories for scientific support.

Descriptive Research

For Vianna, M., Van, D., Russo, J. (2008) Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon studied. This methodology focuses more on the "what" of the research subject than on the "why" of the research subject. In this work, this type of research was useful to gain an in-depth understanding of each of the variables, and it also allowed us to answer the research questions and the research design.

Explanatory Research

Nazario, (2016) this type of research was carried out since the institution has not carried out projects related to the use of roles and also explains the insufficiency of oral expression activities and their causes, that is, this problem had not been investigated before, so that the researcher also intends to leave an

operational base and a researched model on the study of these variables. This type of explanatory research is also aimed at explaining the aspects, characteristics, benefits, processes and strategies that can be found both in the use of role-playing activities and in the development of oral expression.

RESEARCH METHODS

Inductive Method

Nazario, (2016) this method was applied to research collecting data that are relevant to the topic of interest. After the data was collected, through the surveys, the researcher was able to have a panoramic view of the needs that arise in the development of oral expression in eighth-grade students. With this information found in bibliographic sources, the researcher can formulate hypotheses or answer research questions.

Deductive Method

For Vianna, M., Van, D., Russo, J. (2008) the researcher makes use of this method from the beginning of the formulation of the study topic and is then tested based on similar research, educational theories, and the application of research instruments. From the main topic, the researcher will begin to discover each of the components that make up both the variable of the use of role-playing activities and the variable on the development of oral expression.

Analysis - Synthesis Method

For Vianna, M., Van, D., Russo, J. (2008) Analysis and synthesis are powerful means of knowledge, indispensable even for the simplest forms of psychic activity: sensations and perceptions. It is impossible to know affects role activities in oral expression if these variables are not decomposed and analyze them to know their correlation and the positive effect they can produce in an environment where role activities have not been used. However, the analysis does not provide by itself the

complete knowledge of the study, but is reinforced by the synthesis collecting everything in a holistic approach shown through conclusions and recommendations.

POPULATION

Scott (2018) Population is the broader group of people to whom researcher intend to generalize the results of the study. The República de Francia public school has to classroom of eight-grade students. It is a total of 91 students and an English teacher.

SAMPLE

Bertomeu (2018) states that sample is the process of selecting a statistically representative sample of individuals from the population of interest. Sampling is a significant instrument for this examination on the grounds that through this the exploration can get a measurably delegate test from the number of inhabitants in intrigue with the end goal that the deductions and study discoveries from the example speak to genuine relationship in the number of inhabitants in intrigue.

The results of the present research will apply to forty-five students whose answers will help determine the implementation of a didactic resource for eight-grade students aimed to improve oral expression.

Table 1 Population and Sample

	Population	Sample
English teachers	4	1
Students	91	45
Total	95	46

Elaborated by: Annie Ebanks, (2020)

OPERATIONALIZATION OF VARIABLES

Table 2 Operationalization of Variables

Independent Variable		
	DIMENSION	INDICATOR
Role-plays activities	Definitions	✓ Role-play
	The importance	✓ To develop speaking skill ✓ Interaction in the classroom ✓ Increase motivation
	Types of Role-plays	✓ With clues ✓ Totally guided ✓ Free type
Dependent Variable		
	DIMENSION	INDICADOR
Oral expression	Definitions	✓ Speaking skill and oral expression
	Oral expression importance	✓ Interaction and communication ✓ success in all fields
	Types of speaking skills	✓ Interactive speaking ✓ Partially interactive ✓ Non-interactive
	Characteristics	✓ Accuracy ✓ Fluency
	Advantages	✓ Participate in pair or group activities ✓ Participate in group discussions and debates ✓ Develop critical thinking ✓ Interact with people all around the world
	Oral expression strategies in classroom	✓ Gap Activity ✓ Role Plays ✓ Using minimal responses

Elaborated by: Annie Ebanks, (2020)

INSTRUMENTS AND TECHNIQUES

Survey

The survey was useful because it produced findings which generalized to the wider population and draw conclusions about the whole study due to events that occur at República de Francia public school, (Mathers, Fox, and Hunn, 2009, p.11). Due to COVID-19 Pandemic, the research designs an e-survey and interview to avoid face to face contact. This e-survey consists of ten questions related to the use of role-plays and speaking skill.

Interview

Bertomeu (2018) the interview is a technique for collecting information that is also one of the strategies used in research processes. The main objective of an interview is to obtain information in an oral and personalized way about events, experiences, opinions of people.

ANALYSIS INTERPRETATION AND OF SURVEY RESULTS

Eight-grade classroom

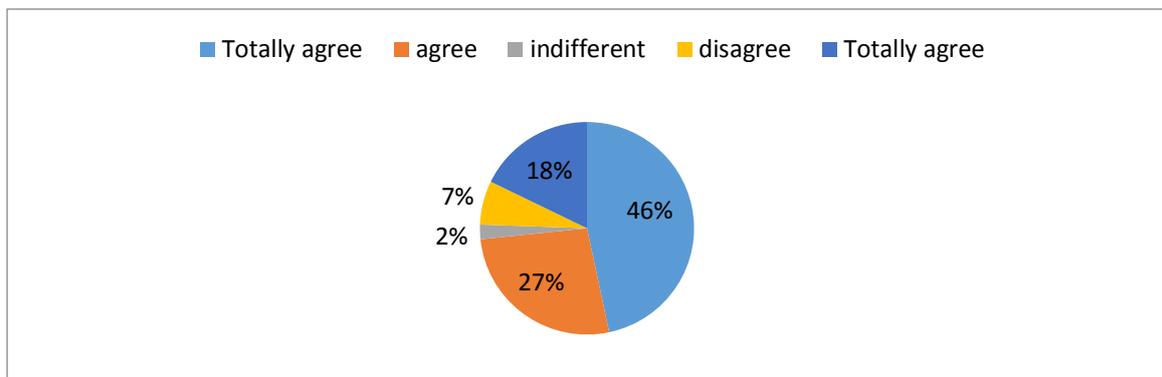
45 students

Table 3

Statement 1: I like speaking in English		
Categories	Students	Percentages
Totally agree	21	46%
Agree	12	27%
Indifferent	1	2%
Disagree	3	7%
Totally disagree	8	18%
Total	45	100

Elaborated by: Annie Ebanks, (2020)

Graphic 1 I like speaking in English



Elaborated by: Annie Ebanks, (2020)

Analysis

Table 3 shows that a great deal of students (46%), mentioned that they like speaking in English while other considerable number of students say they do not like speaking English (34%). This information is relevant since that it can be appreciated the student interest by learning English language.

Eight-grade classroom

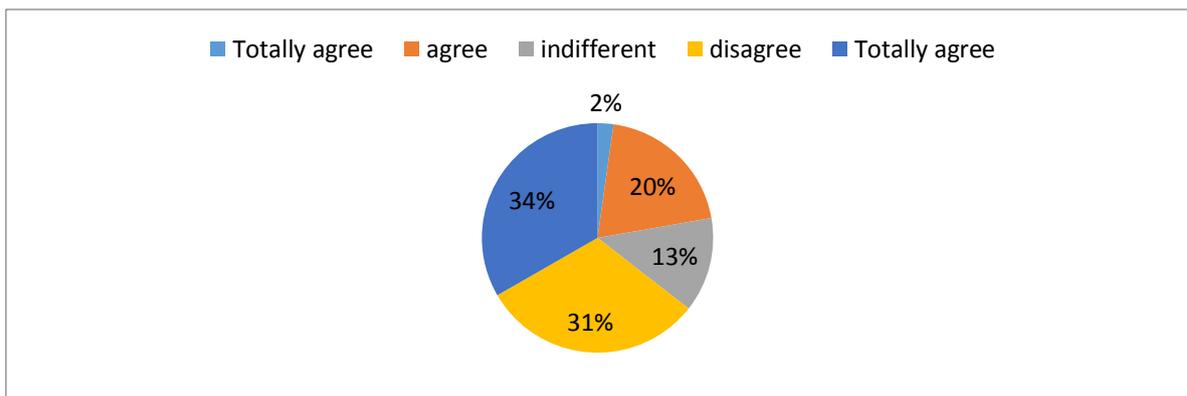
45 students

Table 4

Statement 2: I practice oral expression activities with my friends in class.			
Categories	Students	Percentages	
Totally agree	1	22%	
Agree	9	20%	
Indifferent	6	13%	
Disagree	14	31%	
Totally disagree	15	34%	
Total	45	100%	

Elaborated by: Annie Ebanks, (2020)

Graphic 2 I practice oral expression activities with my friends in class.



Elaborated by: Annie Ebanks, (2020)

Analysis

Table 4 shows that an important number of students (34%), mentioned that they do not practice oral expression activities with their friends in class while other considerable number of students (31%), express the same. This information is relevant because it shows the lack of oral activities in classroom.

Eight-grade classroom

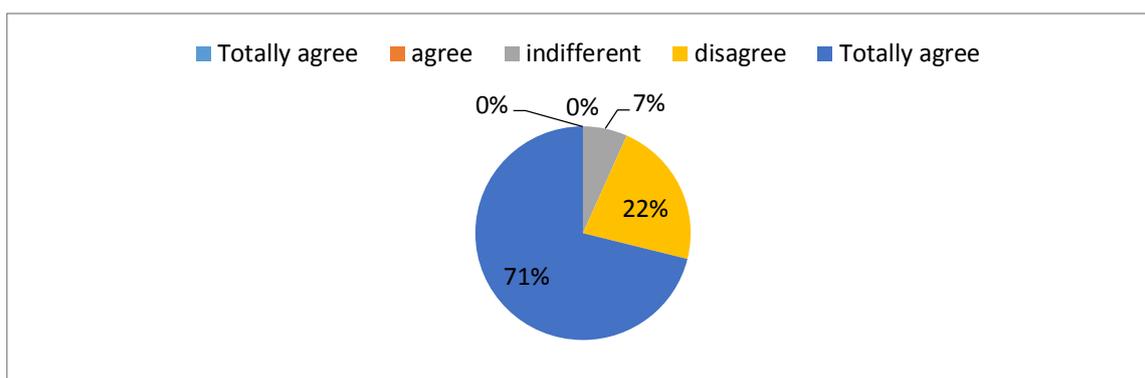
45 students

Table 5

Statement 3: we use role-plays in classroom to practice speaking skill in classroom			
Categories	Students	Percentages	
Totally agree	0	0%	
Agree	0	0%	
Indifferent	3	7%	
Disagree	10	22%	
Totally agree	32	71%	
Total	45	100%	

Elaborated by: Annie Ebanks, (2020)

Graphic 3 Role-plays in classroom to practice speaking skill in classroom



Elaborated by: Annie Ebanks, (2020)

Analysis

Table 5 shows that almost all students (71%), mentioned that they do not use role-plays in classroom to practice speaking skills. This information is relevant because it shows that the use of this strategy can be implemented to get students can practice speaking activities to improve their oral expression.

Eight-grade classroom

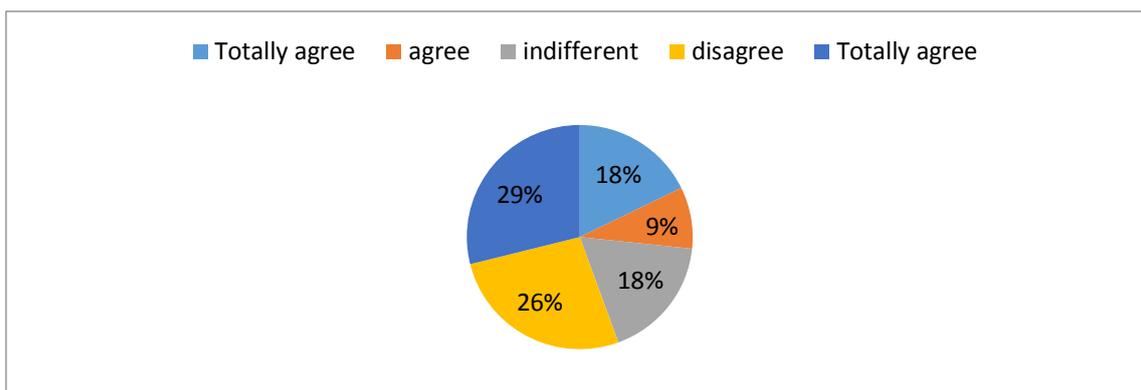
45 students

Table 6

Statement 4: When I practice a dialogue with my classmate, I feel confident to speak in English.			
Categories	Students	Percentages	
Totally agree	8	18%	
Agree	4	9%	
Indifferent	8	18%	
Disagree	12	26%	
Totally agree	13	29%	
Total	45	100%	

Elaborated by: Annie Ebanks, (2020)

Graphic 4 To feel confident to speak in English



Elaborated by: Annie Ebanks, (2020)

Analysis

Table 6 shows that an important number of students (29%), mentioned that when they practice a dialogue with their classmate, they do not feel confident to speak in English while other considerable number of them (18%) think so. This information is significant because it shows that students do not feel motivated and the lack of practicing convey in frustration and fear of speaking.

Eight-grade classroom

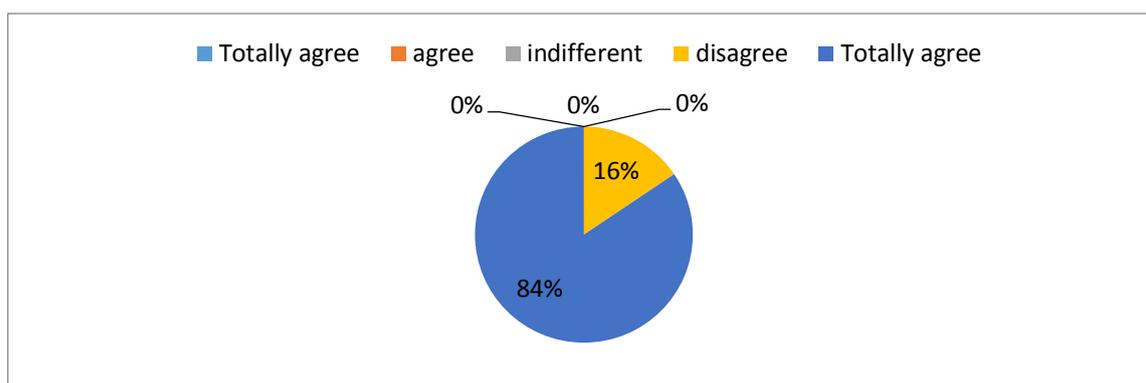
45 students

Table 7

Categories	Students	Percentages
Totally agree	0	0%
Agree	0	0%
Indifferent	0	0%
Disagree	7	16%
Totally agree	38	84%
Total	45	100%

Elaborated by: Annie Ebanks, (2020)

Graphic 5 I like doing role plays because I know well what I have to do and say.



Elaborated by: Annie Ebanks, (2020)

Analysis

Table 7 shows that almost all students (84%), mentioned that they do not like doing role-plays because they know well what they have to do and say. This information is really important to know because it confirms the lack of role plays activities and the teacher`s guide to help them to develop their oral expression activities.

Eight-grade classroom

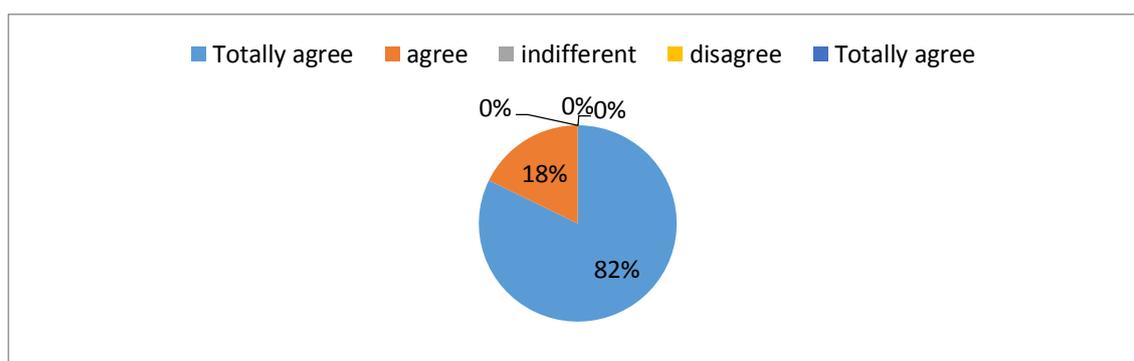
45 students

Table 8

Categories	Students	Percentages
Totally agree	37	82%
Agree	8	18%
Indifferent	0	0%
Disagree	0	0%
Totally agree	0	0%
Total	45	100%

Elaborated by: Annie Ebanks, (2020)

Graphic 6 I practice English with other language skills



Elaborated by: Annie Ebanks, (2020)

Analysis

Table 8 shows that almost all students (82%), mentioned that they do practice English with other language skills such as reading, listening and writing. This information is really important to know in which language skill the teacher has been more focused, however, it necessary to increase oral expression activities along the rest of language skills.

Eight-grade classroom

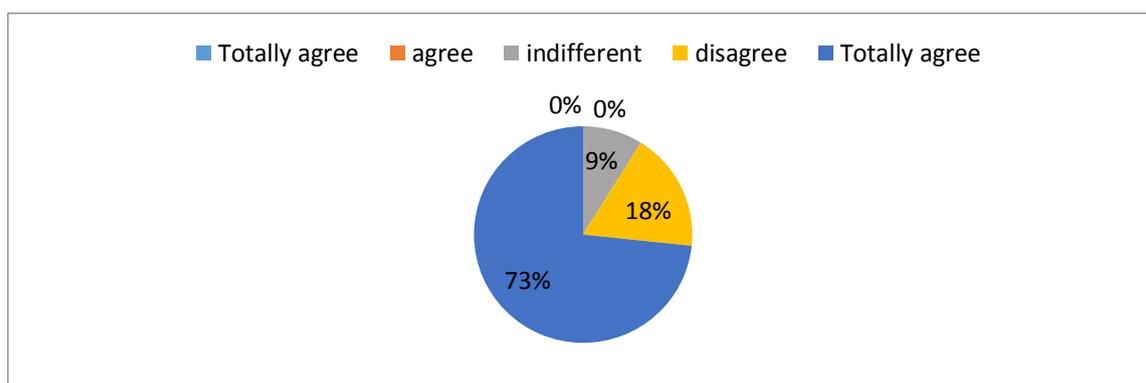
45 students

Table 9

Statement 7: My teacher usually promotes oral expression activities			
Categories	Students	Percentages	
Totally agree	0	0%	0%
Agree	0	0%	0%
Indifferent	4	9%	9%
Disagree	8	18%	18%
Totally agree	33	73%	73%
Total	45	100%	100%

Elaborated by: Annie Ebanks, (2020)

Graphic 7 My teacher usually promotes oral expression activities



Elaborated by: Annie Ebanks, (2020)

Analysis

Table 9 shows that great number of students (73%), mentioned that their teacher do not usually promotes oral expression activities. This information is really vital to know the insufficiency in oral production that students need to develop to get the level A1 of proficiency and besides, it isn't carrying out the English language purpose correctly.

Eight-grade classroom

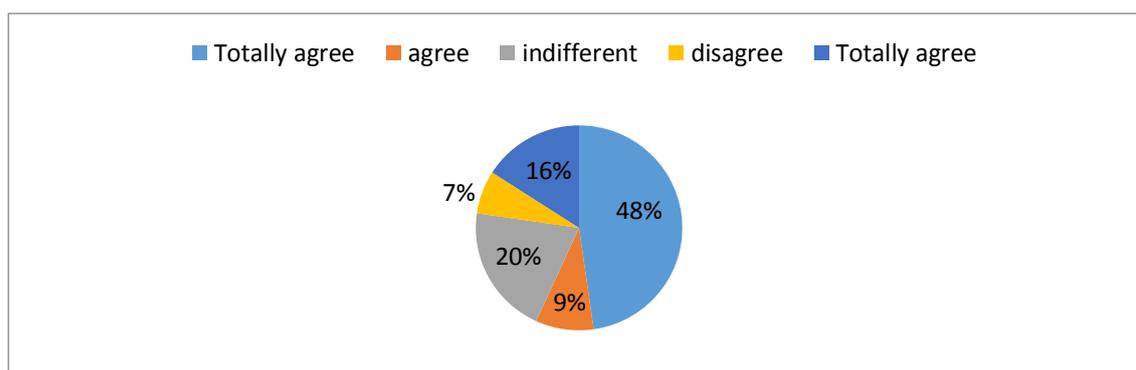
45 students

Table 10

Statement 8: I would like to have activities where I can act in a scene			
Categories	Students	Percentages	
Totally agree	21	48%	
Agree	4	9%	
Indifferent	9	20%	
Disagree	3	7%	
Totally agree	7	16%	
Total	45	100%	

Elaborated by: Annie Ebanks, (2020)

Graphic 8 I would like to have activities where I can act in a scene



Elaborated by: Annie Ebanks, (2020)

Analysis

Table 10 shows that approximately, the half of students (48%), mentioned that they would like to have activities where they can act in a scene. This information is important because it shows the students 'interest by having motivating activities that increase in them fluency in the use of English language.

Eight-grade classroom

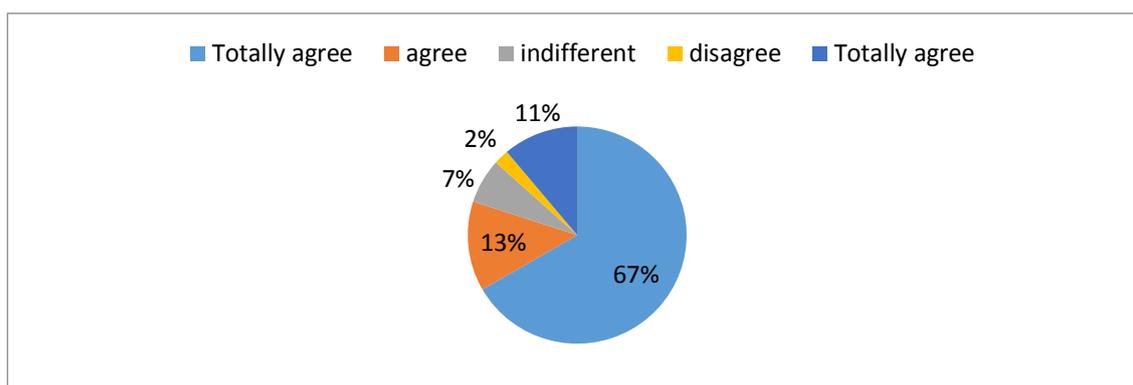
45 students

Table 11

Statement 9: I would like to have more oral activities to improve my confident and fluency			
Categories	Students	Percentages	
Totally agree	30	67%	
Agree	6	13%	
Indifferent	3	7%	
Disagree	1	2%	
Totally agree	5	11%	
Total	45	100%	

Elaborated by: Annie Ebanks, (2020)

Graphic 9 Role-plays activities to improve my confident and fluency



Elaborated by: Annie Ebanks, (2020)

Analysis

Table 11 shows that an important group of students (67%), mentioned that they would like to have more role-plays activities to improve their confident and fluency while other ones mention that they do not like them. This information is relevant because it shows the students 'interest by having more oral activities, so that they can gain confident at the moment to speak in English.

Eight-grade classroom

45 students

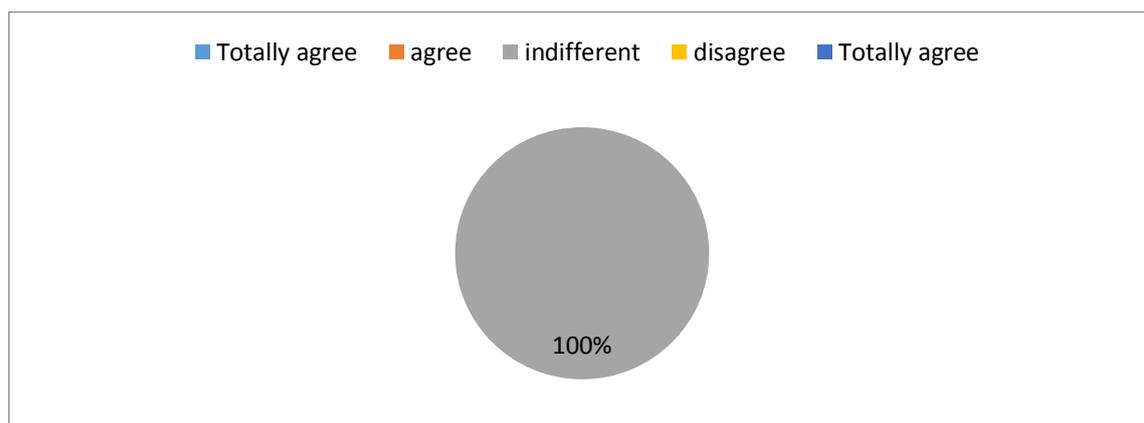
Table 12

Statement 10: My teacher guides us to improve dialogues before acting in a role-play.

Categories	Students	Percentages
Totally agree	0	0%
Agree	0	0%
Indifferent	45	100%
Disagree	0	0%
Totally agree	0	0%
Total	45	100%

Elaborated by: Annie Ebanks, (2020)

Graphic 10 Improve dialogues before acting in a role-play



Elaborated by: Annie Ebanks, (2020)

Analysis

Table 12 shows that the total of students (100%), mentioned that their teacher does not guides them to improve dialogues before acting in a role-play that`s why the teacher has not implemented the role-plays activities, yet. This information is relevant because it let the research to give a proposal about the use of role-plays in classroom.

PRELIMINAR CONCLUSIONS

Survey and interview

Through the statistics, it can be seen that there is motivation to learn English and especially to speak in English. However, students lack confidence when developing or answering a question. This is due to the lack of oral activities that help improve fluency as well as strengthen other language skills. Role-play activities have not yet been implemented in the institution, which represents an opportunity to develop oral expression in Eighth-grade students. It is important that there are instruments that contain role-play activities and that serve the teacher as an additional pedagogical aid in their planning.

Regarding the interview, it was learned that the teacher has been using a traditional teaching method in which there is little oral activity and communication among his students. The teacher acknowledges that he has not been implementing this activity due to the number of students and the fact of controlling discipline in these types of activities. The teacher states that the guide with role-playing exercises will help to implement these activities more easily

CHAPTER IV

THE PROPOSAL

Activities Based on Role Plays for the Development of Speaking

JUSTIFICATION

In order to improve oral expression in Eighth-grade students, the researcher believes in the need to carry out activities based on role-playing games for the development of speech. Eighth-grade students represent a great challenge for an English teacher because first of all, they do not come from schools where English is taught or was never taught integrating all language skills. Second, learning a second language also implies a challenge of effort and dedication. For this reason, the National Curriculum (2013) establishes the beginning of the acquisition of English as a foreign language at level A1 where the learner can ask and answer basic inquiries about himself, where he lives, individuals they know, and things they have, start and react to straightforward proclamations in regions of prompt need or on recognizable themes" (CEF, 2017, p-33).

The use of role-plays is really important because they are able to improve significantly the confidence of students by speaking in English. It is important because students will be able to express ideas through modeling or sample guided so that students can complete it with their ideas, those ideas learned in classroom. It is important because the more oral activities students practice, the better fluency and accuracy they will have for the next level of proficiency.

Other purpose for the present proposal is to increase the level of English language at Unidad Educativa República de Francia students and give students' abilities to face a globalized world as professionals at the future. This fact motivates parents, teachers and authorities to improve day after day and letting the implementation not only role-plays activities project but other projects that can help in all language competence in second language acquisition. Due to this point, the

proposal has been accepted and it has received all support from Unidad Educativa República de Francia.

GENERAL OBJECTIVE

- Implement activities based on role plays for the development of speaking

SPECIFIC OBJECTIVES

- Motivate students to participate in class with oral activities.
- Increase oral activities in lesson plan
- Improve basic fluency and accuracy in eight-grade students
- Guide students to improve their oral expression performance

DESCRIPTION

The language is conceived with a general objective that is that of interaction and communication, for this reason, the design of a guide with activities based on role-plays for the development of speaking skill has been proposed. This proposal consists of ten exercises framed in the level of English that Eighth-graders have as their exit profile. They are simple activities that motivate and promote self-confidence in the student to speak in English. These role-play activities should be prepared in advance by choosing a topic and developing it according to the grammatical topics or contents seen in the subject. After choosing the topic, the objectives are defined, which will always be given a communicative value. Many of the activities will need to be helped by setting up a mini stage if necessary. The evaluation and valorization of the role-play will be carried out according to a rubric adapted to the level of students who are beginning to learn a foreign language.

CONTENTS

ACTIVITY 1 Things I am good at

ACTIVITY 2 At the Doctor

ACTIVITY 3 Things that make happy.....

ACTIVITY 4 Emotions

ACTIVITY 5 Likes/Dislikes

ACTIVITY 6 There is - There are

ACTIVITY 7 What are you doing?

ACTIVITY 8 In Christmas day, I will give you a

ACTIVITY 9 Time to eat, at the restaurant

ACTIVITY 10 Personal details

Guide with Activities Based on Role Plays for the Development of Speaking

By Annie Ebanks, 2020

ACTIVITY 1 Things I am good at

Skills: Writing/speaking

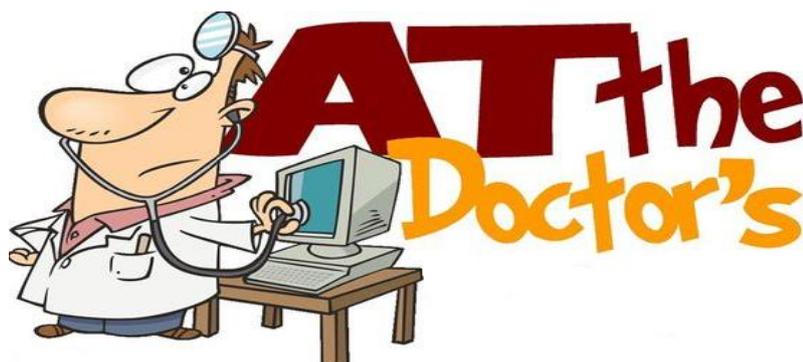
Time required: 15-40 minutes

Level: Beginners – Eight-grade students

Objective: Ss. Will be able to express their abilities by using action verbs in a role play exercise

Things I am good at

ACTIVITY 2 At the Doctor



Skills: Speaking

Time required: 15-40 minutes

Level: Beginners – Eight-grade students

Objective: Ss. Will be able to express pains and symptoms by using Modal verbs CAN and COULD in a role play exercise.

Doctor: Can I have a look?

Doctor: Where does it hurt?

Doctor: I am going to take your blood pressure, temperature

Doctor: Could you roll up your sleeve?

Doctor: Your pressure, temperature is quite low, normal, and high.

Doctor: Open your mouse, please.

Doctor: Cough please.

Doctor: You are ok; I am going to give you some pills for the pain and fever

ACTIVITY 3 Things that make happy.....

Skills: Writing/speaking

Time required: 15-40 minutes

Level: Beginners – Eight-grade students

Objective: Ss. Will be able to express things make them happy by using nouns in singular and plural form.

Things make me happy are

ACTIVITY 4 Emotions

Skills: Writing/speaking

Time required: 15-40 minutes

Level: Beginners – Eight-grade students

Objective: Ss. Will be able to express their emotions by using adjectives in a role play exercise

A. Hey _____, how are you doing?

B. I'm great, how are you?

A. I'm _____ (sad, embarrassed, angry, bored, etc.). "I'm fine, thank you, and you?"

B. Oh? What's wrong?

A. _____.

B. _____.

ACTIVITY 5 Likes/Dislikes

Skills: Writing/speaking

Time required: 15-40 minutes

Level: Beginners – Eight-grade students

Objective: Ss. Will be able to express things they like to eat

A. Hi _____. Do you want to get some lunch later? I'm thinking Chinese or _____.

B. Oh, I really like _____ but I don't like _____.

A. Hmm, okay. How about _____?

B. That sounds _____. Let's _____.

ACTIVITY 6 There is - There are

Skills: Writing/speaking

Time required: 15-40 minutes

Level: Beginners – Eight-grade students

Objective: Ss. Will be able to describe things they see in a picture by using THERE IS/ARE in a role play exercise.

In the fridge/in the picture, there is/are

ACTIVITY 7 What are you doing?

Skills: Writing/speaking

Time required: 15-40 minutes

Level: Beginners – Eight-grade students

Objective: Ss. Will be able to express things they are doing in this moment

Interview: What are you doing in the camera club?

Teenager: I am taking photos ...

Interview: What are you doing at the beginning of the class?

Teenager: I am ...

Interview: What are you doing at the end of the class?

Teenager: I am ...

Interview: Would you recommend this club to your school's partners?

Teenager: Yes, I would.

ACTIVITY 8 In Christmas day, I will give you a

Skills: Writing/speaking

Time required: 15-40 minutes

Level: Beginners – Eight-grade students

Objective: Ss. Will be able to express possession by using nouns in a role play exercise

In Christmas day, I will give you a
And what will you give to me for Christmas?

ACTIVITY 9 Time to eat, at the restaurant

Skills: Writing/speaking

Time required: 15-40 minutes

Level: Beginners – Eight-grade students

Objective: Ss. Will be able to express greetings, and ask for questions.

Words/phrases
Food-related Vocabulary
Good morning
How can I help you?
May I take your order?
Anything else?
I would like ...
Check, please?
Are you going to pay by cash or credit?

ACTIVITY 10 Personal details

Skills: Writing/speaking

Time required: 15-40 minutes

Level: Beginners – Eight-grade students

Objective: Ss. Will be able to express their personal details

What is your name?
And what is your surname?
How do you spell that?
Where do you come from?
What do you do/study?
What is your favorite sport?

CONCLUSIONS

The general objective of this study was to determine the influence of role plays in the development of oral expression to design activities based on role plays which will strengthen speaking skill.

After the survey results are done, it is concluded that in spite of some students like speaking English the rest of students do not interest to learn English.

- ✓ It is concluded that the teacher is not planning oral activities. The teacher is focused on reading, writing and some listening activities.
- ✓ It is concluded that the teacher has not implemented role-plays in classroom to practice speaking skills.
- ✓ It is concluded that due to lack of practicing in oral activities students feel frustrated and show fear at the moment to speak in English.
- ✓ It is concluded that students need a helping hand from their teacher to develop oral expression activities and other languages activities such as read, write and listen.
- ✓ It is concluded that the teacher is not combining reading, writing and listening activities with oral expression exercise to improve the fluency and accuracy in students.
- ✓ It is concluded that the teacher is not carrying out the purpose of teaching English which is to promote a communicative environment in a second language according Common European Framework.
- ✓ It is concluded that students like speaking in English, for this reason they want to have more oral activities to gain confident at the moment to speak in English.

- ✓ It is concluded that it is necessary the use of role-plays in classroom to increase and improve oral expression in students.

RECOMMENDATIONS

Therefore, after having known the conclusions, it is suggested that:

- ✓ The teacher looks for activities that increase the student's interest by learning English.
- ✓ The teacher is focused on reading, writing and some listening activities.
- ✓ The teacher should implement role-plays activities to develop oral expression.
- ✓ The teacher should implement role-plays activities and help students to get confidence at the moment to speak in English.
- ✓ The teacher should give a helping hand to his/her students to develop oral expression activities and other languages activities such as read, write and listen.
- ✓ The teacher should combine reading, writing and listening activities with oral expression exercise to improve the fluency and accuracy in students.
- ✓ The teacher should carry out the purpose of teaching English which is to promote a communicative environment in a second language according Common European Framework by using more oral expression activities.
- ✓ The teacher should increase more oral activities due to students can gain confident at the moment to speak in English

- ✓ The teacher should a guide with role-plays activities in classroom to increase and improve oral expression in students.

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ANNEXES

ANNEXE I

DOCUMENTOS



ANEXO I- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE LENGUAS Y LINGÜÍSTICA

TRABAJO DE TITULACIÓN

Nombre de la propuesta de trabajo de la titulación	TOPIC: Influence of the role play in the oral expression. Proposal: Design of activities based on role plays for the development of speaking.		
Nombre del estudiante (s)	Annie Ebanks Jurado		
Facultad	Filosofía Letras y Ciencias de la Educación	Carrera	Lenguas y Lingüística
Línea de Investigación	<i>Estrategias Educativas Integradoras e Inclusivas</i>	Sub-línea de investigación	<i>Teorías y métodos educativos en los procesos de enseñanza de Lenguas Extranjeras</i>
Fecha de presentación de la propuesta de trabajo de titulación	3 de Julio	Fecha de evaluación de la propuesta de trabajo de titulación	

ASPECTO A CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de titulación			
Línea de Investigación / Sublínea de Investigación			
Planteamiento del Problema			
Justificación e importancia			
Objetivos de la Investigación			
Metodología a emplearse			
Cronograma de actividades			
Presupuesto y financiamiento			

<input type="checkbox"/>	APROBADO
<input type="checkbox"/>	APROBADO CON OBSERVACIONES
<input type="checkbox"/>	NO APROBADO

 Firma del Presidente del Consejo de Facultad
 CC: MSc. Sara Anaguano - Directora de Carrera
 MSc. Israel Bravo - Gestor de Integración Curricular y Seguimiento a Graduados



Anexo II - ACUERDO DEL PLAN DE TUTORÍA DE TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA/LENGUA Y LITERATURA INGLESA

Guayaquil, 6 de julio del 2020

MASTER
SARA ANAGUANO PÉREZ
DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

Nosotras, Lizmary Feriz Otaño, docente tutor del trabajo de titulación y el o los estudiantes (s) Annie Elizabeth Ebanks Jurado de la Carrera de Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario de los días martes, durante el periodo ordinario de 14h00 a 16h00 pm, a través del correo institucional.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Asistir a las tutorías individuales 2 horas a la semana, con un mínimo de porcentaje de asistencia de 70 % *(mediante correo electrónico institucional)*
- Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%.
- Cumplir con las actividades del proceso, conforme al Calendario Académico.

Tengo conocimiento que es requisito para la presentación a la sustentación del trabajo de titulación, haber culminado el plan de estudio, los requisitos previos de graduación, y haber aprobado el módulo de actualización de conocimientos (en el caso que se encuentre fuera del plazo reglamentario para la titulación).

Agradeciendo la atención, quedamos de Ud.

Atentamente,

Firma
Ebanks Jurado Annie Elizabeth
CI: 0909532301

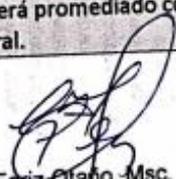
Firma
Feriz Otaño Lizmary
CI: 0958626624



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
Anexo - V

Título del Trabajo: "Influence of the Role Play in the Oral Expression"
Autor(s): Annie Elizabeth Ebanks Jurado

RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA		
	4.5	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO		
	4.5	
El título identifica de forma correcta los objetivos de la investigación	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL		
	1	
Pertinencia de la investigación	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0.5
	10	10
CALIFICACIÓN TOTAL *		
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.		


 Lizmary Feriz Otano, Msc.
 MSc. – consultor académico
 C.I. 0958626624
 FECHA: 25 de Septiembre, 2020



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
Anexo - VI

Guayaquil, 25 de Septiembre del 2020

Sra. MSC. Sara Anaguano Pérez
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGUISTICA
FACULTAD DE FILOSOFÍA UNIVERSIDAD DE GUAYAQUIL
Ciudad. -

De mis consideraciones:

Envío a Ud. El informe correspondiente a la tutoría realizada al trabajo de titulación **"Influence of the Role Play in the Oral Expression"** De la estudiante Annie Elizabeth Ebanks Jurado con C.I. 0909532301, indicando que han cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral
- El trabajo presenta una propuesta en el área de conocimiento
- El nivel de argumentación es coherente con el campo de conocimiento

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación dando por concluida esta tutoría de trabajo de titulación. **CERTIFICO**, para los fines pertinentes, que los estudiantes están aptos para continuar con el proceso de revisión final.

Atentamente,

Lizmary Feriz Otaño, Msc.
MSc. – consultor académico
C.I: 0958626624



Anexo - VII

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrada Fertiz Otaño Lismary, Msc., tutora del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por Annie Elizabeth Ebanks Jurado C.C.: 0909532301 con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciada en Lenguas y Lingüística.

Se informa que el trabajo de titulación: "Influence of the Role Play in the Oral Expression" ha sido orientado durante todo el periodo de ejecución en el programa antiplagio (indicar el nombre del programa antiplagio empleado) quedando el 7 % de coincidencia.

URKUND

Urkund Analysis Result

Analysed Document: Role-play activities and Oral expression - ANNIE EBANKS.docx (D80559725)

Submitted: 10/2/2020 9:15:00 PM

Submitted by: annieebanks@hotmail.com

Significance: 7 %

Sources included in the report:

PAULA ANDREA TOALA SALAZAR- GABRIELA ESTHER MUÑOZ CEVALLOS PROJECT.docx (D47029069)

monica roldán_johanna viejó_ universidad de guayaquil.docx (D46774573)

Llerena and Gonzalez.docx (D36017200)

1-Lenguas/Linguística_HuaconParragaAna.docx (D30250168)

<https://bu.univ-guargla.dz/master/pdf/Miloud-BAHDI.pdf?idmemoire=4333>

Instances where selected sources appear:

19

www.arkund.com/oid/view/77073026-773804-10327400004d4E5a7+rvd12m027r04yqRv0ncFj0p3K6yPc03A0u0V0MT0j0ePC0Jde+5dR0e120c...


Fertiz Otaño Lismary, Msc.
MSc. – consultor académico
C.I. 0958626624




URKUND



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

ANEXO VIII. – INFORME DEL DOCENTE REVISOR

Guayaquil, Domingo 18 de octubre de 2020

MASTER

SARA ANAGUANO PÉREZ
DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación **INFLUENCE OF THE ROLE PLAY IN THE ORAL EXPRESSION. PROPOSAL: DESIGN OF ACTIVITIES BASED ON ROLE PLAYS FOR THE DEVELOPMENT OF SPEAKING** del o de los estudiante (s) **ANNIE EBANKS JURADO**

Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

- El título tiene un máximo de 22 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 12 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el (los) estudiante(s) está(n) apto(s) para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

MSc. Mirna Romero Coloma

CI: 0919164426

Fecha: Domingo 18 de octubre de 2020



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

Anexo -

Guayaquil, 25 de septiembre, 2020

CERTIFICACIÓN DEL TUTOR

Habiendo sido nombrada Lizmary Feriz Otaño, Msc., tutor del trabajo de titulación **"Influence of the Role Play in the Oral Expression"** certifico que el presente trabajo de titulación, elaborado por Annie Elizabeth Ebanks Jurado, C.C.: 0909532301, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciada en Lenguas y Lingüística, en la Carrera de Lenguas y Lingüística, Facultad de Filosofía, ha sido **REVISADO Y APROBADO** en todas sus partes, encontrándose apto para su sustentación.


Lizmary Feriz Otaño, Msc.
MSc. – consultor académico
C.I. 0958626624



**ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA**

Título del Trabajo: INFLUENCE OF THE ROLE PLAY IN THE ORAL EXPRESSION			
PROPOSAL: DESIGN OF ACTIVITIES BASED ON ROLE PLAYS FOR THE DEVELOPMENT OF SPEAKING			
Autor(es): ANNIE EBANKS JURADO			
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3	3	
Formato de presentación acorde a lo solicitado	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras	0.6	0.6	
Redacción y ortografía	0.6	0.6	
Correspondencia con la normativa del trabajo de titulación	0.6	0.6	
Adecuada presentación de tablas y figuras	0.6	0.6	
RIGOR CIENTÍFICO	6	6	
El título identifica de forma correcta los objetivos de la investigación	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0.7	
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos	0.4	0.4	
Factibilidad de la propuesta	0.4	0.4	
Las conclusiones expresa el cumplimiento de los objetivos específicos	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0.4	citas de 2008
PERTINENCIA E IMPACTO SOCIAL	1	1	
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.4	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0.3	
Contribuye con las líneas/ sublíneas de investigación de la Carrera/Escuela	0.3	0.3	
CALIFICACIÓN TOTAL*	10	9.9	
* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.			

Mirna Romero

MSc. Mirna Romero Coloma
CI: 0919164426

FECHA: Domingo 18 de octubre de 2020



FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA
Teléf. 2-294888



Guayaquil, 22 de Julio del 2020
Oficio No. UG-LENGUAS 2020-0418

MSc.
FERIZ OTAÑO LIZMARY
PROFESORA DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designada Revisora – Asesora de proyectos Educativos.

En esta designación consta el nombre de la estudiante de la Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (Semestral): EBANKS JURADO ANNIE ELIZABETH .

TEMA: INFLUENCE OF THE ROLE PLAY IN THE ORAL EXPRESSION.

PROPUESTA: DESIGN OF ACTIVITIES BASED ON ROLE PLAYS FOR THE DEVELOPMENT OF SPEAKING

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

Lic. Sara Anaguano Pérez, MSc.
DIRECCIÓN DE LENGUAS Y LINGÜÍSTICA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

	FUNCIÓNARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA I	
Aprobado por:	MSc: Sara Anaguano Pérez	DIRECTORA	

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Teléf. 2-294888



Oficio No. UG-LENGUAS 2020-0531

Guayaquil, 08 de Septiembre del 2020

MSc.

ZOILA AMÉRICA OCHOA SANCHEZ

RECTORA DE LA UNIDAD EDUCATIVA FISCAL

"REPÚBLICA DE FRANCIA"

Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que la estudiante **EBANKS JURADO ANNIE ELIZABETH**, de la Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (Semestral), pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciada en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TEMA: INFLUENCE OF THE ROLE PLAY IN THE ORAL EXPRESSION. **PROPUESTA:** DESIGN OF ACTIVITIES BASED ON ROLE PLAYS FOR THE DEVELOPMENT OF SPEAKING.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que esta petición tenga la acogida favorable de su parte.

Le anticipo mis reconocimientos.

Atentamente,

Lcda. Sara Anaguano Pérez, MSc.
DIRECCIÓN DE LENGUAS Y LINGÜÍSTICA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS





UNIDAD EDUCATIVA FISCAL "REPÚBLICA DE FRANCIA"

Capitán Nájera y Tungurahua (esquina)

Email: ue.francia2019@outlook.com, Teléfono: 2369135

Guayaquil - Ecuador



3

OFICIO NO. 210-UEFR-2020

Guayaquil, 9 de Septiembre del 2020

MSc. SARA ANAGUANO PÉREZ
DIRECCIÓN DE LENGUAS Y LINGÜÍSTICA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

De mis consideraciones.-

*En respuesta a su oficio No.UG-LENGUAS 2020-0531 de fecha 08 de septiembre del 2020 en el que solicita que el estudiante : **EBANKS JURADO ANNIE ELIZABETH** de la Carrera de Lengua y Literatura Inglesa, Francesa o Italiana portador de cédula No. **0909532301**, permiso para realizar su trabajo o proyecto de investigación para la titulación con su propuesta integradora.*

La Unidad Educativa Fiscal República de Francia acepta con mucho agrado la realización del Proyecto Investigativo con lo siguiente:

TEMA : INFLUENCE OF THE ROLE PLAY IN THE ORAL ECPRESSION
PROPUESTA: DESIGN OF ACTIVITIES BASED ON THE ROLE PLAYS FOR THE DEVELOPMENT OF SPEAKING

Cabe mencionar que el tiempo señalado será en éste mes de septiembre del 2020 a los estudiantes de OCTAVO Básica de la Jornada Nocturna del plantel y en la modalidad virtual debido a las medidas de seguridad a nivel mundial por la pandemia del COVID.

Particular que comunico a usted para los fines pertinentes

Atentamente,

Pbr
MSc. ZOILA OCHOA SÁNCHEZ
RECTORA (E)



ANNEXE II

EVIDENCIAS FOTOGRAFICAS

UNIDAD EDUCATIVA REPUBLICA DE FRANCIA



Investigador: Annie Ebanks Jurado

TUTORIAS VIRTUALES A TRAVÉS DE ENLACE EN ZOOM

DIRECTOR DE TITULACION LENGUAS Y LINGUYSITICA

LINK Reunion ZOOM



TITULACION LENGUAS 20 jul.

para MARCELO, GLENDA, SAN... ▾



Adjunto enlace para Reunión Titulación

<https://cedia.zoom.us/j/2476923566>

Hora: 11h00 am



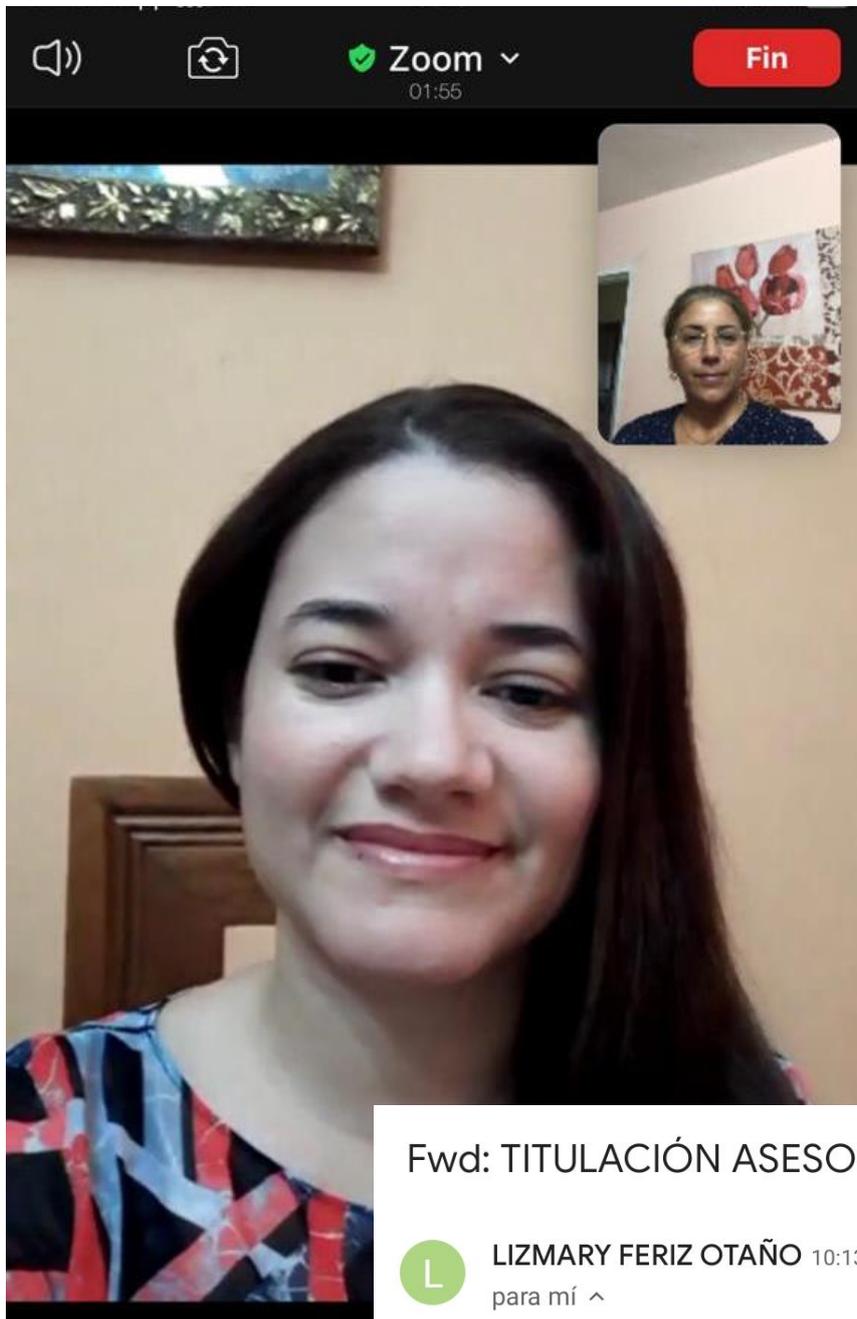
**Universidad
de Guayaquil**

MSc. Israel Guillermo Bravo Bravo

**Gestor de Integración Curricular y Seguimiento a
Graduados (*Titulación*)**

Carrera de Lenguas y Lingüística

TUTORA DE TESIS DE GRADO



Fwd: TITULACIÓN ASESORÍAS ☆

LIZMARY FERIZ OTAÑO 10:13
para mí ^

De LIZMARY FERIZ OTAÑO • lizmary.ferizo@ug.edu.ec

Para annieebanks@hotmail.com

Fecha 3 de agosto de 2020 10:13

ANNEXE III

Instrumentos de Investigación



Encuesta para estudiantes de la Unidad Educativa República de Francia

"Influence of the Role Play in the Oral Expression"

*Obligatorio

Objective: To determine the treatment given to role-plays activities in English class

Instructions: Put a "mark" on the answer you consider the most appropriate for each one of the instructions.

1. I like speaking in English *

- Totally agree
- agree
- Indifferent
- Disagree
- Totally Disagree

2. I practice oral expression activities with my friends in class. *

- Tottaly agree
- Agree
- Indifferent
- Disagree
- Totally disagree

3. we use role-plays in classroom to practice speaking skill in classroom *

- Totally agree
- Agree
- Indifferent
- Disagree
- Totally disagree

4. When I practice a dialogue with my classmate I feel confident to speak in English. *

- Totally agree
- Agree
- Indifferent
- Disagree
- Totally disagree

5. I like doing role plays because I know well what I have to do and say. *

- Totally agree
- Agree
- Indifferent
- Disagree
- Totally disagree

6. I practice English with other language skills such as reading, listening and writing *

- Totally agree
- Agree
- Indifferent
- Disagree
- Totally disagree

7. My teacher usually promotes oral expression activities *

- Totally agree
- Agree
- Indifferent
- Disagree
- Totally Disagree

8. I would like to have activities where I can act in a scene *

- Totally agree
- Agree
- Indifferent
- Disagree
- Totally disagree

9. I would like to have more oral activities to improve my confident and fluency *

- Totally agree
- Agree
- Indifferent
- Disagree
- Totally Disagree

10. My teacher guides us to improve dialogues before acting in a role-play. *

- Totally agree
- Agree
- Indifferent
- Disagree
- Totally disagree



CLASS OBSERVATION GUIDE TABLE

Criteria	Yes	No	Observations
The teacher makes an introduction of the topic			
The teacher uses technological resources			
Teacher develops reading and writing activities			
Teacher develops speaking and listening activities			
The teacher promotes the students communication by using questioning or a modeling strategy.			
Students understand oral expressions emitted by their teacher.			
The teacher uses role-plays activities or games to develop speaking skill			
Students feel motivated to learn English			
The teacher develops a pre-speaking activity			
The teacher help students to prepare an oral activity			
The teacher asks students to practice in class an oral activity.			
The teacher uses gap fill role-plays, questions and answers exercise and spontaneous role-play			
Students participate actively in communicative exercises in the class of English.			
The teacher makes a feedback of the class or role-play activity.			
The teacher finishes the class making a feedback about what they learned.			



TEACHER INTERVIEW

Entrevista al profesor de Ingles de la Unidad Educativa República de Francia

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación
Escuela de Lenguas y Lingüística

TEACHER INTERVIEW

1. What type of activities for developing oral expression do you use in classroom? *

Tu respuesta

2. Which are the difficulties do you find in your students when they are exposed to an oral expression activity? *

Tu respuesta

3. What do you consider a role-play is? *

Tu respuesta

4. What kind of speaking strategy is developed in class with your students? *

Tu respuesta

1. What type of activities for developing oral expression do you use in classroom? *

*

Tu respuesta

2. Which are the difficulties do you find in your students when they are exposed to an oral expression activity? *

Tu respuesta

3. What do you consider a role-play is? *

Tu respuesta

4. What kind of speaking strategy is developed in class with your students? *

Tu respuesta
