



UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION
SCHOOL OF LINGUISTICS AND LANGUAGES
EDUCATION SYSTEM: CLASSROOM-BASED (PRESENCIAL)

EDUCATIONAL PROJECT
PRIOR TO OBTAIN THE DEGREE IN SCIENCES OF EDUCATION
MENTION: ENGLISH

TOPIC:
INFLUENCE OF THE ROLE-PLAY TECHNIQUE ON THE ENGLISH
LANGUAGE ORAL PRODUCTION

PROPOSAL:
DESIGN OF AN EDUCATIONAL GUIDE FOCUSED ON ROLE-PLAY
ACTIVITIES FOR THE ORAL PRODUCTION DEVELOPMENT

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GUAYAQUIL, 2017



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Incidencia de los juegos de roles en la producción oral del idioma inglés.
Diseño de una guía didáctica enfocada en actividades de juegos de roles para el desarrollo de la producción oral.

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Influence of the role-play technique on the English language oral production. Design of an educational guide focused on role-play activities for the oral production development.

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DEDICATION

This thesis is dedicated to:

God, my creator and source of knowledge and understanding.

My parents, who have loved and supported me since the very first moment I was born.

My classmates and friends, who have always encouraged me to go ahead and chase my dreams.

Alvarado Camba José Daniel

DEDICATION

This thesis is dedicated first to God, for always being there for me, and then for the most special person in my life who is my mother, thank you for your endless love, support and encouragement. Without you, none of this would be possible.

Velásquez Zúñiga Bianca Mariana

ACKNOWLEDGEMENTS

I want to thank:

God, in first place, for all of the countless gifts he has offered me throughout my life.

My family, whose affection and backing have motivated me to keep on going through my everyday challenges.

My thesis advisor, Heidi Marriott, whose help and direction was indispensable for the completion of this work.

To my research partner, Bianca, as well as my classmates and friends, whose energy and cheerfulness helped me enjoy the university experience.

Alvarado Camba José Daniel

ACKNOWLEDGEMENTS

To God, to my whole family for their unconditional and tender support throughout my life.

I would also like to sincerely thank my advisor Heidi Marriott, for her valuable guidance and advice.

To my research partner, who more than a partner is my best friend. Daniel, thanks for your patience, and encouragement in many difficult moments of my life. It has been a pleasure to work with you.

And last but not least, I want to thank each one of the people who are part of this school of languages, its authorities and teachers, as well as my classmates. Thanks to all of you, the university process has been a wonderful experience.

I love you all from the depths of my heart.

Velásquez Zúñiga Bianca Mariana

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de Ciencia, Tecnología,
Innovación y Saberes



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Secretaría Nacional de Educación Superior, Ciencia,
Tecnología e Innovación

REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO:

Incidencia de los juegos de roles en la producción oral del idioma inglés. Diseño de una guía didáctica enfocada en actividades de juegos de roles para el desarrollo de la producción oral.

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INSTITUCIÓN:

Universidad de Guayaquil

FACULTAD:

Filosofía, Letras y Ciencias de la Educación

CARRERA: Lenguas y lingüística

FECHA DE PUBLICACIÓN:

N. DE PAGS:

TÍTULO OBTENIDO: Licenciatura en Ciencias de la Educación, Mención en Lengua Inglesa y Lingüística

ÁREAS TEMÁTICAS: Lengua Inglesa

PALABRAS CLAVE: Juego de roles, producción oral, Inglés como idioma extranjero

RESUMEN:

Este proyecto investigativo fue llevado a cabo en la búsqueda de los múltiples factores que provocan el bajo nivel de producción oral en los estudiantes del segundo año de bachillerato del Colegio Técnico Experimental "Veintiocho de Mayo", Paralelo "B". Su principal objetivo es determinar la influencia que tienen los juegos de roles dentro de la producción oral, ya que la inapropiada ejecución de técnicas participativas en las clases de inglés es una causa importante dentro del bajo rendimiento de los alumnos. Para establecer las bases teóricas de este trabajo de investigación, se llevó a cabo una búsqueda exhaustiva de material bibliográfico sobre sus dos variables: producción oral y juego de roles. Este proyecto contiene distintos métodos de investigación tales como, análisis-síntesis, inductivo-deductivo, lógico-histórico- sistémico-estructural-funcional; métodos estadísticos; además de técnicas empíricas como lo son, las observaciones, entrevistas y encuestas. Estas técnicas llegaron a convertirse en instrumentos; los mismos que fueron aplicados a la población estudiada. Basándose en los resultados de dicha investigación, se llegó a la conclusión de que la correcta aplicación de los juegos de roles influencia de manera positiva el desarrollo de la producción oral de los estudiantes. Por lo tanto, los autores de este trabajo proponen un recurso didáctico dirigido a solucionar esta problemática; el cual es una guía didáctica enfocada en actividades de juegos de roles que promueva el mejoramiento de la producción oral de los estudiantes.

N. DE REGISTRO (en base de datos):

N. DE CLASIFICACIÓN:

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ADJUNTO PDF:

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NATIONAL REPOSITORY IN SCIENCE AND TECHNOLOGY		
THESIS REGISTRATION FORM		
TITLE: Influence of the role-play technique on the English language oral production. Design of an educational guide focused on role-play activities for the oral production development.		
AUTHORS: Alvarado Camba José Daniel Velásquez Zúñiga Bianca Mariana		ADVISOR: Msc. Heidi Marriott
		REVISERS:
INSTITUTION: University of Guayaquil	FACULTY: Philosophy, Letters and Sciences of Education	
CAREER: Linguistics and Languages		
PUBLICATION DATE:		N. OF PAGES:
DEGREE OBTAINED: Licenciado(s) Degree in Sciences of Education, Mention English Language and Linguistics		
THEME AREAS: English Language		
KEYWORDS: Role-play, oral production, English as a foreign language		
ABSTRACT: This research was carried out in search of the multiple factors that influence in the low level of oral production in the students of the Second Year Baccalaureate from Technical Experimental High School 28 de Mayo, Room "B". The main objective in this work is to analyze the influence of the role-play technique on the students' English language oral production, since the inappropriate execution of participatory techniques in English classes is an important element that can lead to a low academic performance. In order to establish the theoretical bases of this research, an exhaustive search of bibliographic material on its two variables was carried out: oral production and role play. This project contains different research methods such as: analysis-synthesis, inductive-deductive, logical-historical, systemic-structural-functional as well as statistical methods. Empirical techniques such as observation, interview and survey, were also applied, in the form of instruments, which were applied to the population examined. Based on the results of this research, it was concluded that the correct application of the role-play technique influence in the improvement of students' oral production. Therefore, the authors of this work propose a didactic resource aimed at solving this problem, which is an educational guide focused on role-play activities to promote the development of students' oral production.		
REGISTRATION NUMBER:		CLASSIFICATION NUMBER:
URL ADDRESS:		
ATTACHED PDF:	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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SCHOOL OF LINGUISTICS AND LANGUAGES
EDUCATION SYSTEM: CLASSROOM-BASED LEARNING
SPECIALIZATION: ENGLISH LANGUAGE AND LINGUISTICS

ABSTRACT

This research was carried out in search of the multiple factors that influence in the low level of oral production in the students of the Second Year Baccalaureate from Technical Experimental High School 28 de Mayo, Room “B”.

The main objective in this work is to analyze the influence of the role-play technique on the students' English language oral production, since the inappropriate execution of participatory techniques in English classes is an important element that can lead to a low academic performance.

In order to establish the theoretical bases of this research, an exhaustive search of bibliographic material on its two variables was carried out: oral production and role play.

This project contains different research methods such as: analysis-synthesis, inductive-deductive, logical-historical, systemic-structural-functional as well as statistical methods. Empirical techniques such as observation, interview and survey, were also applied, in the form of instruments, which were applied to the population examined.

Based on the results of this research, it was concluded that the correct application of the role-play technique influence in the improvement of students' oral production. Therefore, the authors of this work propose a didactic resource aimed at solving this problem, which is an educational guide focused on role-play activities to promote the development of students' oral production.

Keywords: role-play, oral production, English as a foreign language

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ESCUELA DE LENGUAS Y LINGÜÍSTICA
SISTEMA DE EDUCACIÓN: PRESENCIAL
ESPECIALIDAD: LENGUA Y LINGÜÍSTICA INGLESA

RESUMEN

Esta investigación se llevó a cabo en busca de los múltiples factores que influyen en el bajo nivel de producción oral en los estudiantes de segundo año de bachillerato del Colegio Técnico Experimental 28 de Mayo, Paralelo "B".

El objetivo principal de este trabajo es analizar la influencia de la técnica de juegos de roles en la producción oral en inglés de los estudiantes, ya que la ejecución inadecuada de técnicas participativas en las clases de inglés es un elemento importante que puede conducir a un bajo rendimiento académico.

Para establecer las bases teóricas de esta investigación, se realizó una búsqueda exhaustiva de material bibliográfico sobre sus dos variables: producción oral y juego de roles.

Este proyecto contiene diferentes métodos de investigación tales como: análisis-síntesis, inductivo-deductivo, lógico-histórico, sistémico-estructural-funcional, así como métodos estadísticos. También se aplicaron técnicas empíricas como observación, entrevista y encuesta, en forma de instrumentos, que se aplicaron a la población examinada.

Con base en los resultados de esta investigación, se concluyó que la aplicación correcta de la técnica de juego de roles influye en la mejora de la producción oral de los estudiantes. Por lo tanto, los autores de este trabajo proponen un recurso didáctico para resolver este problema, que es una guía educativa centrada en las actividades de juego de roles para promover el desarrollo de la producción oral de los estudiantes.

Palabras clave: juego de roles, producción oral, inglés como lengua extranjera,

INTRODUCTION

This thesis is focused on analyzing the influence of the role-play technique on the students' English language oral production in the students from the Second Year Baccalaureate from Technical Experimental High School 28 de Mayo, Room "B".

One of the main factors that feed this problem is the inappropriate execution of oral techniques to provide students with the necessary tools to speak English. A complete bibliographical search was implemented in conjunction with instruments and techniques, which allowed the researchers to reach conclusions, upon which they proposed a viable solution to mitigate the problem found.

Chapter I contains the problem of the investigation, its context and possible causes. In this part of the research, general and specific objectives are established as well as its justification.

Chapter II presents a meticulous background of the research along with the different theoretical bases on which this thesis is established. This work includes Linguistic, Didactic-Pedagogical, Sociological, Psychological, Philosophical and Legal foundations.

Chapter III explains the methodological design, which includes the types of investigation, techniques and instruments executed in this work in order to obtain reliable data. The interpretation of the results obtained are displayed in a form easy to comprehend. Conclusions and recommendations are also provided at the end of this chapter.

Chapter IV is focused on the proposal, including its objectives, theoretical bases as well as a detailed description of the proposal itself and the implications its execution would have. In addition, a list of conclusions is presented at the closure of this chapter.

CHAPTER I

THE PROBLEM

1.1 CONTEXT OF THE RESEARCH

This research was carried out in 28 de Mayo Public Experimental High School where deficiencies in students' oral production were found mainly due to the lack of appropriate speaking techniques, affecting their overall language development.

This institution, which belongs to the 09D04 Tarqui Educational District and is located in the Carlos Julio Arosemena Avenue km 3, Via Daule (North of the city of Guayaquil - Ecuador). It currently houses 1456 students in the morning shift and 1322 in the afternoon shift, holding a total amount of 2778 male and female students.

This high school was founded in 1924 under the name of Stenography and Typing Public School, with the direction of Mrs. Maria Cristina Simmons. It acquired its current name on April 2, 1948. It was declared experimental on March 5, 1986, through a project called "Learning by doing and Maturity Degree", which lasted until 1990.

The 28 de Mayo High School is under the direction of a principal and a vice-principal, as well as parents and students committee. The graduate students hold high dignities in the business field, which grows in leaps and bounds making necessary the increase of physical spaces, teachers and administrative and service staff.

Currently, this institution has the specializations of Unified General Baccalaureate and International Baccalaureate. Moreover, as in any public

high school, English is taught five hours per week by six English teachers as well as a volunteer teacher from the United States.

As for infrastructure, although the institution is big, the distribution of the students per room is not appropriate, since in each classroom there are approximately fifty students, which is considered as overcrowded since the classroom space is small, making it hard for the English teacher to carry out participatory speaking techniques taking into account that each class hour lasts only forty minutes. Moreover, the high school does not have any projectors or recorders. It has three computer labs, but they do not work due to lack of maintenance, keeping the teacher from taking the students to a larger space.

1.2 CONFLICT SITUATION

This research is focused on developing oral production in order to improve the communication. Through the direct observation, it was noticed that students from the Second Year Baccalaureate, Room B, at Veintiocho de Mayo Public Experimental High school presented several flaws when it comes to speaking. They often make unnatural long pauses, have extremely limited expressions, and lack of vocabulary, which results in a broken and frustrated attempt of communication.

It is known that the main problem in students who study English lies on their oral ability, as it was observed during the period of teaching practice. The use of pupils' mother tongue as well as the monotony and constant repetition of content, have become factors that keep them from acquiring oral fluency in the target language.

It is believed that this problem is due to the lack of efficient speaking techniques, such as the participatory techniques which are a model for bringing real-life situations into the classroom in order to help apprentices to boost their self-confidence and to get rid of shyness. This is

why the present research aims to provide a possible solution to overcome English learners' oral production.

Students from any Second Year Baccalaureate must have a B1.1 level based on the Common European Framework of Reference for Languages, as stated in the Ecuadorian National Curriculum Guidelines.

Language users with this level should be able to deal with situations likely to happen while travelling in an area where the target language is spoken. They should also be able to produce simple talks on topics that are familiar or of their personal interest, describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans. Unfortunately, this proficiency level is not fulfilled by the students from Second Baccalaureate Year Room "B".

1.2.1 SCIENTIFIC FACT

Insufficiency in the oral production of the Second Baccalaureate Year students, Room "B", from the 28 de Mayo Public Experimental High School in the 2017-2018 school year.

1.3 CAUSES

- Deficient use of participatory techniques (e.g. role-play, conversations, debates, etc.) in English classes.
- Lack of spontaneity in students when speaking.
- Inappropriate orientations for task-based activities.

1.4 FORMULATION OF THE PROBLEM

How does the role-play technique influence on the English language oral production of the Second Year Baccalaureate students, Room "B", from 28 de Mayo Public Experimental High School belonging to the Tarqui District in the 2017-2018 academic year?

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

- To analyze the influence of the role-play technique on the English language oral production through a field, bibliographical and statistical study in order to design an educational guide focused on role-play activities for the oral production development.

1.5.2 SPECIFIC OBJECTIVES

- To characterize the role-play technique through a field, bibliographical and statistical research.
- To value the oral production through the application of empirical techniques, theoretical and statistical methods.
- To assess the most relevant information in order to create an educational guide for the oral production development through the interpretation of the results obtained.

1.6 QUESTIONS OF THE RESEARCH

The questions of this research are the following:

1. What is the situation of the students of the Second Baccalaureate Year from the 28 de Mayo Public Experimental High School regarding their level of oral production?
2. What theoretical models support the oral production development through the use of role-play?
3. How does the inappropriate use of role-play influence in the students' oral production achievement?
4. How will English classes benefit from the use of dynamic speaking techniques?
5. Will an educational guide with a variety of role-play topics improve the students' oral production?

1.7 JUSTIFICATION

In the current era of scientific and technological progress, the interaction between different countries and cultures is greater and greater. Many of these achievements tend to happen in industrialized countries, which generally have a language in common: English, which is also called *Lingua Franca*.

Oral production is one of the most relevant aspects in this regard, since speaking is by far the most used type of communication. However, according to Education First, Latin America is the region with the lowest proficiency in English in the world. The study carried out by this company, rates Ecuador low English proficient, showing the urgency to improve English in our schools.

The present project has bases on the Constitution of the Republic of Ecuador, on the Ecuadorian Intercultural Education Organic Law as well as on the Good Living National Plan, which promote the intercultural dialogue through the learning of a foreign language under parameters of international certification, such as the Common European Framework of Reference for Languages.

Furthermore, this study is founded on the new Ecuadorian National Curriculum Guidelines, which include five hours a week of English classes featuring skills with performance criteria, disposing to be applied in a progressive way to effectively teach this language found on the communicative approach. Role-play also meets the curriculum need to apply different types of activities to encourage foreign language use for different purposes, since it is an entertaining and fun technique that helps students produce orally in a more natural and spontaneous way.

This research also responds to one of the global challenges of the United Nations: to accelerate the scientific and technological discoveries to

improve the human condition, since this would be achieved if a higher percentage, in comparison with the current one, spoke English fluently.

The direct beneficiaries of this project are the English students and teachers of the high school in which the research will be carried out, since they will use the information obtained and the resources that will be proposed to improve their English oral skill, and therefore, their level of knowledge of the language. Parents and society in general will be indirectly benefitted, because in the future, these students will have appropriate tools for a better development in the professional and social fields.

At present, English language teaching has become a monotonous activity that teachers and students carry out without a real objective; in most cases, just as a requirement. This kind of teaching focuses mainly on writing and repetition, which does not allow the student to develop an actual ability to speak a foreign language.

This research will aim to know the current state of the use of role-playing in English classes, the resources that are used and the results that have been obtained through this oral production technique, permitting the authors of this investigation to propose an assortment of fun topics and activities so as to place students in a comfort zone, for them to actively participate in class.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 BACKGROUND

Throughout the years, English has become an international language, serving as lingua franca for people to communicate with each other no matter where in the world they are. Thus, the importance to learn this language and acquire oral fluency is huge. Many researchers have conducted projects and researches aimed to develop learners' oral production in an effective way, since it shows noticeable flaws due to the lack of adequate techniques.

When babies start to communicate with their parents, they try to mimic sounds until they are able to form words. Writing and reading comes later on with school and the interaction with these kinds of communication. The same happens when a person is learning another language: they should be able to speak first and then to read and write. Nevertheless, the reality is very different, since learners tend to do this process the other way around, resulting in deficiencies in their oral fluency.

This issue is demonstrated by the English Proficiency Index implemented by Education First, a Swiss international education company, which brands Latin America as the region with lowest proficiency in the world and ranks Ecuador in the 47th position out of 72 countries, with a score of 49.13.

Role-play comes into action as an active and efficient technique to improve speaking skills in English as foreign language learners. Nonetheless, it has been used not only in the education field, but also in others like psychology or business, showing amazing results.

Role-play started as “creative drama”, being studied around the world by authors like Dr. Tsibuchi in Japan, Harriet Finlay Johnson in England or Nellie McCaslis in the United States. In English classes, authors like Al-Arishi and Kodotchigova, M. have studied the effectiveness of role-play as well.

In Ecuador, projects regarding role-play have been conducted in different cities: In Quito Central University, by Alomoto (2014) in which rubrics were introduced in role-play assessment. In a Master thesis in Guayaquil’s Espol by Romero (2012), the author proved the effectiveness of role-play not only in the educational field, but also in the medical one. Another work by Naranjo Olga in 2015 from the University of Cuenca highlighted the fact that students should be encouraged to find a solution or agreement for a situation rather than just acting out.

Moreover, students from the School of Languages of the University of Guayaquil have carried out researches regarding the role-play technique and its influence on the development of oral production as well. A good sample of this is the project conducted by Barrera and Cumbe (2016) which demonstrates that students are more eager to participate in class if they are involved in interesting and fun activities.

Although various studies have been carried out in the 28 de Mayo Public Experimental High School, none of them has the focus and bases this research has, taking into account that the students towards whom it is addressed need to have a high English proficiency level when graduating.

2.2 THEORETICAL FOUNDATIONS

2.2.1 LINGUISTIC FOUNDATION

Communication is an indispensable part of people's everyday lives. It is used in every single moment and with different purposes. Spurlock (2012) states the definition and importance of communication, which is "a process of sending and receiving information among people. Many people believe that the significance of communication is like the importance of breathing. Indeed, communication facilitates the spread of knowledge and forms relationships between people" (p. 54).

Humans are social beings and in this condition, it is necessary for them to communicate. The communication allows to transmit information and to exchange or to share ideas, which enriches the human experience and allows to develop each person's potentialities.

Communication has been deeply studied from the perspective of different sciences and especially from linguistics'. This discipline makes clear that communication is a complex process involving an emitter that transmits a message to a recipient, through a given channel in a determined context. The code used must be known by both parties, making from the whole process a dynamic round-trip mechanism that involves various skills, including evidently the oral one.

2.2.1.1 COMMUNICATION AND LANGUAGE

As stated before, communication helps spread information and knowledge among individuals and it is the base for any human relationship. Language is the main means of communication in the current world and it comprises different types and resources in order to convey a message. In this regard, VanPatten (2015), refers to the definition of language by linguists:

Linguists define language as some kind of underlying mental representation that is implicit and abstract in nature. As underlying mental representation, language consists of constraints on the properties of a linguistic system such that the speaker knows not just what is possible in a given language, but also what is impossible. (p. 1)

What VanPatten means is that an English-speaking person is able to know that the phrase *Does John drink juice?* is possible in English and that *Drinks John juice?* is impossible, whereas a Spanish-speaking person knows that the equivalent for the former phrase is not possible in their language and the latter one is. None of these speakers knows why these phrases are not possible; all they know is that they are not.

The previous example, can be easily achieved through the role-play technique, since the person will not only know why a certain phrase or expression is like that, but will mainly be able to seize on it in a meaningful context through the constant use in simulated quotidian situations.

It is known that, inside a language system, the main type of communication used around the world is speaking. It is utilized every single day in order to be able to perform tasks. Calling to get a taxi, ordering food, buying products, to name but a few of them, demand on oral communication as a means to convey and receive a message.

In this verbal communication which is also known as oral production, people relate to their environment by using the sound emanated with their voice. It can be used in moments in which the individual is face to face with another one, as well as in no physical

communication, such as the telephone calls, recognizing the voice of the person who is speaking and having a better understanding with them.

2.2.1.2 FACTORS FOR AN EFFICIENT ORAL PRODUCTION

In order for oral production to be effective and to avoid misunderstandings that might influence in the correct conveyance of the information, some factors are essential. These include:

- Diction
- Fluency
- Volume
- Rhythm
- Clarity
- Coherence

2.2.1.2.1 DICTION

A correct way to address to others when speaking is essential for a good communication. In the field of language, it is indispensable to establish a clear exchange of thoughts and ideas among the people who participate in the process. In this regards, diction and the way of speaking is just as important as the message or the content that is conveyed at a certain moment.

It may happen that the message is interesting and correct but the way in which it is transmitted will prevent it from keeping its value and importance due to an inappropriate use of the language. Diction includes the ability a person owns to speak in a correct way and to establish orally the ideas they conceive in their mind.

Diction is a skill that needs training to be sharpened and it cannot be developed if the speaker is not used to speak in an organized and clear

way. In order to achieve this, it is necessary to pronounce correctly in a frame of appropriate use of the grammatical rules given in a determined language.

2.2.1.2.2 FLUENCY

Early studies on fluency in the field of teaching foreign languages presented as main characteristic the ability to speak without pauses in a coherent way. Fillmore (2004) stated that "fluency is the ability to fill the time with speech; a person who is fluent in this sense does not need to stop many times to think what they are going to say next or how to say it" (p. 371).

This definition points at two aspects: the continuity in discourse and the use of different strategies to solve linguistics obstacles in the language the person is speaking. Crystal & David (1975) also point at this line of continuity in speech as a synonym for fluency, establishing a classification that includes elements for a continuous dialogue, such as tone, speed, rhythm as well as the knowledge of linking words to help connect ideas.

In the Common European Framework of Reference for languages, fluency is one of the qualitative aspects of the use of the spoken language along with scope, correction, interaction and coherence. (Council of Europe, 2002, pp. 32-33). The definition of the term provided by the CEFR is "fluency, the ability to articulate, to keep going, and to cope when one lands in a dead end" (p. 128)

In order to achieve the fluency in English as a Foreign Language learners, the teacher has the must to raise awareness in them about what is the correct structure and the appropriate words they should use in order to avoid unnecessary pauses or cut speeches that prevent communication from being effective.

2.2.1.2.3 VOLUME

Paralanguage is made up by a set of non-verbal qualities of the voice, such as volume, pitch, tone, duration and speed; and also the prosodic or pronunciation elements, such as pauses, accent and intonation.

It has been demonstrated that the voice itself offers information about the personality of the speaker, their social status, and their emotional state, since the characteristics of the human voice are conditioned by biological factors such as sex or age, psychological aspects just as personality and sociocultural elements, depending on their particular social level.

In this regard, an active, happy and confident person tends to speak at a faster rate and a higher voice volume. Meanwhile, an insecure, shy or sad individual usually has a more intermittent speech with slow rhythm and a lower volume.

The volume of the voice can express different communicative intentions. Thus, the same message can have a different meaning if it is said while screaming, whispering, with irony, with seriousness, with sadness, etc.

2.2.1.2.4 RHYTHM

Another important feature of a good oral production is rhythm, intimately linked with time. Rhythm has been studied as an element of verbal art since there is a natural rhythm that is in life itself. The basic functions of human life, breathing and circulation are performed rhythmically through repeated and alternating functions. The vital rhythm is intimately linked to the production of language, the speech apparatus has a dual function: the guarantee of oxygen and communication.

Apart from the natural rhythm there is another one used in language, created by the man and therefore, artificial. The rhythm, intrinsic element of the language, can be distinguished from the meter, artificially created by the verse. In the latter one, rhythm enhances the ideas and words chosen and makes the difference between prose and poetry.

The rhythm is made up by the repetition of a pattern and it is present not only in human life, but also in music, and in language. According to Gaya (1993), "each language has its own rhythmic tendencies, which define its particular physiognomy (p. 89).

The rhythm produced by the combination of stressed and unstressed syllables is a major characteristic of spoken English and makes English a stress-timed language. In stress-timed languages, there is a roughly equal amount of time between each stress in a sentence, compared with a syllable-timed language (such as French, Turkish and West Indian English) in which syllables are produced at a steady rate which is unaffected by stress differences. (Kelly, 2000, p. 94)

Thus, the importance of rhythm along with stress and pronunciation lies on the appropriate conveyance of the message, since these aspects are essential in order to be properly understood by native speakers. The most suitable way to acquire a proper rhythm in the English language is through practice, in which role-playing activities are openly welcomed.

2.2.1.2.5 CLARITY

Communication is a complex process in which all the elements need to be in a proper place to keep the harmony. In fact, it is easier to

misinterpret someone than to understand exactly what they mean. That is why the message should be clearly expressed, in order to avoid confusing or distressing situations. The components of the message must be organized in a coherent way so that they are understandable, credible and attractive.

Lorente (2016) states that "people who communicate best are those who, having something interesting to tell, are explained frankly, clearly and in a simple way" (p. 26). It is important for a message someone wants to convey to be clear, so the audience can understand it entirely. In order to achieve that, speakers need to have the message clear themselves.

Therefore, before speaking, it is necessary to decide precisely what is going to be expressed and how it should be expressed. The message needs to be concise, trying to avoid to beat around the bush. The necessary details need to be exposed in an organized way, so the listener does not lose the thread of the conversation and the communication can continue in an effective way.

2.2.1.2.6 COHERENCE

Coherence in communication is a key factor. Many messages lose their effectiveness, credibility or confuse the listener because of an inappropriate way to transmit them. If there is no coherence between what is said and the way in which it said, the message will arrive to the recipient in a confused and distorted way.

Coherence in oral speech is synonym of organized thought, since there are few cases in which a person with clear mental schemata does not have easy speech regardless of the field in which their intellectual potential is developed. It is even more unusual to find someone with immature thought achieving an acceptable level of articulation at the time of speaking.

Language is the means through which ideas and thoughts are expressed. Therefore it is necessary to produce coherent speech in order to transmit them from the abstract conceiving in the human mind to tangible elements such as words that are produced with the help of the vocal apparatus.

This can be achieved through the sufficient knowledge in the field, a fair awareness of the aspects that need to be communicated (but also the elements that should be shut out), clear thinking, and appropriate organization, assuming that the language (grammar, spelling, and pronunciation) aspects are addressed in the correct way.

2.2.1.3 ORAL INTERACTIONS

In oral interaction activities, the user of the language acts alternately as a speaker and listener with one or more interlocutors to jointly construct a conversation through the negotiation of meanings following the principle of cooperation. Here are some examples of interaction activities:

- Conversation
- Interview
- Debate
- Simulation
- Panel discussion

2.2.1.3.1 CONVERSATION

A conversation is a dialogue between two or more people. A communication is established through spoken language. The conversation can revolve around one or many issues and is conditioned by context. The dialogues can express their point of view and discuss as it is an informal situation.

Participants should cooperate in order for the interaction to be successful. This means that they must agree to: maintain or change the subject, the tone, the purposes of the speech, etc. One of the characteristics of the conversation is the possibility to expose one's ideas and be able to contrast them with those of other participants. This must be achieved in a frame respect and calmness in order to improve the understanding between the parties involved.

In order for a conversation to take place, a number of fundamental elements must be involved. Specifically, these include the following:

- Emitter, which is the transmitter of information.
- Receiver or recipient, who receives the information.
- Message, which is the information that is transmitted.
- Code, which is the language in which the conversation takes place.
- Channel, which is the means through which the information passes.
- Context, which is the place where the message itself is given.

The conversation can evolve around a specific topic. However, it can also chain various topics as time goes by, including different subjects that emerge spontaneously. The stages of a conversation basically include the beginning, the crux and the conclusion. Nevertheless, these stages can occur without notification or clarification, but rather both sides understand when each one begins and ends.

Finishing the conversation is a delicate task, since a good part of the success of a conversation is an appropriate ending. Conventional closures usually consist of four parts:

- Closing offer
- Acceptance of offer
- Farewell
- Farewell and closing

2.2.1.3.2 INTERVIEW

The interview aims to prepare the student to be able to react correctly and appropriately to a question. This activity is closely related to the skill of listening comprehension (all oral expression activities) but this one especially, because in this case the roles of students are well defined: the questioner and the respondent, the interviewer and interviewed respectively.

2.2.1.3.3 DEBATE

The debate is an activity of oral interaction, here fits in a much more precise way the term interaction instead of expression since the debate requires a greater deployment of argumentative techniques: to say, to exemplify, to argue, etc.

It can also be added that the debate is an activity that is usually practiced with students who already have a certain linguistic level (from an intermediate level) and cannot leave aside the figure of the moderator on the part of the teacher. It works very well as a didactic strategy within the class.

2.2.1.3.4 SIMULATION

To simulate is to represent some situation by pretending or imitating some character. At the moment of simulation, one stops being oneself to become the character that is being presented. In this way, one learns to put oneself in another's place and to exchange roles. In role-playing, people express the feelings and concerns of others, which helps to strengthen the bonds of understanding and friendship between people.

There are times when words are not enough to make known a difficult situation or to convey a message; in such cases it is necessary to rely on gestures, such as: silence, crying, laughing, etc.

2.2.1.3.5 PANEL DISCUSSION

The panel discussion is a form of planned oral interaction involving a small group of students to expose their perspective and talk about a previously established topic. The purpose is to increase and update the knowledge of the class, based on the dialogue between their classmates.

Like other situations of oral interaction planned, the panel discussion has a moderator who is responsible for presenting and giving the floor to the students, to control the time of each intervention and to give up the speaking turns.

2.2.1.4 THE COMMUNICATIVE APPROACH

Throughout the history of language teaching, several methods have been studied and proved to be appropriate in the time they appeared, being the communicative approach currently recognized as appropriate for English as a foreign language learners. The Ecuadorian National Curriculum acknowledges that:

The communicative approach is currently the most recognized and accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language itself and of language learning and teaching. (Ministry of Education, 2014, p. 5)

This approach has been the center of discussion since 1960s, leading many authors to study it in deeper ways. Zainuddin (2011) in their work called “Fundamentals of Teaching English to Speakers of Other Languages in K-12 Mainstream Classrooms” refers to the main objective of the communicative approach:

The main goal in this approach is for the learner to become communicatively competent. The learner develops competency in using the language appropriately in given social contexts. Much emphasis is given to activities that allow the second language learner to negotiate meaning in activities that require oral communication in the second language. (p. 72)

Traditionally, when teaching a foreign language, grammar tends to be the center of the class. Teachers think that with no grammar, the class has no purpose. The communicative approach proposes something utterly different, providing the learner with the necessary tools to be efficiently competent, permitting them to manage real-life situations in real-life contexts. Tello (2012), supports the effectiveness of the communicative approach in contrast with the grammar-based teaching:

For many years, the learning of a second or foreign language (FL) was equated with linguistic or grammatical accuracy. However, since the adoption of the communicative approach, this focus has passed to second place, giving primary importance to the achievement of functional abilities in the target language (TL) with the final purpose of understanding and producing language that is appropriate to communicative situations in accordance with specific sociocultural parameters. (p. 170)

The communicative approach pays more attention to the pragmatic part of the language, the execution of real-life tasks, rather than the grammatical or linguistic structure of it. That is why it is very effective to develop learners' oral production.

To continue with the pragmatic area of the English language, role-play is also closely linked to it. In general terms, pragmatics is related to the study of meaning in context, being important to be learned since it implies not only grammatical or linguistics aspects, but also social and cultural connotations.

Learners show significant differences from native speakers in the area of language use, in the execution and comprehension of certain speech acts, in conversational functions such as greetings and leave takings, and in conversational management such as back channeling and short responses. (Bardovi & Mahan, 2015, p. 2)

Being fluent in a foreign language means not only to be able to speak in an effortless way, but also to be able to use the cultural and social conventions of this language. The misuse of these conventions may lead to a wrong impression or even an uncomfortable moment among the speakers. Bardovi-Harlig & Mahan-Taylor (2015) also affirm that:

The consequences of pragmatic differences, unlike the case of grammatical errors, are often interpreted on a social or personal level rather than a result of the language learning process. Being outside the range of language use allowed in a language, committing a type of pragmatic mistake, may have various consequences, as identified by the teachers contributing to this volume: It may hinder good communication between speakers, or make the speaker appear abrupt or brusque in social interactions, or rude or uncaring. (p. 3)

The importance of pragmatics when learning a foreign language lies on the cultural aspect attached to it. Good manners, greetings, adequate responses, they all must be learned along with grammar and sounds, due to the differences between countries and cultures from the learners' mother tongue and their target language.

The impact of role-play in the English language oral production has a lot to do with other linguistic aspects, all of them linked together. Odhiambo (2014) maintains that the language play is divided into three categories: linguistic, pragmatic and semantic, being fused all of them in role-play. The linguistic part is focused on phonetics and phonology for the production of sounds and the pragmatic and semantic aspects where the ensemble of these sounds are aimed to transmit information with actual meaning. (p. 14)

2.2.2 DIDACTIC-PEDAGOGICAL FOUNDATION

Active learning is increasingly important because through it students can expand their level of participation, be more responsible and be motivated within the class. Role-playing is a pedagogical technique that belongs to active learning. A pedagogical technique is mainly described as suitable for achieving understanding an issue and forcing students to be independent.

A forceful argument is that "role- playing provides a variation of the usual teaching methods, and helps balance between theory and practice in a course" (Sogunro, 2004, p. 42). Teachers serve as instructors to be actively involved in the planning and execution of role-play.

This technique provides students with the possibility to show their knowledge through a given problem, to reflect on issues and the point of view of others and to illustrate the relevance of theoretical ideas by placing them in a real-world context.

In this study, the inclusion of constructivism is extremely relevant. Constructivism is a theory which affirms that the knowledge of all things is acquired through the intellectual activity of the human being. It states that people design their own understanding and knowledge of the world, by experiencing things and deliberating about what they experience.

When pupils confront something new, they have to reconcile it with their previous ideas and experience, maybe changing what they believe, or maybe discarding the new information as irrelevant. In any case, they are active creators of their own learning.

It is important to note that constructivism is not a particular pedagogy. In fact, constructivism is a theory describing how learning happens, regardless of whether learners are using their experiences to understand a lecture or following the instructions for building a model airplane. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences. However, constructivism is often associated with pedagogic approaches that promote active learning, or learning by doing (Piaget, 1993, p. 84)

Therefore, the construction of educational knowledge is actually a process of elaboration, in the sense that students select, organize and transform the information that they receive from many different sources, establishing relationships between this information and their previous ideas or knowledge.

Thus, learning content means that the learner attributes a meaning to it, constructs a mental representation through verbal images or propositions, or elaborates a kind of theory or mental model as a framework for explaining that knowledge.

2.2.2.1 INTERLANGUAGE

Another theory that supports this foundation is interlanguage, which can be defined as an intermediate stage between a learner's Language 1 and Language 2, in which he or she uses rules from both linguistic systems in order to produce sentences in L2.

The different instances of Interlanguage should be perceived as a proof of the learner's assimilation of the new language into his/her own reality; they are also a sign that the learning activity is meaningful for learners. However, interlanguage is not only a measurable evidence of language learning, rather it is the complex result of internal cognitive processes that take place during learners' process of second language (SL) acquisition (Muñoz, 2010, p. 22).

When students are starting the acquisition of a foreign language, they have already acquired other language or languages that include their mother tongue and probably a second language. The foreign language becomes then their new goal. Therefore, learners begin from one point to another, following a course with different stages in which they emphasize the influence of their linguistic baggage which makes up what is called by researchers as interlanguage.

The great contribution of the analysis of error proposed by interlanguage to the field of foreign language studies lies on the decriminalization of the concept of error since they are considered as indicators that the learning process is being carried out in an appropriate way, with the help of the previous linguistic system the learner has that allows them to produce in a new language.

2.2.2.2 THE ROLE-PLAY TECHNIQUE

Role-play is a participatory technique that aims to develop determined skills by performing different roles within conflictive situations in which the characters hold different positions and arguments. A renowned author refers to role-play as “an unrehearsed dramatization in which individuals provide behaviors that illustrate acts of persons involved in defined situations” (Killen, 2011, p. 13)

Thus, in role-play is an experience that boosts the imaginative, linguistics and social skills, increasing the socialization between different people, sex and ages, and works as active learning. Davis states that “in role-playing activities, students are presented a realistic or hypothetical situations and a cast of characters. The students then improvise dialogues and actions to fit their views of the situation and the character they are playing. (Davis, 1998, p. 39).

2.2.2.3 STAGES IN ROLE-PLAYING ACTIVITIES

Role-play technique allows language learners to experience a situation or action, not only in an intellectual way, but also physically and emotionally.

In order for any role-playing activity to be performed in an organized way, a series of steps are necessary to follow.

2.2.2.3.1 SELECTION OF PARTICIPANTS

Any activity involving role-play must be started by explaining the selecting the participants, which can vary from a couple to a whole group including several people. It all depends on the topic and on the scope the teacher wants to give to it.

The participants need to be informed about the situation presented as well as the role they are about to perform. If students are given any paper in which the guidelines are written, these must be clear enough for them not to have doubts that might keep them from characterizing the role assigned in a proper way.

2.2.2.3.2 SETTING OF THE SCENARIO

The pupils selected to perform a role must leave the room or go to an area in the classroom in which they can have a few minutes to get into character by reflecting about what they might say and how they will be addressing to the other performers.

The classroom is now a different scenario depending on the role-play topic and its concept, which can vary from a very realistic situation such as buying groceries to fictional settings just as medieval parties. In order to have a better ambiance, some resources can be useful, e.g. toys, slogans, signs, house or work accessories, etc. It is up to the teacher to select them, taking into account the situation as well as what is available.

2.2.2.3.3 PERFORMANCE

Before students start to perform their character, the teacher must remark the importance of assuming the role appropriately: feelings, arguments, reasoning, interests, attitudes, behaviors, solutions, etc. Then, students are given an indication to start and the spectators are asked to be quiet not to interrupt the performance.

Realism is important in the conveyance of the message. Therefore, students must be warned not to take the dramatization as a joke. The excess of realism should be avoided as well, since it eventually could turn into a psychodrama.

2.2.2.3.4 ASSESSMENT AND COMMENTS

The main purpose of this part is to foster a collective dialogue in order to deepen the conflict (attitudes, arguments, consequences, etc.) and other alternatives that could have been taken into account. Moreover, it is useful to allow the students who have performed a character to comment on what they felt, how they evaluate themselves, why they acted the way they did, etc.

The assessment criteria should be given at the beginning of the role-play activity in order for the performers to be aware of the aspects they need to take into account at the moment of characterizing a role. At the end, the teacher must emit a general comment about the performance. However, if it is necessary, individual remarks can be made in a polite way to encourage students to improve.

2.2.2.4 TYPES OF ROLE-PLAY

Any role-playing activity is often set up to a target particular point, which could be grammatical, social or related to the vocabulary implicit in the content of the book used. There are several variations of role-play that include conflict role-play, cooperative role-play, information gap role-play and task-based role-play.

The difficulty assigned to the role-play selected is up to the teacher taking into account the level and skills students have. Verbal instructions, visual aids (images from people, newspapers, etc.), signs and gestures are all common ways of setting a scene.

2.2.2.4.1 CONFLICT ROLE-PLAY

The conflict role-play places students in a point in which they have to defend their position by taking hold of coherent and appropriate

arguments in order to try to convince the other person to give in. Situations in this regard might include complaining at a hotel or standing up for an environmental campaign.

Anytime in a learner's life, they'll inescapably encounter some type of conflict. This is why being able to handle with trouble situations is necessary in order to success in any aspect of life. When students figure out the correct way to manage and resolve conflict, they are better suited to deal with the situation at hand.

In addition, settings that are linked to conflict, evidence language skills under certain pressure and are pertinent for students to gain maturity at the moment of speaking and to develop their confidence when addressing to other people. They also help the speaker to keep their composure and to use appropriate language when placed in a conflictive scenario.

2.2.2.4.2 COOPERATIVE ROLE-PLAY

The cooperative role-play drives learners to work together as a team to not only make use of the content but also help each other succeed. Pupils who work together as a team share a common purpose, which allow them to learn to trust others in order to achieve the duty assigned. It also depends on the combination of the different skills each one possess and on the effort each one makes.

Arranging a birthday a party, deciding the ingredients for dinner, going shopping to buy something specific or setting the table together are some common types of cooperative role-playing activities. In each one of the previous examples, the success does not rely on one person, but on the agreement of the couple or group, reason why it is indispensable an agreement between both parties.

This kind of situations are appropriate to build strong relationships within a classroom group considering that each member of the team or couple can provide attention and assistance to one another. In addition, when learners are pushed to arrange their thoughts in order to explain them to their mates or couple, they must engage in thinking that builds on other ideas, allowing them to enhance their own understanding.

2.2.2.4.3 INFORMATION GAP ROLE-PLAY

Information gap role-play forces the learner to fill holes in their knowledge by inquiring another person about the information needed. This kind of role-play is an excellent way to adapt students for real-life encounters, considering that human beings are questioners by nature and use always this means to solve the queries they have.

Answering questions from environmental issues, asking for health advices or interrogating about zodiac signs are all information gap type situations. Since these scenarios need a true and actual answer from the other character, it is very easy for students to integrate in the conversation.

Moreover, exercises based on information gap turn the language classroom into a more authentic and meaningful experience, since it is no longer a monotonous one-way path, but an interaction in which all the parties seize on new information, which is processed in order to end up in knowledge.

2.2.2.4.4 TASK-BASED ROLE-PLAY

Task-based role-play demands on completing a set activity that ends in the performance of a duty. When it is integrated into the language classroom, it means that the tasks that are practiced are useful and applicable into a real-life situation.

This type of role-play comprise from everyday situations as ordering a meal or checking into a hotel to more formal settings, such as applying for a job or requesting a bank loan. In this kind of scenario, the process of performing the task assigned teaches students important skills: how to ask questions properly, how to negotiate and how to interact with other people.

This kind of role-play is evidently appropriate for assisting students to practice their English skills in real situations, boosting their confidence and providing them with the linguistic and social components needed to achieve the task assigned.

2.2.2.5 ORAL PRODUCTION ASSESSMENT

Another important aspect to take into account is the oral production assessment. Evaluation is an important element in the process of foreign language teaching because it is an integral part of the teaching-learning process, for instance, in order to check if students are learning what they should, in what areas they are having problems, what contents should be developed in the course, etc.

Rubrics have been widely recognized by authors and teachers for their efficiency in facilitating grading and their potential to be instructive. However, their use and value in oral production assessments still remain to be proven. Rubrics can be given to the students before the performance, but it will depend on them when to read them.

First, rubrics inform students of teacher's expectations in their oral production assessments in the form of the criteria lengthily embedded in them. This is consistent with findings of previous studies that stress the primary purpose of rubric to make students understand what should be done and how it should be done.

Rubrics were also said to allow students to reflect on their oral production performances. This reflection comes in a form of making students identify what they have missed and/ or failed to meet in the expectations set by the rubric. The learning brought about by reflection were said to be utilized by the students in their succeeding oral production performances (Andrade, 2008, p. 47).

Evaluation of oral competence is a complex task, both for the teacher and for the students. It is necessary to evaluate not only what the person learns from the stated objectives, but also the way in which it transmits the message in the language that is being learned.

It is recommended that the student previously knows the evaluation activity as well as the instrument that will be used. This way, it is possible to know what and how will be taken into account at the moment of evaluating, helping the learner to organize the contents that have to be checked for the moment of the assessment.

In addition, this helps students to reduce their level of stress and anxiety vis-à-vis the evaluation. The emotional state of the person evaluated is also strengthened, as it eliminates the uncertainty to which it is submitted due to the lack of instruments relevant to the evaluation.

2.2.3 SOCIOLOGICAL FOUNDATION

One of the main causes for the absence of competence in language is that the speaker does not know which assertions are appropriate in the social context in which he or she is speaking. This ability to adapt one's speech to fit the situation in which it is said, is called sociolinguistic competence, which is indispensable at the moment of conveying a message in the correct way.

According to Qing (2011), role-play is defined as “the projection in real life situations with social activities” (p. 84). Thus, role-play provides new ways to explore reality and different strategies to operate on it.

Furthermore, when students are assigned a situation to role play in, they had put in the effort to think of the appropriate language that could be used to express their views and thoughts for communication. It also helped to acquire the speaking skill and oral fluency, which also helped to boost their confidence level. (Ments, 2014, p. 15)

The role-play technique helps to produce a good social behavior among people, turning it into a friendly environment to speak. Besides, the different social contexts of role-play give students the opportunity to show their creativity because the life style, language, expression and body language would be different. They will not only have confidence in themselves, but also they will acquire fluency in the target language.

In addition, “role-play could be seen as a method of stimulating a reflective practitioner. This helps students to be aware of the prescriptive nature of management theories, as well as the complexity of real life: there are no set answers” (Alkin, 2006, p. 39). Through this technique, students, who will at some point in their lives travel to an English-speaking country, are provided with the opportunity to practice their English in a safe environment.

With the help of the role-play technique, language learners are able to appreciate the situation from another person’s point of view, allowing them to resolve problems in a real-life context. Moreover, their imagination is expanded, since they develop a whole story with the help of basic clues.

Role-play is important in education because it offers students experiences to learn and then apply that knowledge in their everyday life. Evidently, it is a fictional world from which there will be no reprisals in real life, but that will allow them to reflect on what happened.

Within sociology, the pragmatic competence is really important as well. This competence is also composed of three other levels of competence; the discursive, functional and organizational. It is observed in the verbal fluency, in the shifts of words, the coherence and the cohesion in the discourse, as well as in the interpretative capacity of the discourse, because there is no doubt that learning a language goes beyond than dominating the grammatical structure, it is rather learning to perceive, to think and to behave just as native speakers do in their culture.

Pragmatics is “the ability to use language appropriately in a social context” (Taguchi, 2009, p.78). Thanks to pragmatics, it is possible to know the rules and norms of behavior in certain situations that may be differ according to the culture, helping to maintain social balance and avoid conflict.

Barron (2003) refers to pragmatics as the study of the principles that regulate the use of language in communication. He argues that:

The study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication (p. 39).

The previous definition analyzes pragmatics from the users' perspective, that is, the students' point of view. Through this competence

the quality and efficiency of communication within the classroom will be significantly better; since pragmatics gives language a more holistic and real sense, taking into account not only the message but also the context of communication.

Another important aspect in this foundation is Paralinguistic, which refers to the aspects of spoken communication that do not involve words, for example body language, gestures, facial expressions, tone and pitch of voice.

Paralinguistic features are culturally determined, every speech community shares some notion of an abstract norm in speech, but they are also idiosyncratic features in the sense that every individual has his own norm; departure from that norm produces an *attitudinal* effect on an utterance and listeners interpret that some affective meaning has been added to the verbal content of the message. (Bombelli, 2013, p. 8).

Under these circumstances, it is possible to affirm that body language, as well as other aspects of non-verbal communication, such as tone of voice or intonation, provide interpreters valuable information that will allow them to anticipate some elements of speech and in this way facilitate their work.

Similarly, if semantic information is ambiguous or inaccurate at some point, visual information can serve as a support, so the kinetic elements will be very useful for the interpreter to understand, and transmit, the meaning of the utterance and avoid misinterpretations that may keep the message from being accepted in the correct way.

Paralanguage is an essential part of the message; therefore, the intonation and gestures are completely linked to a coherent oral discourse. Therefore, if the interpreter transmits, for example, the incorrect intonation, he will realize for himself that he is not saying what he should and this could lead to the loss of attention of the public.

Paralanguage will assist students in their oral production, because a gesture will facilitate the concrete word that, for any reason, may cause difficulty, and also endows the oral speech with a greater naturalness and fluency.

Finally yet importantly is sociolinguistics, which is concerned with language in social and cultural context, especially how people with different social identities speak and how their speech changes in different situations.

The study of language cannot be divorced from the study of social identity, thoughts and culture, the main point of departure from modern linguistics is the relevance of language to the understanding of culture and vice versa. Moreover, sociolinguistics explores the difficulties and considerable interests involve in assessing the relative values of different functions performed by language. These functions are by no means necessarily always headed by that of intellectualization. Invariably, speech has a social function both as a means of communication and as a way of identifying social groups. Hence, to study speech without reference to the society, which uses it, is to exclude the possibility of finding social explanation for structures that are used in utterances. (Ofodu, 2012, p. 30).

In sociolinguistics, the student appears not as an ideal speaker, but as the concrete user of a language, since sociolinguistics offers a vision of communicative interaction as a place where the social and the personal aspects meet, because social life is developed, created, maintained or changed, based on the communicative interactions between individuals.

In the role-playing activities one deals with constructions from the literal to the constructivist/constructionist meaning of the word. One can talk about constructing worlds to meet the needs of each session, even if the scenario is set in everyday reality. Each time it is yet only a fragment of some reality which, though may resemble and reflect the complexity of the real world will always remain only a virtual fiction functioning on the basis of an agreement in the consciousness of the participants and can undergo unlimited transformations due to the participants' invention. (Siek, 2006, p. 71)

Thus, through role-play, students are able to represent a situation that resembles reality in a spontaneous way, yet without the stress of an actual problem that might keep them from speaking confidently or under the pressure of expressing their ideas in order for them to be accepted by the people around.

2.2.4 PSYCHOLOGICAL FOUNDATION

Role-playing, a derivate of socio drama, is a technique for exploring the issues involved in complex social situations. It was promoted by Jacob Moreno, a Viennese psychologist who sustained that people could benefit more from acting out their matters than from speaking about them.

Cognitive development was a progressive reorganization of mental processes as a result of biological maturation and environmental experience. Children construct an understanding of the world around them, and then experience discrepancies between what they already know and what they discover in their environment. The goal of the theory is to explain the mechanisms and processes by which the infant, and then the child, develops into an individual who can reason and think using hypotheses. (Piaget, 1936, p. 87)

Knowledge and intelligence are linked to the physical and social environment and describes the assimilation and accommodation as basic principles in evolution and acclimatization of the human psyche. Therefore, through role-play, students will be able to develop these environments in an appropriate way.

Another important aspect that supports the psychological foundation in this research is the emotional intelligence. The emotional intelligence is included as one of the multiple Intelligences that Gardner develops in his work, where he demonstrates that there is not a single and quantifiable intelligence, but that the human being owns at least eight different intelligences, each one developing to a level and different mode.

The eight intelligences are as follows: linguistic-verbal intelligence, logical-mathematical, spatial, musical intelligence, kinesthetic body, naturalistic, interpersonal and intrapersonal.

Emotional intelligence is defined as "understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living" (Goleman, 1995, p. 93).

It is necessary to develop emotional intelligence in students, as it is closely related to the formation of self-concept and self-realization. Students interact with society, being important to develop emotional skills that allow them to conceptualize and understand one's own emotions and those of others. That is why UNESCO has included as learning pillars the learning linked to knowing, being, doing, living together and transforming.

For a long time it was believed that having a high IQ and a good academic background was the most important aspect to succeed in life. Currently, in relation to a job, it is believed that this intellectual capacity and technical preparation should be indispensable, and the required profile is more focused on certain personal qualities, all related to emotional intelligence, such as initiative and empathy , adaptability and persuasion, control of emotions and management of conflict situations, self-confidence, listening and oral communication, persistence in the face of difficulties, spirit of team collaboration, the potential for leadership, among others.

Thanks to the emotional intelligence, students will have less social anxiety and depression, better self-esteem, greater interpersonal satisfaction, greater use of coping strategies to solve their problems and less negative thoughts, therefore they will have more security at the moment of speaking and the class could be much more participatory and dynamic.

Within this foundation, interlanguage cannot be ignored. Interlanguage is the type of language (or linguistic system) used by second- and foreign-language learners who are in the process of learning a target language.

The interlanguage system is clearly not simply the native language morphological and syntactic system relexified with target language vocabulary; that is, it is not the morphological and syntactic system

that would have been evidenced had the learner tried to express those meanings in his or her native language. Just as clearly, it is not the target language system that would have been evidenced had native speakers of the target language tried to express those same meanings. Rather, the interlanguage differs systematically from both the native language and the target language. (Selinker, 1972, p. 52)

In a foreign language class, error must be admitted as a phenomenon or proof of the effectiveness of teaching. It is necessary to remember that what the teacher wants is not to train perfect speakers of the English language, but students who are able to express their ideas with no interruptions and to communicate with native citizens, by conveying the correct message.

Based on this objective and considering that students are improving their interlanguage as they acquire more data in the language they study, it is believed that teachers should focus their corrections mainly on the elements that can block communication in the verbal interactions of their students. Aforementioned it is possible through the application of interlanguage within the class.

Another theory that supports the psychological aspect of the variables of this research is the zone of proximal development. The zone of proximal development (ZPD) is defined by Vigotsky (1978) as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (p. 97).

The ZPD is probably the most retaken theory of the historical cultural approach and one of its angular pieces. It is defined as the gap between the actual level of development, determined by the ability to independently solve a problem, and the level of potential development, determined through the resolution of a problem under the guidance of the adult or in collaboration with another more capable partner.

Adjusting this concept to the educational context, the role of the child will be replaced by the student and the role of the adult by the teacher. According to Green (2002) in their work "Theories of human development" describe seven types of activities to stimulate the ZPD by teachers. These activities are:

- Model the behavior by imitation giving the student an image that reminds him of the levels of execution.
- Feedback and self-correction.
- Contingency direction applying positive and negative reinforcements.
- Direct instruction to provide clarity in the information transmitted.
- Questions that require collective responses.
- Design structured tasks.
- Students' reasoning should be explained by these to know their cognitive structures and thus create new learning situations. (p. 139)

Somehow, the activities described by these authors, only mention problems that are solved in the academic context. The ZPD should include the integral development of the personality. An individual may be able to solve correctly multiple tasks, but if after resolving them, they are not able to build a style of developer life, their evolution as a personality will not be developed. It is here where the zone of proximal development plays an essential role in class because it will allow students to communicate in a better way.

2.2.5 PHILOSOPHICAL FOUNDATION

Philosophy nowadays is relevant due to the fact that it widens our vision and point of view of the world. Language and philosophy are interrelated in this branch called Philosophy of language, which “examines human language, its origins and use, and how it relates to human thought and understanding, as well as reality. Philosophy of language has implications for logic, ethics and history, resulting from how language is used” (Dummet, 2012, p. 122).

Language is used every day because it is necessary for people to communicate and to be able to perform tasks. Language has outlined the human being's development since the first day a word is articulated to this present moment. This means that people have a whole mingled set of concepts associated with specific words, like “house”, “dog”, “hatred”, “male”, etc. Thanks to the meaning given to these words, it is possible to shape an integrated view of the universe and the place society hold in it.

Thus, the philosophy of language is relevant since language is important in our development as human beings. It is therefore important to understand the meaning of the words that are going to be used in English, since the understanding of them relies on the concept we have beforehand.

Role-play's objective is to develop learner's ability to figure out the meaning of words by context, being possible to include not only articulated words, but also written letters and spontaneous gestures that come to life when being placed in a real-life situation.

According to the ancient Greek philosopher Aristotle, we are born like a *tabula rasa* or blank slate. He proposed this idea back in the fourth century B.C. and was taken in later in history by philosophers like John

Locke. This theory has as base the fact that we are equipped with few basic instincts when we are born and these help us to shape out knowledge and character throughout our lives through experiences.

Celano (2015), refers to Aristotle's argument that "created soul is like a blank slate on which nothing is depicted" (p. 204), holding the concept that human beings are born with no innate content in their minds and that knowledge is acquired through the experience or perception.

This Aristotelian theory allows the authors of this research to rely on the idea that knowledge can be shaped in learners of a foreign language through the correct simulation of a real experience, and have arguments for the moment in which they feel incapable to produce speech in the English language.

Celano not only refers to Aristotle's idea of grasp of knowledge, but also to the process of acquiring it, since "he also acknowledges Aristotle's explanation for the acquisition of knowledge, which is a cognitive habit, is determined to be acquired" (para. 3).

Achieving oral fluency in a foreign language demands not only on theoretical content, but also in practical knowledge. These two kinds of knowledge can be acquired at any time of our lives, since "for Aristotle all knowledge, whether theoretical or practical, depends upon some type of individual experience" (para. 4).

On the basis of this Aristotelian work, Locke took hold of this *tabula rasa* theory, as cited by Bennett et al. (2012):

Blank slate theory originated in the work of philosopher John Locke, who believed that upon entering the world, the human mind is a *tabula rasa* or a piece of white paper, lacking any writing. The

writing or ideas that become scripted onto this paper result from experience. (p. 113)

This assumption allows pupils to form knowledge based on what is received and and perceived through the involvement into real-life situations. Therefore, empiricism holds an important place in the learning process. Locke reinforces his theory of no need of innate knowledge, as cited by Bennett (2012):

Some people regard it as settled that there are in the understanding certain innate principles. These are conceived as primary notions [= 'first thoughts']—letters printed on the mind of man, so to speak—which the soul [= 'mind'; no religious implications] receives when it first comes into existence, and that it brings into the world with it. I could show any fair-minded reader that this is wrong if I could show (as I hope to do in the present work) how men can get all the knowledge they have, and can arrive at certainty about some things, purely by using their natural faculties [= 'capacities', 'abilities'], without help from any innate notions or principles. (p. 114)

Language has been the base for communication among the different cultures of the world since its beginning. Due to the fact that there are over six thousand languages around the world, it is necessary to learn a foreign language to interact with people from other places. Zerkina, Lomakina, & Kostina (2015) state that "A foreign language is considered as a connecting link between the society and values" (p. 255).

These authors maintain the idea that teaching a foreign language is the way to form an axiological background of students, since “proper teaching of a foreign language may suspend the process of dehumanization of education, society as a whole and be of a great value in popular, folk diplomacy” (para. 3).

This concept is built on the social part of the process of English teaching, which requires the learner to adapt to the society and to the culture that comes with the language, being of huge importance considering the problems that an axiological mistake could cause in a given situation.

The English teaching process must be a process of forming humanistic values, which then have a major impact on human relationships with others. Thus, methods, means and techniques, which instil these values most effectively, are developed.

Researchers in the area of knowledge believe that the most important factor is to consider personal qualities, life situation and other circumstances related to a student. In fact, those things under consideration influence the values formation. The objective of the English teaching process is not to suppress the natural development of the personality, but organically supplement it. (p. 257)

In order to achieve this objective when teaching English, teachers must find the most suitable technique for their students, which include not only the linguistic or grammatical aspects, but also human and social values, to set aside the differences between cultures and recover what these have in common.

Teachers, as the model students tend to follow, need to have a preparation in values in order to educate students, resulting in them applying these values when coping with a real-life situation.

To 'value educate' is to develop rational critical thinking, to educate the emotions, to cultivate the imagination, to strengthen will and to train character of the learner. The purpose is to kindle the moral and aesthetic sensibilities of learners, to raise their level of value consciousness, to stimulate them to think freely and critically, to develop the ability to judge actions and events rationally, and to choose and act courageously and with conviction for the sake of the larger social good. Accordingly, the teacher has to be trained to function as an agent who stimulates, provokes, informs and sensitises the learners with reference to value situations in life.

(Chaturvedi, 2014, p. 20)

The role of the teacher with the English learner, is to guide them in the building of their personality as they learn this language, in order to not only provide them with the linguistic tools, but also with human and social features to convert them into rational and lenient human beings, fostering the coexistence in this modern world that is infested with actions that result from the absence of ethics.

When speaking an international language, just as English is, learners must be encouraged to use it not only as a means of communication, but also as a manual to human and moral values and a way to develop tolerant attitudes towards foreign cultures, fostering this way the respect among human beings.

Apart from axiology, philosophy also has a branch called aesthetics, which has to do with the essence and perception of beauty and that can be applied to the language in artistic manifestations like poetry and music. But humans do not need aesthetics in language only in the form of art, but also in quotidian situations in order to address to different people. For instance, a person cannot use foul language or informal expressions when talking to an authority or someone who has a position superior to theirs.

In addition, foreign language learners will feel more comfortable to produce orally if the environment around them is appropriately set. Kyriacou (2013) refers to the aesthetics that a classroom needs “the classroom climate established by the teacher can have a major impact on pupils’ motivation and attitudes towards learning. The skills involved in establishing a positive classroom climate are thus of immense importance” (p. 64).

This aesthetic ambiance needs to be accomplished so students are confident when performing a simulation through role-play. This ambiance has motivating features, as Kyriacou states:

The type of classroom climate generally considered to best facilitate pupil learning is one that is purposeful, task-oriented, relaxed, warm and supportive and has a sense of order. Such climate facilitates learning, in essence, by establishing and maintaining in pupils positive attitudes and motivation towards the lesson. (p. 64)

In this regards, the teacher’s function concerning the ambiance includes the setting of the class, keeping the harmony and cohabitation among students and making them aware that they are free to express themselves, within a respect framework, and allowing them to develop their oral skill through the imposition of tasks to be performed.

2.2.6 LEGAL FOUNDATION

Education is considered the base for the welfare of a society. It is the means for humans to grow as respectful and responsible people. This is why there are agreements and laws all over the world to foster and improve education, especially in areas where there is not sufficient access to it.

This research is supported by the Constitution of the Republic of Ecuador from 2008, whose Section Five is dedicated to Education. In its article 26, it states:

Education is a right of people throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion and the indispensable condition for the good way of living. Persons, families and society have the right and responsibility to participate in education.

This constitution also affirms that education must be focused on the human being in order to guarantee their holistic development. Moreover, education is necessary for knowledge and the execution of rights and a crucial aspect for the country's development.

The Ecuadorian Republic also fosters the learning of another language, since its constitution's Title VII "The Good Way of Living System", whose chapter one, designed "Inclusion and dignity", includes the article 347 that states as follows:

To guarantee the intercultural bilingual education system, where the main language for educating shall be the language of the respective

nation and Spanish as the language for intercultural relations, under the guidance of the State's public policies and with total respect for the rights of communities, peoples and nations. (Constitution of the Republic of Ecuador, 2008)

The Secretaría Nacional de Planificación y Desarrollo's (2013) Good Living National Plan also fosters the learning of a foreign language in its Fourth Objective, Section Eight, stating as follows:

- d. Promote at all levels and modalities a quality bilingual intercultural education for children, teenagers, youth and adults belonging to the various communities, peoples and nationalities. (p. 172)
- i. To promote the learning of a foreign language under parameters of international certification, from the early education to the superior level. (p. 173)

The Ecuadorian Intercultural Education Organic Law foment the multilingualism, opening doors for learning and teaching a foreign language, as English is. The article 2, paragraph bb of the first and only chapter states "the right of all the people, communes, communities, peoples and nationalities to be formed in their own language and in the official languages of intercultural relations is recognized; as well as in others related to the international community" (Ecuadorian Intercultural Education Organic Law, 2016)

The United Nations have been carrying out the Millennium Project since 2002, aiming to develop an effective plan to accomplish the Millennium Development Goals and to fight against hungry, poverty and illness that affect millions of people.

This project's global challenge Number Fourteen, facing humanity is centered on the question "How can scientific and technological

breakthroughs be accelerated to improve the human condition?” and it states the following:

The continued acceleration of S&T is fundamentally changing what is possible, and access to the S&T knowledge that is changing the prospects for the future is becoming universal. Free online university courses proliferate; open source hardware and software are sharing the means of production. The ability to learn this knowledge is also improving with Web-based asynchronous highly motivational educational systems, adaptive learning models such as cellular automata, genetic algorithms, neural networks, and emerging capabilities of collective intelligence systems. (para. 1)

The importance of this challenge lies on the fact that most of this technological and technical information is written in English, showing the need for people around the world to have fluency in this language in order to access to this data.

Moreover, in order to follow the English Curriculum guidelines given by the Ministry of Education, the Ecuadorian Intercultural Education Organic Law has an obligatory nature that requires every single educational institution to meet the aspects established, under parameters of international certification.

This law, in its third chapter, article nine, asserts that “the National Curriculum, issued by the Central Level of the National Educational Authority, are mandatory for all educational institutions of the country, regardless of their sustainability and modality”. (Ecuadorian Ministry of Education , 2016)

This curriculum maintains that “current education has the challenge of contributing toward the development of students’ skills (a) to live together in their local communities, and (b) to take a more proactive role as world citizens” (p. 5)

The Ministry of Education of the Republic of Ecuador recognizes three key issues in order to face this challenge:

- The importance of the English language as a tool which equips individuals to understand people and cultures beyond linguistic and geographic boundaries; (para. 4)
- The need to align the English curriculum to standards like the Common European Framework of Reference: Learning, teaching, assessment (CEFR)—which is internationally recognized and provides a common basis for the elaboration of language curriculum guidelines and syllabi; (para. 5)
- That the Communicative Approach is currently the most recognized, accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language learning and teaching. (para. 6).

CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

3.1 METHODOLOGICAL DESIGN

The present project is focused on analyzing the influence of the role-play technique on the English language oral production of the Second Year Baccalaureate students, Room “B”, from 28 de Mayo Public Experimental High School belonging to the Tarqui District in the 2017-2018 academic year.

In order to carry out this research, a wide range of documents were consulted, allowing the researchers to know, compare and deduce the different approaches and criteria of the various authors that have previously studied this topic and, through the analysis of the data obtained, an educational guide was proposed to solve the problem detected.

The present research is a mixed method approach, since it used qualitative as well as quantitative data. It is qualitative based on the fact that it relies on a detailed description of the events, facts, people, situations, behaviors and interactions that were observed throughout the research process.

Moreover, statistical data was gathered through different empirical techniques such as the survey and interpreted in order to reach to a conclusion, reason why this work is also quantitative.

3.2 TYPES OF RESEARCH

In addition, this research will resort to the following types of research:

3.2.1 DESCRIPTIVE

This research describes in detail the insufficiencies detected in the students' oral production. The problem is also further described as well as its consequences, which are reflected in the lack of interest of the students and in the level of English language they have, which is not the one expected from them, according to the Common European Framework of Reference for Languages. Moreover, through this method, the impact that the application of role-play on the oral development of students is specified.

3.2.2 EXPLANATORY

This research is explanatory because it responds to the question *what?* of the descriptive method, that is to say, beyond describing the phenomenon caused by the insufficiency of adequate techniques to develop students' oral production, the main causes behind this one are explained, which basically consist on the little or inexistent execution of these techniques, where role plays occupy a privileged place.

Thanks to this method it was also possible to explain the different conditions in which this phenomenon occurred, which depends not only on teachers and their methodology, but also on internal factors of the student, such as motivation and interest, and external factors such as technology and surrounding people who exert an important influence when speaking a foreign language.

3.2.3 PURPOSEFUL

This research work is a dialectical process that uses a set of techniques and procedures for the purpose of diagnosing and solving fundamental problems, finding answers to scientifically prepare questions, studying the relationship between factors and events, or generating

scientific knowledge in order to propose a solution. The present investigation belongs to this category since it aims to find a solution to improve students' oral productions, which presented insufficiencies at the beginning of this project.

3.3 POPULATION AND SAMPLE

Morán F. (2014) maintains that population is “the total ensemble of people, objects or measures having common characteristics, which can be observed and studied in a specific place at a certain time” (p. 57). In the 28 de Mayo Public Experimental High School, there are six rooms corresponding to Second Year Baccalaureate.

However, during the stages of teaching practice as well as early observations, the room “B” corresponding to this level of education, presented special deficiencies in their oral production. This is way this specific population was chosen, which is made up by thirty-five students, being between fifteen and seventeen years as well as their English teacher.

The sample is an accurately representative subset of the population. For this research, it was not imperative to obtain a sample by a probabilistic or non-probabilistic selection since the population is not greater than 100 people.

The distribution of the population and sample is detailed in the following table:

Table 1: Distribution of population and sample

Item	Population	Sample
Students	35	35
Teacher	1	1
Total	36	36

Source: 28 de Mayo Public Experimental High School 2nd Year Baccalaureate Room “B”

Authors: Alvarado, Velásquez (2017)

3.4 OPERATIONALIZATION OF VARIABLES

Table 2: Operationalization of Variables Chart

Variable	Dimensions	Indicators
Independent Variable: ROLE-PLAY	Skills to be developed	<ul style="list-style-type: none"> • Social skills • Linguistic skills • Cognitive skills
	Types of communication used in role-play	<ul style="list-style-type: none"> • Verbal communication • Nonverbal communication
	Role-play variations	<ul style="list-style-type: none"> • Conflict role-play • Cooperative role-play • Information gap role-play • Task-based role-play
	Role-play stages	<ul style="list-style-type: none"> • Selection of participants • Setting of the scenario • Performance • Assessment and comments
Dependent Variable: ORAL PRODUCTION	Communicative approach: oral interactions	<ul style="list-style-type: none"> • Conversation • Interview • Debate • Simulation • Panel discussion
	Factors for an efficient oral production	<ul style="list-style-type: none"> • Diction • Fluency • Volume • Rhythm • Clarity • Coherence
	Interlanguage	<ul style="list-style-type: none"> • Influence of the mother tongue • Error analysis • Contact with the target language
	Oral production assessment	<ul style="list-style-type: none"> • Assessment criteria • Evaluation tools • Assessment moments

Source: Interpretative analysis of the variables

Authors: Alvarado, Velásquez (2017)

3.5 METHODS OF INVESTIGATION

The methods used in this research are the following:

3.5.1 ANALYSIS-SYNTHESIS

One of the methods used in this research is the analysis-synthesis method, since it allows to choose the different elements related to the present research, such as the causes and facts behind the insufficiencies in the students' English oral production, in order to analyze and synthesize them and this way, find viable solutions to this problem.

3.5.2 INDUCTIVE-DEDUCTIVE

The inductive reasoning allows reaching to the most general principles from particular facts, whereas the deductive method does the opposite: from the most general principles, the researcher can reach to particular facts. These two methods need to go together in order for them to be effective, just the way it was done in this research, since the particular problem, the students' oral deficiencies, were detected thanks to a global observation carried out in first instance. Moreover, the results from this particular case can be applied in other institutions.

3.5.3 LOGICAL-HISTORICAL

This method allowed the dependent and independent variable to be studied in a coherent way. It was necessary to analyze the different stages of the problem, when and where it originated from and how it has been evolved since then up until now. The students' deficiencies when it comes to speaking English is not a recent phenomenon, but a problem that has resulted from inadequate oral production techniques and the wrong execution of teaching methods.

3.5.4 SYSTEMIC-STRUCTURAL-FUNCTIONAL

It was used in order to design the proposal, which is an educational guide for the improvement of role-play in class. This proposal was conceived through a series of steps and with the help of the data obtained and through its interpretation.

3.6 TECHNIQUES AND INSTRUMENTS OF INVESTIGATION

3.6.1 TECHNIQUES OF INVESTIGATION

In order to obtain data about the current state of the two variables directly from the source, three empirical techniques were used in this research: observation, interview and survey.

3.6.1.1 OBSERVATION

The observation aims to examine a fact or phenomenon when it's happening, in a spontaneous and natural way. It usually has a determined purpose according to a set plan and by gathering data systematically. It involves the fact of appreciating, observing and analyzing an object, subject or a situation.

The observation to be applied is non-participant, since it is an "observation with limited interaction with the people one observes". (Cohen & Crabtree, 2012, para. 4) The people who study the way people communicate often examine the elements of how people talk and act together (para. 5).

Through this technique, it is possible to spot important issues in the English class given in the Second Year Baccalaureate Room "B" and observe from closer the problems regarding the students' oral production.

3.6.1.2 INTERVIEW

Gilham (2001) defines the interview as “a conversation, usually between two people where one person –the interviewer- is seeking responses for a particular purpose from the other person: the interviewee” (p. 1). For the purpose of this work, the researchers will apply an individual and structured interview, since it will be face-to-face and will be carried out with the help of a predetermined questionnaire.

Thus, the English Teacher from the Second Year Baccalaureate Room “B” will be interviewed in order to obtain responses from her, regarding the ongoing state of students’ oral production and the use of speaking techniques in the classroom, such as role-play.

3.6.1.3 SURVEY

Sapsford R. (2007) states that a “survey describes a population, it counts and describes what is out there” (p. 3), allowing the researchers to go to the actual field where the problems is taking place. The characteristics of this survey fit the ones proposed by Floyd F. Jr. (2013), which are the following:

- The purpose of the survey is to produce statistics, that is, quantitative or numerical descriptions about some aspects of the study population.
- The main way of collecting information is by asking people questions, their answers constitute the data to be analyzed.
- Generally, information is collected about only a fraction of the population, that is, a sample rather than from every member of the population. (p. 1)

Thus, students from Second Year Baccalaureate Room “B” will be polled in order to obtain data that will help the researchers to know the conditions related to the variables of the investigation from their point of view.

3.6.2 INSTRUMENTS OF INVESTIGATION

In order to gather reliable information at the moment of applying the techniques of investigation, the use of instruments is indispensable. Thus, the instruments used in this work have been created carefully, taking into account aspects concerning the variables of the research, and are the following: the observation guide, the interview questionnaire and the survey questionnaire.

3.6.2.1 OBSERVATION GUIDE

In order to obtain a more structured data at the moment of carrying out the scientific observation, an instrument will be used: the observation guide, which will be applied in the English class. Researchers will observe a class in order to determine important aspects concerning the English learning-teaching process.

This observation guide is made up by ten statements focused on the overall methodology used in the English class, with spaces to mark in a positive or negative way and room for writing further information from the observation made.

3.6.2.1 INTERVIEW QUESTIONNAIRE

The questionnaire is the tool that allows the researchers to establish a set of questions in order to gather structured information from the interviewee, the English teacher.

This questionnaire is made up by six questions, expecting open and reliable answers from the English teacher, in order to be able to obtain a clearer view of the situation regarding oral production in Second Year Baccalaureate Room "B".

3.6.2.1 SURVEY QUESTIONNAIRE

For the purpose of this research, the questionnaire addressed to the students from Second Year Baccalaureate Room “B” is made up by sixteen statements focused on the two variables as well as on the proposal, using two different categories based on the Likert scales: level of frequency and level of agreement.

3.7 ANALYSIS AND INTERPRETATION OF RESULTS

3.7.1 OBSERVATION ANALYSIS

Within the development of the present investigation, an observation form was made in order to diagnose the research problem. Coming up next, it is possible to observe the analysis of the obtained results.

At the beginning of the class, the teacher gives the instructions to open the book “English B1.1 student’s book” and start with a reading. She asks for a volunteer but nobody offers to read. Students look shy and quiet, so the teacher selects three students randomly, who read very slow and make several pronunciation mistakes.

Then, the next exercise is to answer several questions about the reading and for this, the teacher gives them about 15 minutes. When the teacher asks about the possible answers, the students express that they do not understand many words and therefore the reading is incomprehensible for them.

Despite the fact that the teacher has an accepted level of English, most of the class is given in Spanish, since the students do not understand most of the time the assignments given. At this moment, the teacher clarifies the student’s doubts in Spanish and they respond in the same way.

No participatory activities were carried out during the class and no visual aid was used to help students better understand the class. At the end, the teacher assigned a homework from the workbook as well as a written activity.

It is therefore clear that the class is monotonous and that the teacher does not use other support materials to improve their students' oral skills. Students are not able to produce even a complete idea, because most of the time they are ruled by repetitive activities, which do not allow them to be an active part of the class.

3.7.2 INTERVIEW ANALYSIS

1. Do you think that developing students' oral production is essential for their mastery of the English Language? Why?

Yes, it is one of the most important factors to effectively communicate in English, especially for students in Ecuador, whose teachers are non-native English speakers. Students from our country don't have an English environment to put the language in practice, what doesn't allow them to speak in a fluent way.

2. What would you say is the students' level of speaking?

It is known that students at this year of Baccalaureate should have a B1.1 level, but unfortunately most of them barely have an A1 level. However, a few of them can be placed in an A2 level.

3. According to your experience, can you name three main factors that influence in students' speaking performance?

The first factor to be taken into account is the teacher's speech. It should be in English all the time and the teacher should ask questions in English so the students answer the same way. The class environment is very important, too. Many times, students are afraid to speak because they fear that the others make fun of them. Finally, the availability of vocabulary is essential at the moment of speaking, since

even though the learner doesn't know the appropriate grammatical structure, he or she can express their ideas and the other person will understand.

4. What activities do you carry out to improve learners' speaking skills?

I sometimes carry out pair activities, like interviewing a partner to summarize and present later the information to the class.

5. Have you had your students perform any kind of role-playing activity?

Just once or twice, I think, because they are numerous but I would like to do it more often.

6. What do you think about the idea of designing an educational guide with photocopiable role-playing activities to be executed in the English class?

It sounds like an appropriate resource to develop students' oral skills. Besides, anything that teachers don't have to create themselves is welcomed. This type of extra activities usually demand on the teacher's time, money and effort and is not always recognized. The papers that we have to turn in as evidence, the evaluations we have to check, the seminars we have to do, and many other things don't allow us to create something like this.

The answers from the teacher showed that one of the main problems presented by students in the classroom is the deficiency at the moment of speaking, due to factors such as fear and the lack of linguistic tools. In addition, the teacher rarely implements oral activities in the class.

However, an educational guide focused on role-play activities is widely welcomed, since it could help students to improve their level of English in the classroom and acquire confidence and fluency.

3.7.1 ANALYSIS OF THE SURVEY

Item 1: I feel confident when speaking English in front of the class.

Sample: 35 students

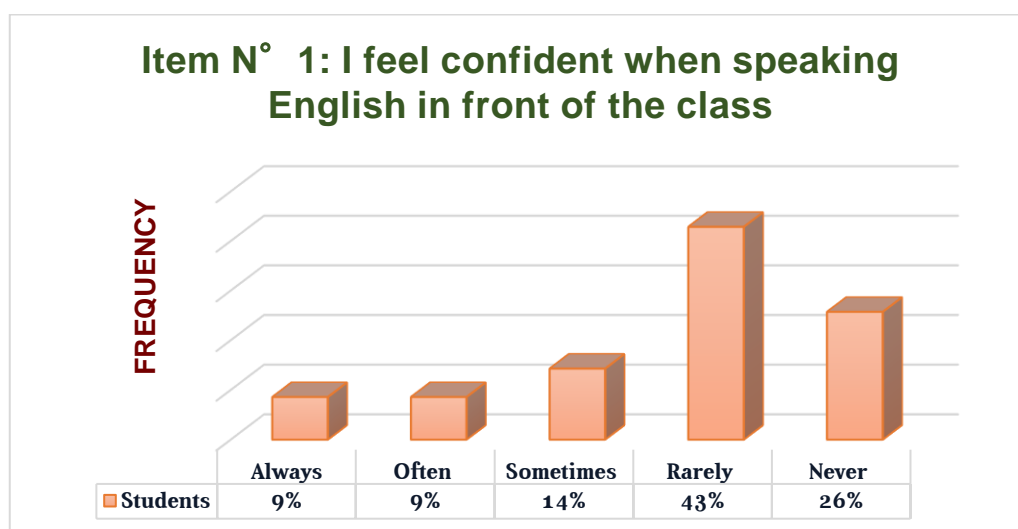
Room: Second Year Baccalaureate "B"

Table 3: Frequency and percentage in the survey: Item N° 1

I feel confident when speaking English in front of the class.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item N° 1	Always	3	9%
	Often	3	9%
	Sometimes	5	14%
	Rarely	15	43%
	Never	9	26%
	Total	35	100%

Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School
Authors: Alvarado, Velásquez (2017)

Graphic 1: Frequency and percentage in the survey: Item N° 1



Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School
Authors: Alvarado, Velásquez (2017)

Most of the survey respondents expressed that they rarely or never feel confident when speaking English in front of the class. This shows that one of the basic factors for an efficient oral production is not present in the students from this room, making necessary the implementation of a technique to boost the courage and certainty to speak in this foreign language.

Item 2: I am able to express my ideas fluently in English.

Sample: 35 students

Room: Second Year Bacculaureate “B”

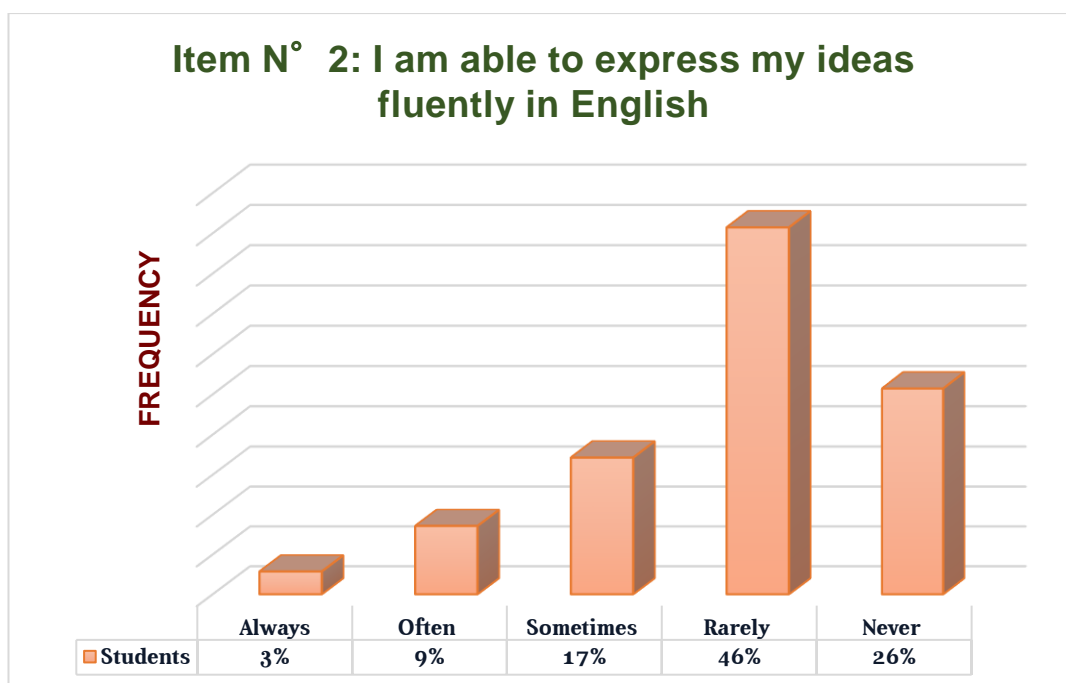
Table 4: Frequency and percentage in the survey: Item N° 2

I am able to express my ideas fluently in English.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item N° 2	Always	1	3%
	Often	3	9%
	Sometimes	6	17%
	Rarely	16	46%
	Never	9	26%
	Total	35	100%

Source: Survey 2nd Year Bacculaureate Room “B” at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

Graphic 2: Frequency and percentage in the survey: Item N° 2



Source: Survey 2nd Year Bacculaureate Room “B” at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

According to this item, most of the students do not feel able to express their ideas fluently in English, evidencing a serious problem within the English class. This means that almost none of them feel capable to convey their ideas and thoughts in this foreign language.

Item 3: I have pronunciation mistakes when I speak English.

Sample: 35 students

Room: Second Year Baccalaureate "B"

Table 5: Frequency and percentage in the survey: Item N° 3

I have pronunciation mistakes when I speak English.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item N° 3	Always	9	26%
	Often	12	34%
	Sometimes	8	23%
	Rarely	6	17%
	Never	0	0%
	Total	35	100%

Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

Graphic 3: Frequency and percentage in the survey: Item N° 3



Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

In this item, it is possible to see that a high percentage of the students polled have pronunciation mistakes when they speak English. This demonstrates that pronunciation must be a key factor to be dealt with immediately, since enunciation errors can frustrate the communication, especially with native English speakers.

Item 4: My English teacher carries out oral activities such as conversations, debates, etc.

Sample: 35 students

Room: Second Year Baccalaureate "B"

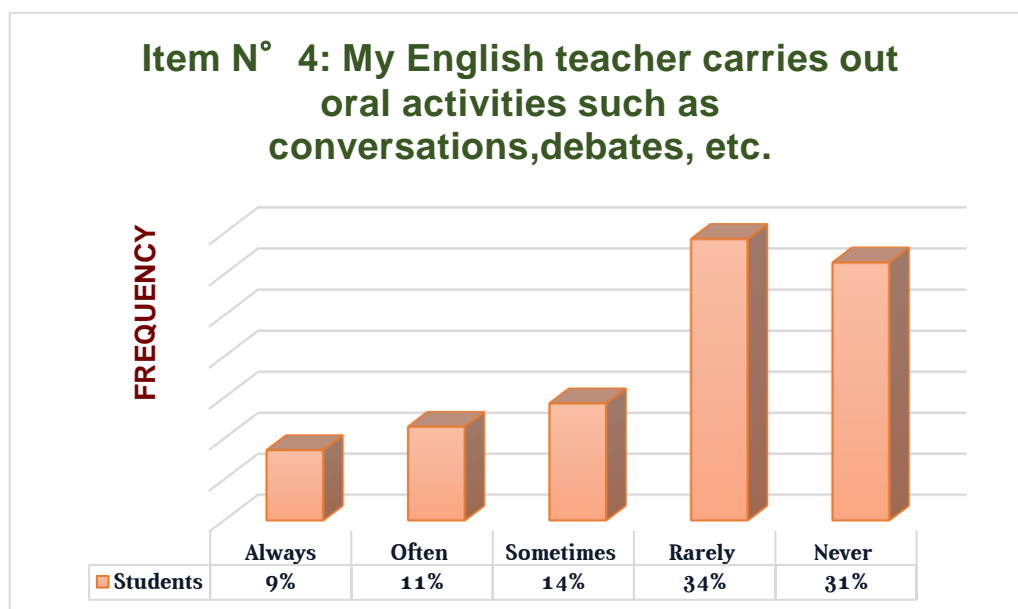
Table 6: Frequency and percentage in the survey: Item N° 4

My English teacher carries out oral activities such as conversations, debates, etc.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item N° 4	Always	3	9%
	Often	4	11%
	Sometimes	5	14%
	Rarely	12	34%
	Never	11	31%
	Total	35	100%

Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

Graphic 4: Frequency and percentage in the survey: Item N° 4



Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

The results in this item show that the teacher rarely or never implements oral activities such as conversations, debates, etc. This evinces the low English level students have, since the most used type of communication in a language is the oral one.

Item 5: I actively participate in English oral activities.

Sample: 35 students

Room: Second Year Baccalaureate “B”

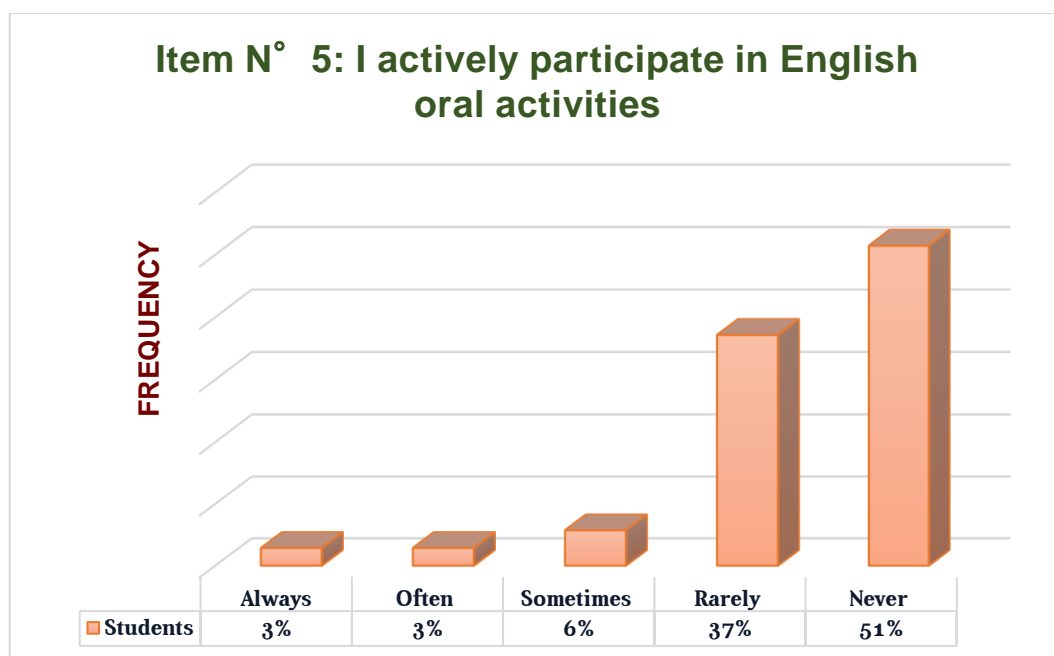
Table 7: Frequency and percentage in the survey: Item N° 5

I actively participate in English oral activities.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item N° 5	Always	1	3%
	Often	1	3%
	Sometimes	2	6%
	Rarely	13	37%
	Never	18	51%
	Total	35	100%

Source: Survey 2nd Year Baccalaureate Room “B” at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

Graphic 5: Frequency and percentage in the survey: Item N° 5



Source: Survey 2nd Year Baccalaureate Room “B” at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

In this affirmation, it is possible to realize that most of students do not engage in English oral activities in an active way. The results help link this lack of participation in speaking tasks with the deficiency students present at the moment of communicating in English, due to the fact that without practice, they cannot acquire fluency.

Item 6: My English teacher uses role-play in class.

Sample: 35 students

Room: Second Year Baccalaureate "B"

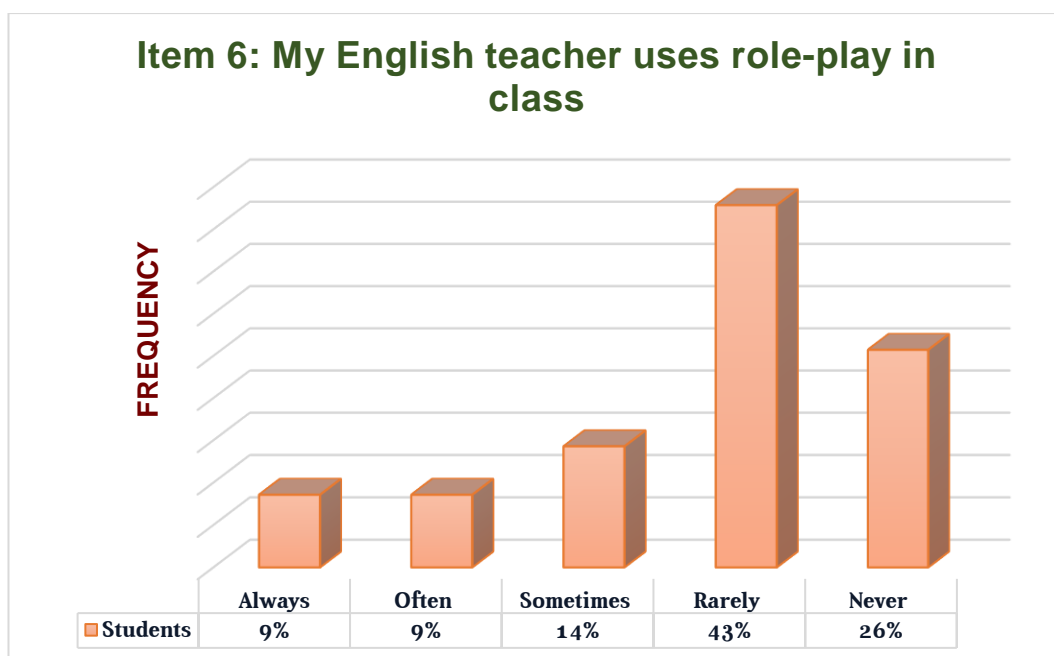
Table 8: Frequency and percentage in the survey: Item N° 6

My English teacher uses role-play in class.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item N° 6	Always	3	9%
	Often	3	9%
	Sometimes	5	14%
	Rarely	15	43%
	Never	9	26%
	Total	35	100%

Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

Graphic 6: Frequency and percentage in the survey: Item N° 6



Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

In this item most of students affirm that the English teacher rarely or never uses role-play in class. This evidences the lack of techniques in order to practice and develop the pupils' oral production. However, a few of them states the opposite, reason why it could be assumed that the teacher might have used any kind of role-playing activity at least once.

Item 7: I feel comfortable when playing a character in a role-play.

Sample: 35 students

Room: Second Year Baccalaureate "B"

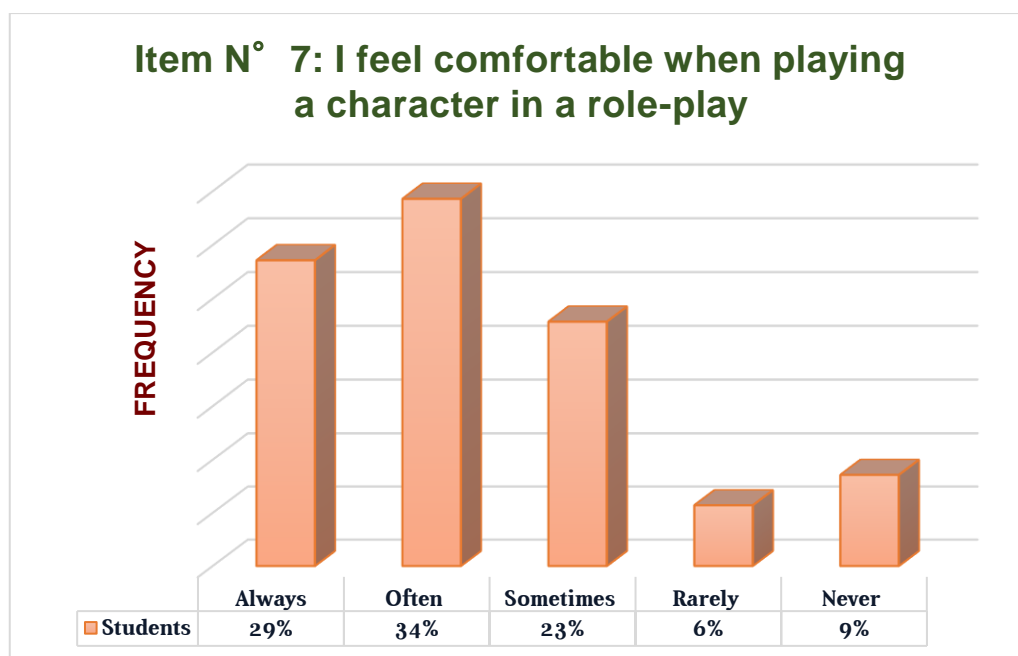
Table 9: Frequency and percentage in the survey: Item N° 7

I feel comfortable when playing a character in a role-play.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item N° 7	Always	10	29%
	Often	12	34%
	Sometimes	8	23%
	Rarely	2	6%
	Never	3	9%
	Total	35	100%

Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

Graphic 7: Frequency and percentage in the survey: Item N° 7



Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

In this statement it is possible to recognize that a large percentage of the students polled feel comfortable when they are playing a character in a role-play. This gives room for a viable solution for the oral production matter, that involves activities in which they are able to play a character, placing them in a comfort zone.

Item 8: I am able to use the appropriate vocabulary in a simulated situation.

Sample: 35 students

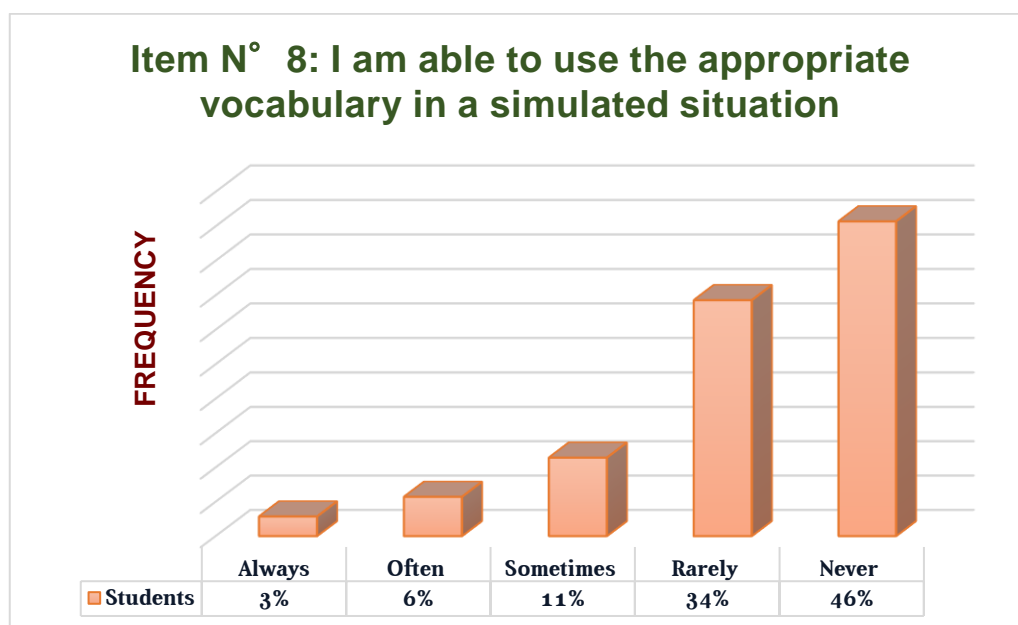
Room: Second Year Baccalaureate "B"

Table 10: Frequency and percentage in the survey: Item N° 8

I am able to use the appropriate vocabulary in a simulated situation.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item N° 8	Always	1	3%
	Often	2	6%
	Sometimes	4	11%
	Rarely	12	34%
	Never	16	46%
	Total	35	100%

Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School
Authors: Alvarado, Velásquez (2017)

Graphic 8: Frequency and percentage in the survey: Item N° 8



Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School
Authors: Alvarado, Velásquez (2017)

Most of the survey respondents expressed that they are rarely or never able to use the correct vocabulary concerning the situation given. A few of them stated otherwise. This evidences the need to provide the students with the appropriate lexicon for them to apply it at the moment of performing a simulation activity.

Item 9: I consider my oral production is not completely developed.

Sample: 35 students

Room: Second Year Baccalaureate "B"

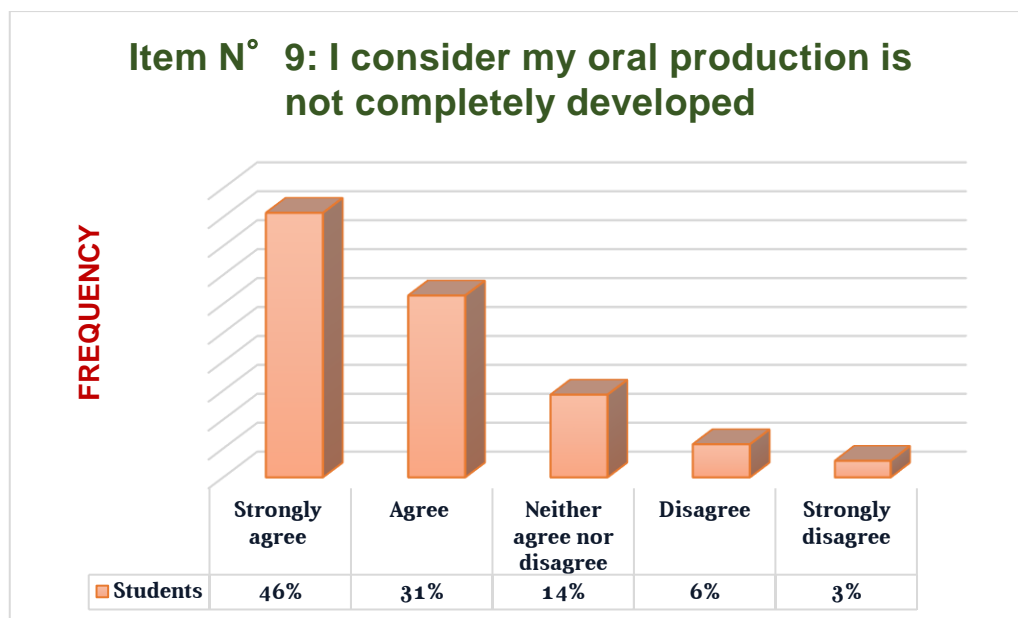
Table 11: Frequency and percentage in the survey: Item N° 9

I consider my oral production is not completely developed.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item N° 9	Strongly agree	16	46%
	Agree	11	31%
	Neither agree nor disagree	5	14%
	Disagree	2	6%
	Strongly disagree	1	3%
	Total	35	100%

Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

Graphic 9: Survey item N° 9



Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

A very high percentage of the students polled agrees with the fact that their oral production is not completely developed, showing the urgency for speaking activities to provide them with the necessary linguistic tools to broaden their oral skills. However, a few of them disagree with this idea, what means that inside this classroom, there are different levels of English oral production that the teacher has to deal with.

Item 10: I enjoy participating in role-playing activities.

Sample: 35 students

Room: Second Year Baccalaureate “B”

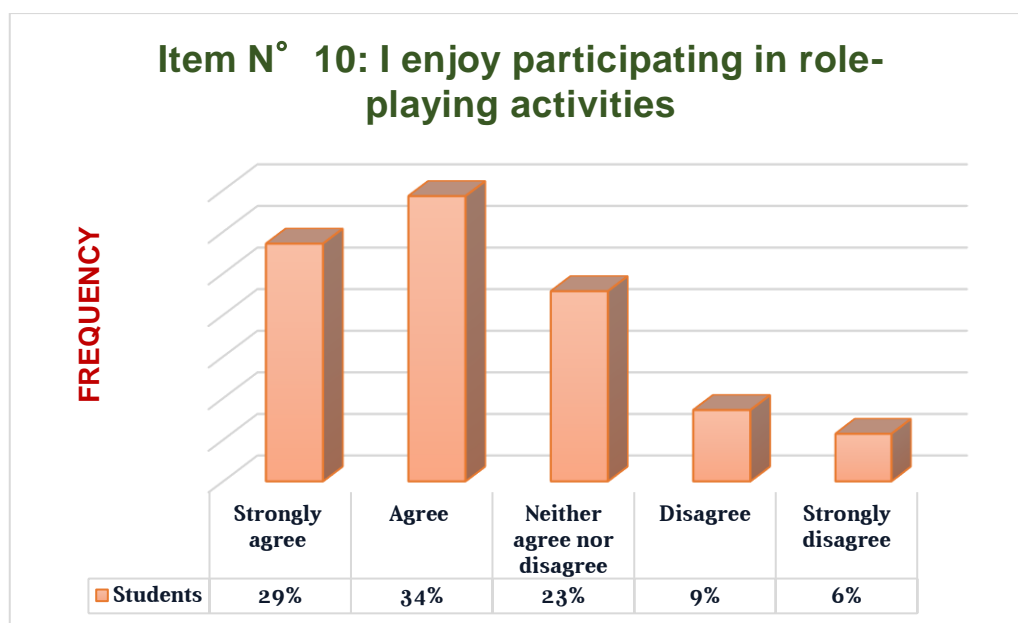
Table 12: Frequency and percentage in the survey: Item N° 10

I enjoy participating in role-playing activities.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item N° 9	Strongly agree	10	29%
	Agree	12	34%
	Neither agree nor disagree	8	23%
	Disagree	3	9%
	Strongly disagree	2	6%
	Total	35	100%

Source: Survey 2nd Year Baccalaureate Room “B” at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

Graphic 10: Survey item N° 10



Source: Survey 2nd Year Baccalaureate Room “B” at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

Most of the students agreed that they relish engaging in activities that include playing a role-play character. These results show the pupils' predisposition to take part in such activities. Nevertheless, a low but considerable percentage stated otherwise, evincing the need to explain them the advantages role-play contributes for the their oral production development.

Item 11: Role-play activities motivate me to speak English.

Sample: 35 students

Room: Second Year Baccalaureate "B"

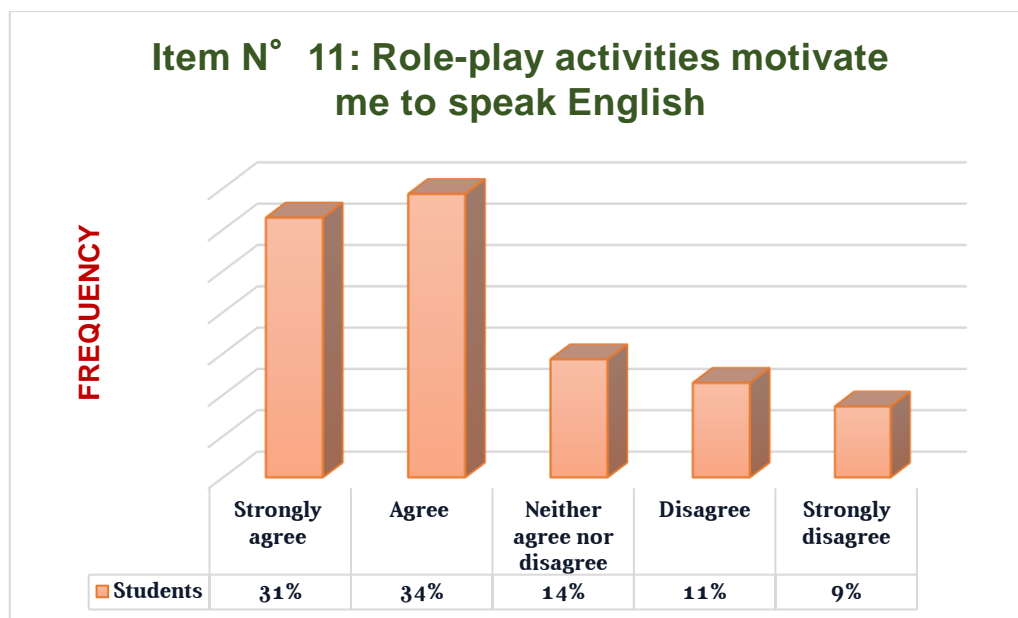
Table 13: Frequency and percentage in the survey: Item N° 11

Role-play activities motivate me to speak English.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item N° 9	Strongly agree	11	31%
	Agree	12	34%
	Neither agree nor disagree	5	14%
	Disagree	4	11%
	Strongly disagree	3	9%
	Total	35	100%

Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

Graphic 11: Survey item N° 11



Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

When it comes to motivation, most students declared that role-play provides them with it, demonstrating that they are aware of the benefit that this technique brings to their motive. Nonetheless, taking into account the percentage that stated the opposite, it can be assumed that these kind of activities should be customized in order for all students to be motivated to speak English.

Item 12: Role-play allows me to acquire colloquial expressions.

Sample: 35 students

Room: Second Year Baccalaureate "B"

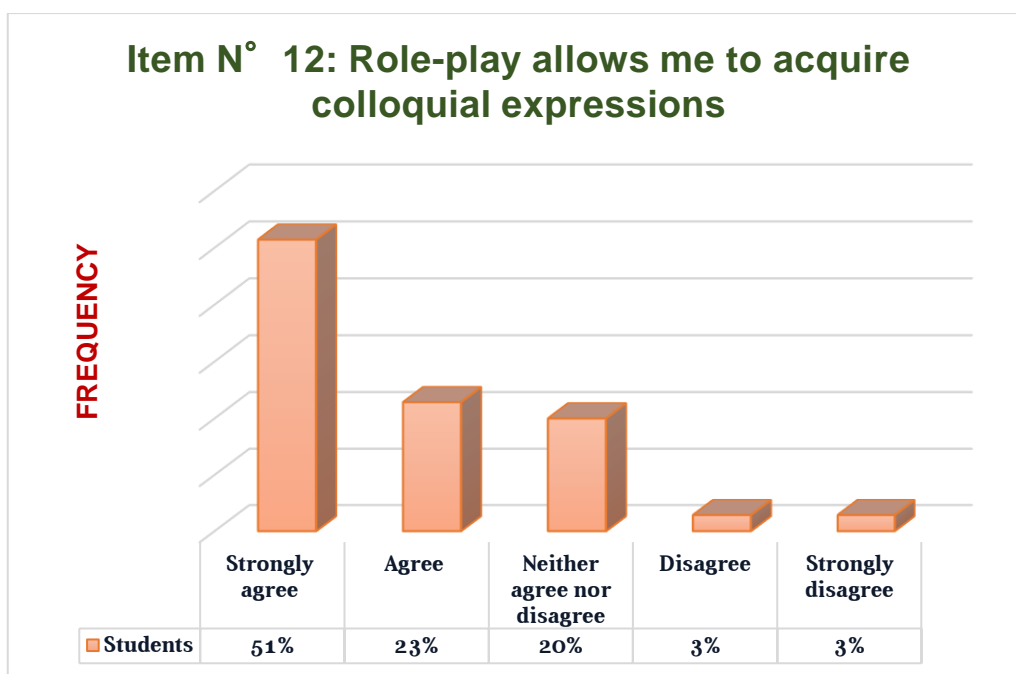
Table 14: Frequency and percentage in the survey: Item N° 12

Role-play allows me to acquire colloquial expressions.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item N° 9	Strongly agree	18	51%
	Agree	8	23%
	Neither agree nor disagree	7	20%
	Disagree	1	3%
	Strongly disagree	1	3%
	Total	35	100%

Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

Graphic 12: Survey item N° 12



Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

The results in this item show that the students are conscious of the function that role-play has in order to allow them to acquire common expressions used in a daily basis. However, a part of the pupils polled affirmed the opposite, reason why any role-play activity that is going to be implemented in class, needs to be equipped with colloquial expressions.

Item 13: Role-play performance allows me to develop my oral fluency.

Sample: 35 students

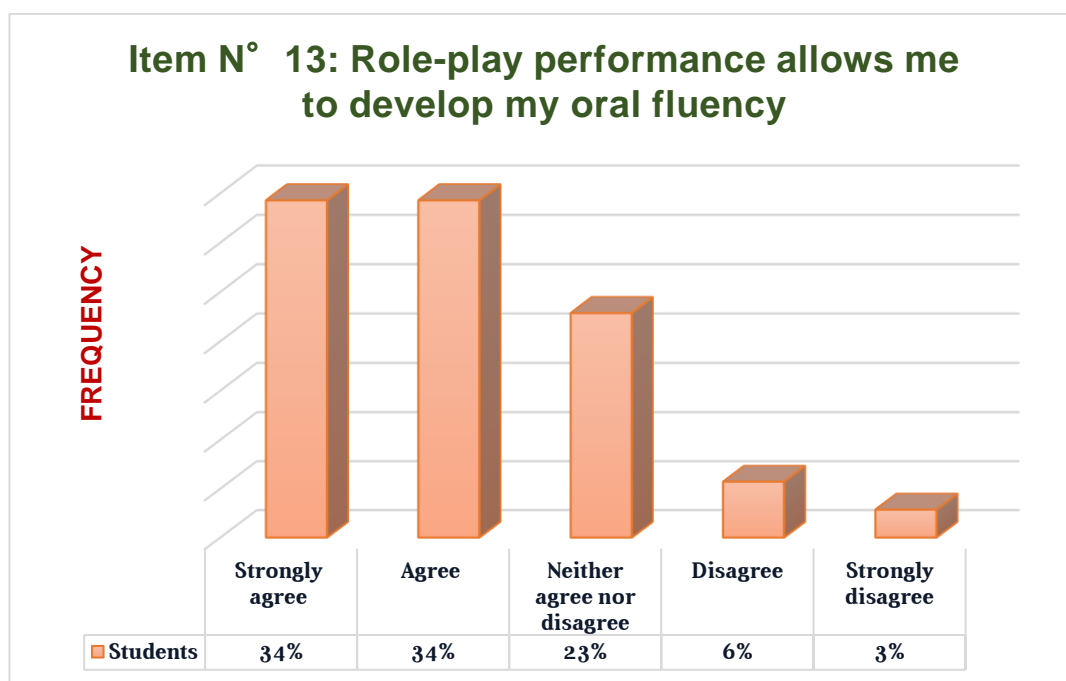
Room: Second Year Baccalaureate "B"

Table 15: Frequency and percentage in the survey: Item N° 13

Role-play performance allows me to develop my oral fluency.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item N° 9	Strongly agree	12	34%
	Agree	12	34%
	Neither agree nor disagree	8	23%
	Disagree	2	6%
	Strongly disagree	1	3%
	Total	35	100%

Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School
Authors: Alvarado, Velásquez (2017)

Graphic 13: Survey item N° 13



Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School
Authors: Alvarado, Velásquez (2017)

A large percentage of the pupils agreed with the fact that the performance of role-playing activities permits them develop their English oral fluency. This shows that they are mindful about the effectiveness of this technique to improve their oral production.

Item 14: I would like to sharpen my English speaking skills through role-play.

Sample: 35 students

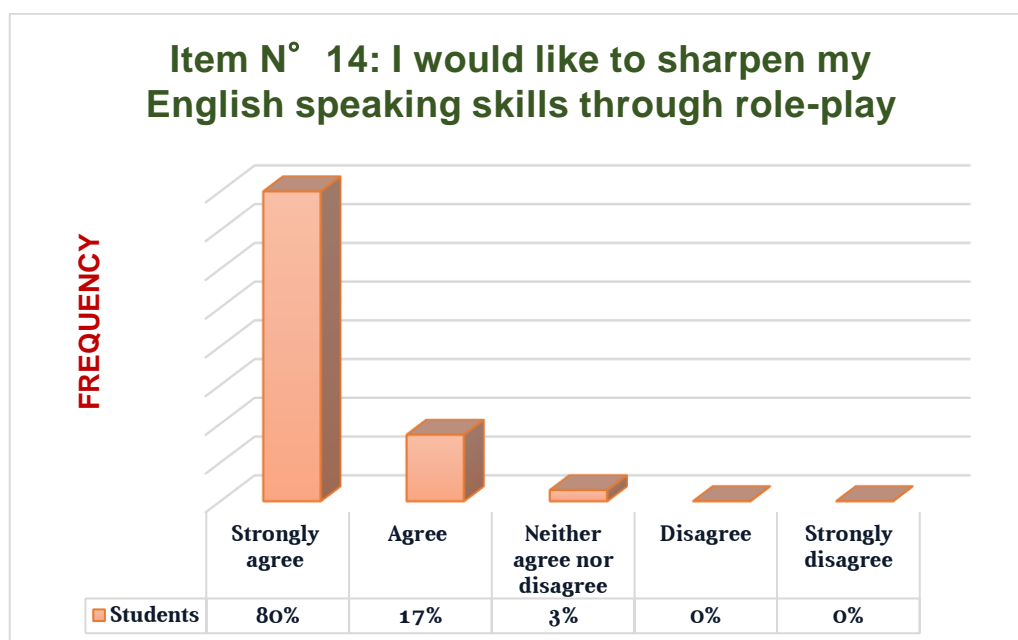
Room: Second Year Baccalaureate “B”

Table 16: Frequency and percentage in the survey: Item N° 14

I would like to sharpen my English speaking skills through role-play.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item N° 9	Strongly agree	28	80%
	Agree	6	17%
	Neither agree nor disagree	1	3%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	35	100%

Source: Survey 2nd Year Baccalaureate Room “B” at Veintiocho de Mayo High School
Authors: Alvarado, Velásquez (2017)

Graphic 14: Survey item N° 14



Source: Survey 2nd Year Baccalaureate Room “B” at Veintiocho de Mayo High School
Authors: Alvarado, Velásquez (2017)

The results obtained through this item demonstrate that students are eager to improve their oral skills with the help of activities related to role-play. This paves the way for a solution focused on role-playing exercises in order to mitigate the oral production problem the students present.

Item 15: My social skills are developed through role-play.

Sample: 35 students

Room: Second Year Baccalaureate "B"

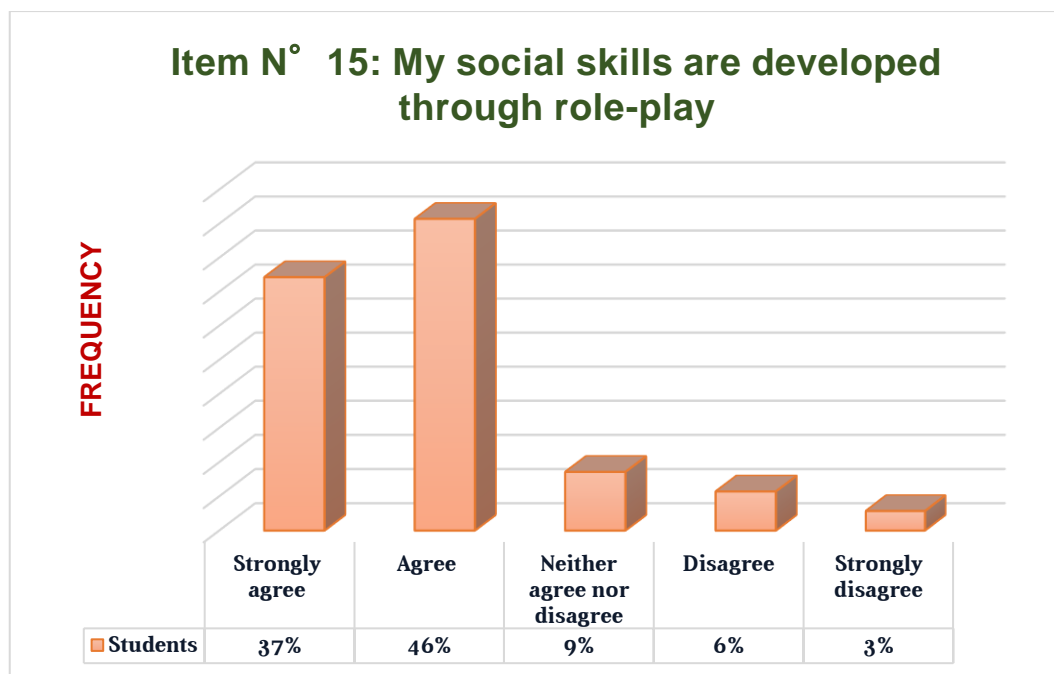
Table 17: Frequency and percentage in the survey: Item N° 15

My social skills are developed through role-play.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item N° 9	Strongly agree	13	37%
	Agree	16	46%
	Neither agree nor disagree	3	9%
	Disagree	2	6%
	Strongly disagree	1	3%
	Total	35	100%

Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

Graphic 15: Survey item N° 15



Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

In this item, most of the students polled expressed that they agree with the fact that their social skills can be expanded with the use of the role-play technique. Some of them stated otherwise, reason why it can be assumed that in the role-play activities they ever took part of, the social aspects were not explicit or not taken into account.

Item 16: An educational guide with a range of role-play topics would make English classes more dynamic.

Sample: 35 students

Room: Second Year Baccalaureate "B"

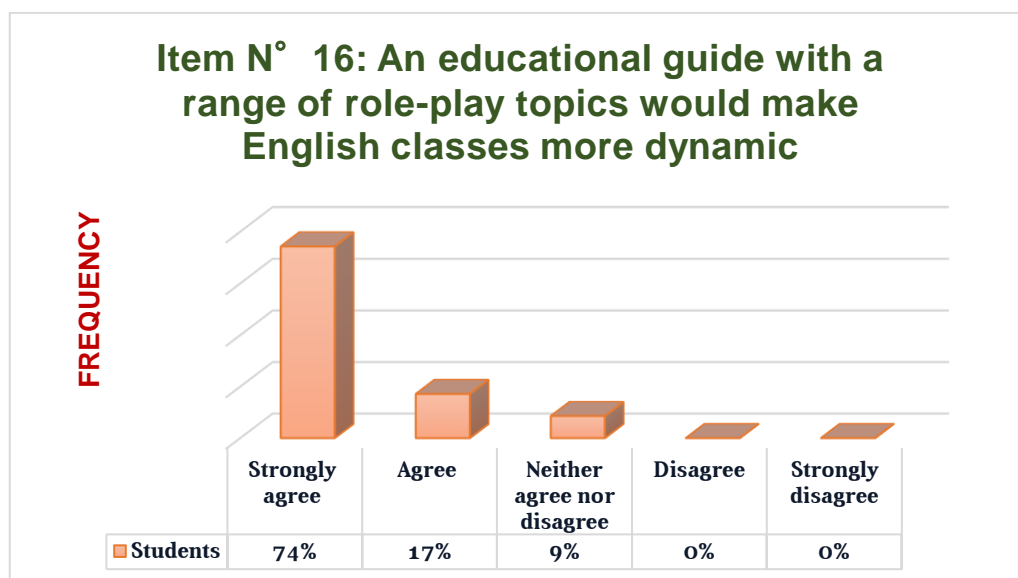
Table 18: Frequency and percentage in the survey: Item N° 16

An educational guide with a range of role-play topics would make English classes more dynamic.			
CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item N° 9	Strongly agree	26	74%
	Agree	6	17%
	Neither agree nor disagree	3	9%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	35	100%

Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

Graphic 16: Survey item N° 16



Source: Survey 2nd Year Baccalaureate Room "B" at Veintiocho de Mayo High School

Authors: Alvarado, Velásquez (2017)

Most of the students polled welcomed the idea of an educational guide with a variety of role-play topics in order to turn the English class into a different and dynamic experience. This clears the path for the design of a proposal based on role-playing activities to relieve the speaking problems spotted in this room.

3.8 CHI-SQUARE TEST OF VARIABLE CORRELATION

The chi-square test is a statistical method used to check whether the two variables are independent or independent from each other and if they are linked among them.

Table 19: Influence of role-play in students' oral production

Case Processing Summary						
		Cases				
		Valid		Missing		Total
		N	Percent	N	Percent	N
Oral production * Role-play		35	100,0%	0	0,0%	35

		Role-play					Total
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Oral production	Never	0	0	1	1	6	8
	Rarely	4	0	1	3	5	13
	Sometimes	0	6	4	0	0	10
	Often	2	0	1	0	0	3
	Always	0	0	1	0	0	1
Total		6	6	8	4	11	35

Source: Results taken from the SPSS software

Authors: Alvarado, Velásquez (2017)

The results from this test were obtained through the PSPP software. To corroborate that the two variables of the research (Oral production and Role-Play) are related, the figures in the result should oscillate between 0,00 and 0,05. The results from the Pearson chi-square in the present work are 0,000 as seen in the next picture:

Table 20: Chi-square results

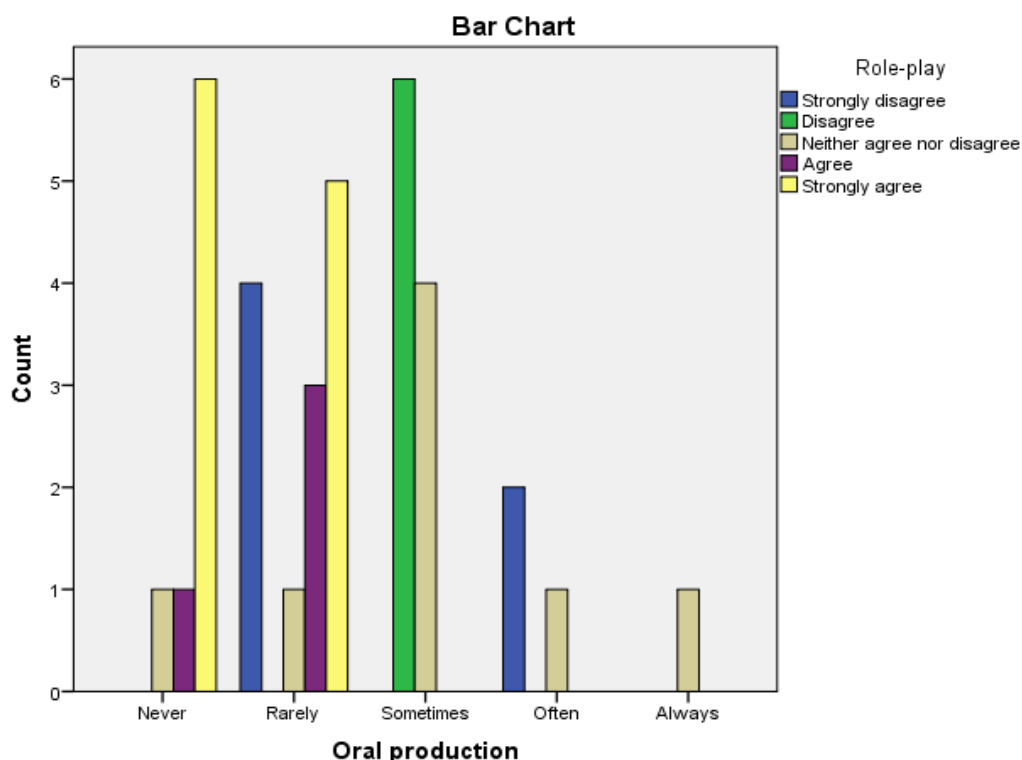
Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	42,263 ^a	16	,000
Likelihood Ratio	46,795	16	,000
Linear-by-Linear Association	10,940	1	,001
N of Valid Cases	35		

a. 25 cells (100,0%) have expected count less than 5. The minimum expected count is ,11.

Source: Results taken from the SPSS software

Authors: Alvarado, Velásquez (2017)

Graphic 17: Influence of role-play in students' oral production



Source: Results taken from the SPSS software

Authors: Alvarado, Velásquez (2017)

3.9 TRIANGULATION OF RESULTS

The results obtained through the different techniques with their corresponding instruments showed a contrast between the parties involved in the investigation: the English teacher and the English learners. The survey applied to the students corroborated what was observed with the help of the observation guide. The lack of activities to develop students' oral production is easily visible as well as the consequences that this leads to.

However, the English teacher claims to implement techniques and activities to help them acquire oral fluency, even though role-play has been barely applied by her. Therefore, it can be assumed that even though there is presence of speaking activities, yet little, they are not executed appropriately in order for the students to take hold of them.

3.10 CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After the data interpretation and the different results obtained by the researchers, the authors have reached the following conclusions:

- The level of the students' English speaking is not the expected from them according to the different national and international educational organizations.
- The factors that keep students from acquiring oral fluency include both internal and external aspects.
- No appropriate techniques are implemented to develop students' oral production, resulting in monotony and loss of interest.

Recommendations

The authors have agreed to give the following recommendations according to the conclusions:

- Students should be placed in a comfort zone by proposing them interesting content and activities in order to allow them to acquire the desired level.
- The class environment should be arranged in order to turn into a pleasant learning area and this way, encourage students to speak freely by offering them different kinds of incentives.
- Group and individual oral activities should be promoted to help students learn in a fun and enjoyable way.

CHAPTER IV

THE PROPOSAL

4.1 TITLE

Design of an educational guide focused on role-play activities for the oral production development.

4.2 JUSTIFICATION

A diagnosis was made to the population towards which this proposal is addressed through empirical techniques as class observation, a survey and an interview with the English teacher. The data obtained through this diagnosis served to spot the deficiencies in students' oral production and the urgent need to find a solution.

English classes tend to be monotonous and repetitive and little emphasis is made on developing students' oral skills. Writing and reading appear to be the center of the class. In addition, the class does not have an actual learning objective, and the content is not taught properly.

This shows the need of a technique to foster pupils' ability to speak fluently, and it is here where role-play comes into action, since its effectiveness has been proved by many authors and pedagogical tendencies.

Through the application of the educational guide proposed in this research, not only students will be benefited, but also the educational community, parents and society in general. These English learners will be provided with the tools to be more competitive in the professional field, without leaving aside moral and social values that come with the understanding and tolerance towards other cultures.

4.3 OBJECTIVES

4.3.1 GENERAL OBJECTIVE

- To promote the development of students' English oral production through role-playing activities in order to improve their overall language performance.

4.3.2 SPECIFIC OBJECTIVES

- To identify the appropriate vocabulary according to the context.
- To distinguish the different registers of language in relation to the circumstances.
- To develop students' English pronunciation through the staging of characters and situations.
- To assess students' all-round oral production performance.

4.4 THEORETICAL ASPECTS

4.4.1 LINGUISTIC

One of the best ways in which students learn a foreign language is by relating words to real-life contexts, such as the ones involved in the activities proposed by this work. Isolated words or grammatical structures do not have any effectiveness if there is not a real situation to be applied in.

The linguistic aspect of this proposal is closely related to the paralinguistic theory, because a language does not include merely letters and sounds, but also other elements, such as gestures, facial expressions, movement of the body, tone and pitch. These non-verbal aspects are essential when trying to convey the right message, since many times what is said can be interpreted in different ways depending on the way it is said.

4.4.2 DIDACTIC

Through role-playing activities students have the opportunity to improve their oral production in role-play activities. This speaking technique belongs to active learning, since students learn by doing, by applying knowledge in quotidian situations. Moreover, a very important aspect in oral production is the way it is assessed. Therefore, rubrics have been worldwide recognized as an effective way to evaluate students' performance, since it can include not only verbal communication, but also non-verbal aspects which are indispensable at the moment of conveying a message in the correct way.

4.4.3 PEDAGOGICAL

The educational guide proposed in this research is based on the constructivist theory, in which the pupils are able to design their own understanding of the world that surrounds them by experiencing it and reflecting on those experiences. It means that the students construct the meaning of certain thing by assimilating and accommodating through their own experience. Through the role-playing activities included in this proposal, learners are provided with task-based situations that help them acquire real experiences in the target language.

4.4.4 SOCIOLOGICAL

The sociological aspect of this proposal is based on the pragmatic theory, since it is related to the ability to use language appropriately in the different social contexts. Social skills are developed through role-play in language learners, since they have to interact with each other in order to achieve an effective communication.

In addition, when students execute this technique, they do not feel the pressure to be "themselves", but are rather able to express their thoughts and ideas as if they were somebody else. This allows them to enhance their social development and to stimulate their imagination.

4.4.5 PHILOSOPHICAL

The activities proposed are included in an axiological frame, in which human and moral values are implicit, as well as ethics. When learning a foreign language, students are required to be in contact with the culture that comes along, giving way to the interculturalism or cross-cultural relations, fostering the respect and tolerance among human beings.

4.4.6 LEGAL

This proposal is based on the Constitution of the Ecuadorian Republic from 2008, whose Section Five is dedicated to Education and states that it is a fundamental right for all citizens. This legal document also guarantees the intercultural bilingual education system, giving way to learning a foreign language, as English is.

The Ecuadorian Intercultural Education Organic Law also fosters the multilingualism, allowing English to be taught and learned with complete freedom and respect for the rights of communities and nations, focusing not only on studying the language itself but also the culture that comes along.

4.5 FEASIBILITY FOR ITS APPLICATION

This proposal is feasible due to the following aspects:

4.5.1 FINANCIAL

The design and execution of this proposal does not demand on huge economic support, since it is mainly based on the knowledge and creativity of the researchers. The cost expected will be afforded by its

authors and is basically the fact of getting copies from the activities to be developed by the students.

4.5.2 TECHNICAL

No technical support or material is necessary for the implementation of the proposal. Therefore, even if the case that the institution does not have any technical equipment, this educational guide is still feasible to be applied.

4.5.3 HUMAN

The human aspect of the feasibility of this proposal lies on the researchers, whose preparation throughout their career allowed them to come up with a solution for the problem detected. The English teacher acts as the guide to implement this educational guide, whose direct beneficiaries are the students, who might be able to acquire fluency in the target language.

4.5.4 POLICIES

This proposal is mainly based on the foundations from the English National Curriculum Guidelines, in which the communicative approach takes an important role focusing on real-world contexts, in order to engage students in a functional and authentic use of the language.

In addition, the Ecuadorian Good Living National Plan promotes a quality bilingual intercultural education for everyone, especially children and teenagers, being the latter the sector of the population towards which this proposal is addressed. It also fosters the use of parameters of international certification for the learning of a foreign language, just as the Common European Framework of Reference for languages was used for the design of this educational guide.

4.6 DESCRIPTION OF THE PROPOSAL

This proposal will be applied in English classes to develop students' oral production through the performance of pre-cast role-playing activities, which will allow them to manage real-life situations that they might encounter in their future life, in a funny and dynamic way.

Teacher will select six students per class and will have them work in pairs. Each pair will perform a given situation with the help of pieces of paper given by the teacher, which contain the basic clues for them to expand their speech.

The teacher is also supplied with precise guidelines which propose warm-up activities to be executed at the beginning of the class with the help of the corresponding appendixes placed in the final pages of the guide. In addition, a page from the official textbook is also included, in which the students can find expressions and vocabulary related to the role-play presented.

A control area is placed below for the teacher to record the names of the participants, giving all pupils the opportunity to engage in these activities. A rubric to assess the role-play performance is provided in a table at the end of the page. This rubric aims to evaluate the six students chosen per class based on parameters that include both verbal and non-verbal communication (gestures, facial expressions, etc.)

This educational guide is divided into six units, each one made up by three sub-topics, and each sub-topic contains three interrelated situations. The content proposed has been selected taking into account the official textbook provided by the Ministry of Education to all public high schools, and adapted according to the demands of proficiency level from the Common European Framework of Reference for Languages.

4.7 CONCLUSIONS

The authors of the proposal conclude that:

- This proposal was designed according to appropriate theoretical foundations, involving the two variables of the research.
- The content proposed meet the demands required by national and international institutions for these students' corresponding language proficiency level.
- Students from any education institution can benefit from the activities advocated in this proposal.
- Through the implementation of role-playing activities, students improve their oral skills, and as a result, they develop their mastery of the English language.

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APPENDIXES

APPENDIX 1



UNIDAD EDUCATIVA FISCAL "VEINTIOCHO DE MAYO"

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Oficio No. 342

Guayaquil, julio 31 de 2017


Master
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UNIVERSIDAD DE GUAYAQUIL
Ciudad

De mi consideración

Comunico a usted que los estudiantes Alvarado Camba José Daniel con C.I. 0941464332 y Velásquez Zúñiga Bianca Mariana con C.I. 0951531375, estudiantes de la Unidad de titulación de la carrera de Lengua y Lingüística, se encuentran autorizados a realizar el proyecto de titulación en esta Unidad Educativa con el tema "Influence of role-play technique on the English language oral production. Design of an educational guide focused on role-play activities for the oral production development".

Particular que informo para los fines consiguientes.

Atentamente,


MSc. Kléber Zapata Gallegos
RECTOR





Oficio No. 250

Guayaquil, 20 de Julio del 2017

MSc.
 Kléber Zapata Gallegos
 RECTOR DE LA UNIDAD EDUCATIVA FISCAL
 "VEINTIOCHO DE MAYO"
 Ciudad.-

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes: **ALVARADO CAMBA JOSÉ DANIEL Y VELÁSQUEZ ZUÑIGA BIANCA MARIANA**, de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: Influence of role-play technique on the English language oral production

PROPUESTA: Design of an educational guide focused on role-play activities for the oral production development.

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

Le anticipo mis reconocimientos.

Atentamente,

MSc. Alfonso Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

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

DIRECCIÓN

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexander Delgado	SECRETARÍA I	
Aprobado por:	MSc. Laryury Fari	DIRECCIÓN	



Oficio No. 212

Guayaquil, 14 de Agosto del 2017

MSc.
 Heidy Marriott
 PROFESORA DE LA ESCUELA 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 se ha procedido a la modificación de la propuesta del Proyecto Educativo de los estudiantes de la Escuela de Lenguas y Lingüística: **ALVARADO CAMBA JOSÉ DANIEL Y VELÁSQUEZ ZUÑIGA BLANCA MARIANA.**

TEMA Y PROPUESTA ANTERIOR:

TOPIC: Influence of the role-play technique on the English language oral production.

PROPOSAL: Design of an educational guide for the improvement of role-play in class.

TEMA Y PROPUESTA ACTUAL:

TOPIC: Influence of the role-play technique on the English language oral production.

PROPOSAL: Design of an educational guide focused on role-play activities for the oral production development.

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,

MSc. Alfonso Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

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

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alejandro Delgado	SECRETARÍA	
Aprobado por:	MSc. Alfonso Sánchez	DIRECCIÓN	

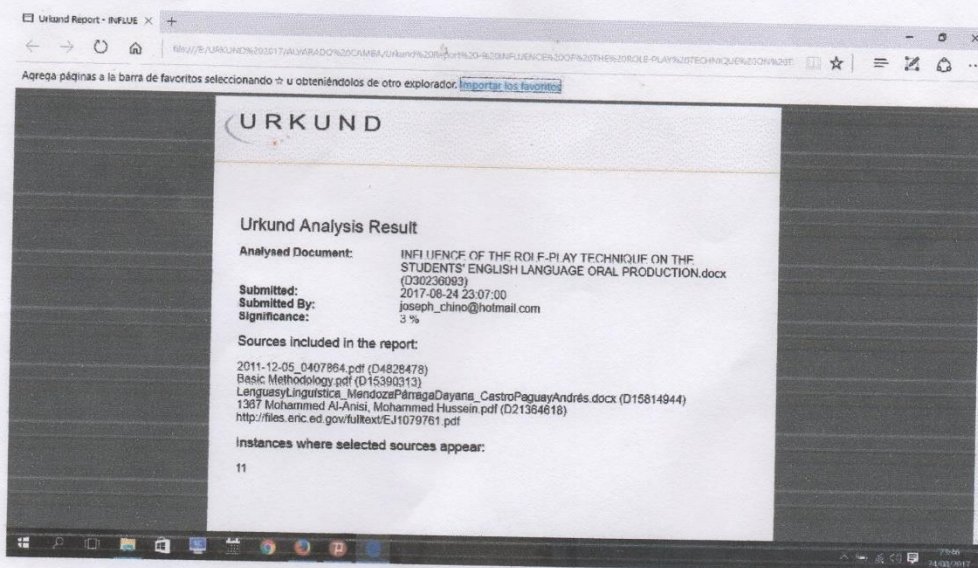
APPENDIX 2



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

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrada Master Heidi Marriott tutora del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por ALVARADO CAMBA JOSÉ DANIEL con C.I. 094146423-2 Y VELÁSQUEZ ZÚÑIGA BIANCA MARIANA con C.I. 095153137-5, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en Lenguas y Lingüística.



Se informa que el trabajo de titulación: "TOPIC: INFLUENCE OF THE ROLE-PLAY TECHNIQUE ON THE ENGLISH LANGUAGE ORAL PRODUCTION IN THE STUDENTS FROM SECOND YEAR BACCALAUREATE FROM 28 DE MAYO PUBLIC EXPERIMENTAL HIGH SCHOOL. PROPOSAL: DESIGN OF AN EDUCATIONAL GUIDE FOCUSED ON ROLE-PLAY ACTIVITIES FOR THE ORAL PRODUCTION DEVELOPMENT", ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND obteniendo el 3% de coincidencia.

MSc. HEIDI MARRIOTT
Consultor Académico

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Urkund Report - INFLUE

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Urkund Analysis Result

Analysed Document:

INFLUENCE OF THE ROLE-PLAY TECHNIQUE ON THE STUDENTS' ENGLISH LANGUAGE ORAL PRODUCTION docx (D30236093)

Submitted:

2017-08-24 23:07:00

Submitted By:

joseph_chino@hotmail.com

Significance:

3 %

Sources included in the report:

2011-12-05_0407864.pdf (D4828478)

Basic Methodology.pdf (D15390313)

Lenguas y Lingüística_MendozaParragaDayana_CastroPaguyAndrés.docx (D15814944)

1367 Mohammed Al-Anisi, Mohammed Hussein.pdf (D21364618)

<http://files.eric.ed.gov/fulltext/EJ1079761.pdf>

Instances where selected sources appear:

11

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23:46 24/08/2017

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APPENDIX 3



Survey applied to the students from Second Year Baccalaureate, Room “B” at Veintiocho de Mayo High School





Survey applied to the students from Second Year Baccalaureate, Room “B” at Veintiocho de Mayo High School





Interview to the English Teacher from Second Year Baccalaureate, Room “B” at Veintiocho de Mayo High School



Checking the thesis with our advisor



APPENDIX 4

Instruments of the investigation:

- **Observation guide**
- **Interview questionnaire**
- **Survey questionnaire**

OBSERVATION GUIDE

Teacher's name: _____

Number of students in class: _____ **Boys:** _____ **Girls:** _____

Course: _____ **Date:** _____

Start time: _____ **End time:** _____

Objective: This observation aims to analyze the interaction between the students and the English teacher from Second Year Baccalaureate Room "B", as well as the resources and methodology used for their oral production development.

Behavior criteria	YES	NO	Observations
1. The class is given in English.			
2. The teacher's pronunciation is accurate.			
3. Students pronounce the words correctly.			
4. Students speak voluntarily in class.			
5. Students carry out activities in groups.			
6. The teacher explains the assignments in English.			
7. The teacher uses speaking techniques in class.			
8. Students execute role-play in class.			
9. Students show confidence at the moment of speaking.			
10. The teacher provides students with visual material (e.g. pictures, realia, others) for speaking activities.			

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SCHOOL OF LINGUISTICS AND LANGUAGES

**Interview addressed to the English Teacher from Second
Baccalaureate Year, Room “B”**

Objective: *To analyze the influence of the role-play technique on the students' English language oral production.*

Questionnaire

1. Do you think that developing students' oral production is essential for their mastery of the English Language? Why?

2. What would you say is the students' level of speaking?

3. According to your experience, can you name three main factors that influence in students' speaking performance?

4. What activities do you carry out to improve learners' speaking skills?

5. Have you had your students perform any kind of role-playing activity?

6. What do you think about the idea of designing an educational guide with photocopiable role-playing activities to be executed in the English class?



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ESCUELA DE LENGUAS Y LINGÜÍSTICA



Encuesta dirigida a los estudiantes del Segundo Año de Bachillerato “B”

Objetivo: Analizar la incidencia de los juegos de roles en la producción oral en el idioma inglés de los estudiantes.

Por favor, lea los enunciados cuidadosamente y marque con una X la opción que mejor defina su respuesta.

La escala es la siguiente:

(1) Nunca (2) Raramente (3) A veces (4) A menudo (5) Siempre

Nº	Ítem	1	2	3	4	5
1	Me siento seguro cuando hablo en inglés frente a la clase.					
2	Puedo expresar mis ideas en inglés de manera fluida.					
3	Tengo errores de pronunciación cuando hablo en inglés.					
4	Mi profesor de inglés realiza actividades orales como conversaciones, debates, etc.					
5	Participo activamente en actividades orales en inglés.					
6	Mi profesor de inglés utiliza juego de roles en la clase.					
7	Me siento cómodo cuando represento un personaje dentro de un juego de roles.					
8	Puedo usar el vocabulario apropiado dentro de una situación simulada.					

La escala es la siguiente:

(1) Totalmente en desacuerdo (2) En desacuerdo (3) Neutral (4) De acuerdo (5) Totalmente de acuerdo

Nº	Ítem	1	2	3	4	5
9	Considero que mi producción oral no está totalmente desarrollada.					
10	Disfruto participar en actividades de juego de roles.					
11	Los juegos de roles me motivan a hablar en inglés.					
12	Los juegos de roles me ayudan a adquirir expresiones coloquiales.					
13	Representar un juego de rol me permite desarrollar mi producción oral.					
14	Me gustaría mejorar mis habilidades orales a través de los juegos de roles.					
15	Desarrollo mis habilidades sociales a través de los juegos de roles.					
16	Una guía didáctica con una variedad de juegos de roles haría las clases de inglés más dinámicas.					

APPENDIX 5

**Educational guide focused on
role-play activities for the oral
production development.**



LEARNING ENGLISH THROUGH ROLE-PLAY

USING LANGUAGE IN REAL-LIFE CONTEXTS

Educational guide aimed at English teachers

INDEX

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INTRODUCTION

Nowadays, English has become essential for international communication in the different fields of life, including science, economics, entertainment, and of course, education. The need to acquire fluency in this language is omnipresent. Therefore, the present work was conceived with the main objective to develop oral production in English as a foreign language learners through the use of the role-play technique.

This educational guide is divided into six units, each one made up by three sub-topics, and each sub-topic contains three interrelated situations. The content proposed has been selected taking into account the book given by the Ministry of Education to all public high schools, and adapted according to the demands of proficiency level from the Common European Framework of Reference for Languages.

The innovative aspect of this guide lies on the role-play cut-out photocopiable activities for the pupils. This work is intended to meet the teacher's and the students' needs, since there are guidelines for both parties.

The authors' aspiration is that this guide will be of great help to improve the students' academic performance, fostering this way the development of the Ecuadorian education and subsequently the progress of the country.

RECOMMENDATIONS

This educational guide aims to help English teachers to motivate students to speak in a free and spontaneous way, allowing them to expand their imagination and thoughts and converting the English class into a completely different experience that they enjoy and feel comfortable with.

In order to keep up with the logistics in this guide, the teacher must select six students per class, which can be done in a random way or, every now and then, it can be up to the pupils to choose their partner. The rubric proposed in the first part of the role-playing activity allows the teacher to assess the six students according to parameters that include both verbal and non-verbal communication (gestures, facial expressions, etc.).

At the very beginning of the execution of this proposal, the teacher must explain students the foresaid parameters through which they will be evaluated in order for them to be aware of the aspects that will be taken into account at the moment of performing a determined role. The guidelines at the outset of each topic are addressed to the teacher. However, they also include instructions for students as well as the corresponding page from the book given by the Ministry of Education where they can find vocabulary and expressions that can be used during the role-play performance.

What's going on?

In this unit, students will learn to:

- Manage a job interview
- Talk about news
- Discuss about current topics



”

The good news is that the bad news can be turned into good news when you change your attitude.

---- Robert H. Schuller ----

Managing a job interview

Date:

--/--/----



Guidelines:

- Have students work in pairs.
- Show students a picture of an interview (Appendix #1 - page 47) and ask them to brainstorm words related to an interview.
- Ask students to check the expressions on the English Textbook (page 8).
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS							
Couple A		Couple B		Couple C			
1	_____	1	_____	1	_____		
2	_____	2	_____	2	_____		

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

Managing a job interview

Cut carefully along the dashed lines.

STUDENT A

- You are the employer, owner of the restaurant "Ecuafood".
- Ask the applicant about his /her personal information.
- Ask to describe his/her skills and strengths.



STUDENT B

- You are the applicant for a job in a restaurant.
- Introduce yourself and answer the questions asked by the employer.
- Explain what your skills and strengths are.



STUDENT A

- You are the owner of the barber shop "The Urban Shave".
- Ask about the applicant's weaknesses.
- Ask why you should hire her/him.



STUDENT B

- You are the applicant for a job in a barber shop.
- Describe your weaknesses, highlighting other positive aspects.
- Explain the reasons why you should be hired.



STUDENT A

- You are the director of the "Equinoctial" school.
- Ask the applicant about his/her future plans.
- Ask him/her about the ways he/she uses technology in class.



STUDENT B

- You are the applicant for a job in a school.
- Describe your future plans.
- Explain how you use technology in class.



Have you read the news?



Date:

---/---/---

Guidelines:

- Have students work in pairs.
- Show students pictures from newspapers (Appendix #2 – page 48) and ask them about the recent news both in our country and abroad.
- Make a list of vocabulary related to news on the board and have students figure out their meaning.
- Ask students to check the expressions on the English Textbook (page 10).
- Select three couples and provide each student with a role

Assessment:

PARTICIPANTS							
Couple A		Couple B		Couple C			
1	_____	1	_____	1	_____		
2	_____	2	_____	2	_____		

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
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2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

Have you read the news?

Cut carefully along the dashed lines.

STUDENT A

- You ask your son/daughter about the recent news published in the newspaper.
- You tell him/her new scandal about Jaime Nebot and Rafael Correa.
- You comment him/her that Jaime Nebot doesn't agree with the demolition of a building in Guayaquil.



STUDENT B

- You tell your father that you have not read the newspaper in the last few weeks.
- You ask some questions about the politician scandal.
- You argue about the demolition of a building in Guayaquil, explaining the advantages that it would mean.



STUDENT A

- You ask your friend about the new scandal published on Facebook.
- You tell him/her that the director of the school has a fake master degree.
- You show him/her the photos and show deep disappointment.



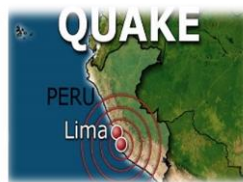
STUDENT B

- You deny the question and explain why you haven't found out. (No internet, no time, etc.)
- You are surprised in front of the news.
- You comment on the topic, bringing up possible reasons why the director did such thing.



STUDENT A

- You ask your husband about the news on the radio from this morning.
- You tell that there was an earthquake in Peru.
- You describe your husband the aftermath (45 people dead, 134 injured, lots of people in the streets, etc.)



STUDENT B

- You explain your wife why you haven't heard the news (work, school, etc.)
- You ask about the details of the disaster.
- You express a feeling of sorrow and comment on what you could do to face a future similar event.



Hot Headlines



Date:

---/---/---

Guidelines:

- Have students work in pairs.
- Ask students to check the expressions on the English Textbook (page 16).
- Show students pictures from famous characters (Appendix #3 – pages 49, 50 and 51) and have them make a list of the questions they would ask them if they had the opportunity to do so.
- Choose some students to read their questions out loud.
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS							
Couple A		Couple B		Couple C			
1	_____	1	_____	1	_____		
2	_____	2	_____	2	_____		

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

Hot Headlines

Cut carefully along the dashed lines.

STUDENT A

- You are a journalist for “El Universo” newspaper and you interview the Ecuadorian Vice-president.
- You ask the Vice-president about corruption scandals and accuse him of bribery.



STUDENT B

- You are the Vice-president of Ecuador and you are getting ready to be interviewed.
- You stand up for your innocence and counterattack “El Universo” newspaper.



STUDENT A

- You are a journalist in the program “The gossip” and you interview Enrique Iglesias, a famous Spanish singer.
- You ask him about his new projects and about the rumors that he’s about to be father.



STUDENT B

- You are the famous Spanish singer Enrique Iglesias and you are invited to a show of entertainment.
- You explain about your future projects and deny the rumors about being father.



STUDENT A

- You are working for “Disney” radio and you have to interview a soccer player.
- You ask about his recent dismissal of his team, arguing that he was fired because of his poor performance.



STUDENT B

- You are the famous soccer player James Rodríguez and you are invited to a radio program.
- You maintain that you resigned to your job because of personal issues.



In this unit, students will learn to:

- Give advices about health
- Manage a situation concerning food
- Stand up for a position concerning the environment



The greatest threat to our planet is the belief that someone else will save it.

----- *Robert Swan* -----

Giving health advices



Date:

---/---/---

Guidelines:

- Have students work in groups.
- Ask students to check the expressions on the English Textbook (page 22).
- Choose some students and ask them about their eating and health habits.
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS							
Couple A		Couple B		Couple C			
1	_____	1	_____	1	_____		
2	_____	2	_____	2	_____		

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

Giving health advices

Cut carefully along the dashed lines.

STUDENT A

- You want to lose some weight.
- You tell your friend about the idea of going through surgery in order to be in shape.
- You tell him/her that you love to eat junk food.



STUDENT B

- You are a fitness coach at the "Taurus" gym.
- You advise your friend to go to the gym to keep fit. You suggest your friend to eat a balanced diet (including proteins, vegetables and fruits)



STUDENT A

- You like to smoke every day.
- You describe what happens every time you try to give up smoking.
- You agree with the idea of the electronic cigarette and thank the doctor for his/her advice.



STUDENT B

- You are a doctor at the "Kennedy" hospital.
- You recommend your patient to stop smoking and list its consequences (bronchitis, cancer, tuberculosis, etc.) You suggest him/her to use electronic cigarettes, naming their advantages and prescription (2 per week).



STUDENT A

- You love to party and drink alcohol every weekend.
- You tell your friend that you're scared because you have chronic gastritis.
- You explain him/her that you don't have motivation to change your lifestyle.



STUDENT B

- You have healthy habits (no smoking, no drinking, and practice sports).
- You recommend your friend to start living a healthier life.
- You invite him/her to play sports on weekends and you motivate him/her to meet new people.



We are what we eat

Date:
--/--/----



Guidelines:

- Have students work in pairs.
- Ask them to brainstorm words about healthy and unhealthy food.
- Ask students to check the expressions on the English Textbook (page 23).
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS								
Couple A			Couple B			Couple C		
1 _____			1 _____			1 _____		
2 _____			2 _____			2 _____		

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

We are what we eat

Cut carefully along the dashed lines.

STUDENT A

- You are in a restaurant with a friend and you order two hamburgers.
- You describe your friend how delicious fast food tastes.
- You accept your friend's food suggestion and call the waiter to change your order.



STUDENT B

- You are in a restaurant with a friend and you don't want to eat junk food.
- You discuss with your friend about the disadvantages of eating fast food (obesity, heart problems, etc.)
- You suggest him/her to order a salad instead of a hamburger.



STUDENT A

- You are the owner of the school bar.
- Your meal menu is varied (fruits, salads, snacks) but some of them are high in calories.
- You argue that within a balanced diet you must include different types of meal.



STUDENT B

- You are the director of the "Simon Bolivar" school.
- You find out that the bar offers unhealthy food and command the owner to remove it.
- You argue the menu must be changed because it is an order from the Ministry of Health.



STUDENT A

- You invite a friend to a lunch and you prepare a barbecue.
- When serving your friend you learn that he/she is vegetarian.
- You describe your friend the advantages of eating meat.



STUDENT B

- You are invited to lunch and you learn that it is barbecue.
- You tell your friend that you are vegetarian and explain the advantages of not eating meat.
- You get uncomfortable and leave the dining room.



Environmental issues



Date:
--/--/----

Guidelines:

- Have students work in pairs.
- Ask students to check the expressions on the English Textbook (page 24).
- Show students pictures from environmental pollution (Appendix #4 – pages 52 and 53) and have them write advices to take care of the nature.
- Choose some students to read their answers out loud.
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS							
Couple A		Couple B		Couple C			
1	_____	1	_____	1	_____		
2	_____	2	_____	2	_____		

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

Environmental issues

Cut carefully along the dashed lines.

STUDENT A

- You are an eco-conscious person and you believe in recycling.
- You argue with a friend about the effectiveness of recycling to help the environment. Support your ideas (less pollution caused by CO₂, earning money, providing people with a job, etc.)



STUDENT B

- You maintain the idea that recycling is a sham and discredit the effectiveness of recycling.
- You explain why recycling is not as good as it seems, arguing that the current methods are not appropriate and that it is more expensive.



STUDENT A

- You have had a great time in a hunt where you've killed some animals and you love wearing furs.
- Your friend is angry about this, and tries to convince you that killing an animal for sport or fashion is wrong. You argue that it is not too bad.



STUDENT B

- You hate hunting as a sport. Your friend has recently gone to an organized hunt and on top of that, he/she is wearing a fur coat.
- You can't understand how people can wear dead animals (furs) on their bodies as fashion, so you give reasons why this is not correct.



STUDENT A

- You are against the use of dangerous energy and you are going to participate in a protest meeting outside the local nuclear power.
- Give the policeman valid arguments to attend this meeting (environmental problems, economics, etc.)



STUDENT B

- You are a policeman and you have the order to disperse the crowds of a protest meeting in front of the nuclear power station
- You recommend the protestant not to go explaining the dangers it could lead to.



Expressing feelings

In this unit, students will learn to:

- Talk about the characteristics of their zodiac sign
- Discuss about the tools to design a blog
- Talk about different personality traits



Personality begins where
comparison ends.

---- Karl Lagerfeld ----

What's your zodiac sign?



Date:

---/---/----

Guidelines:

- Have students work in pairs.
- Show students a picture of a table of zodiacal signs (Appendix #5 - page 54) and ask them to say their zodiacal sign out loud.
- Ask students to check the expressions on the English Textbook (page 36).
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS							
Couple A		Couple B		Couple C			
1	_____	1	_____	1	_____		
2	_____	2	_____	2	_____		

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

What's your zodiac sign?

Cut carefully along the dashed lines.

STUDENT A

- You ask your friend when his /her birthday is.
- You tell him/her their zodiac sign.
- You tell your friend what are the positive and negative traits, according to his/her zodiac sign trying to convince him/her that horoscope is real.



STUDENT B

- You tell your friend the date of your birthday.
- You tell him/her that you don't believe in horoscope and explain why. You argue about the accuracy of the horoscope, maintaining that your personality is totally different.



STUDENT A

- You are a fortune teller.
- You explain your client the way you can predict his/her future (through their zodiacal sign).
- You describe the events you see (promotion at work, buying a new house, a new baby on board).



STUDENT B

- You believe in destiny and in horoscope.
- You get a sudden desire to know your future and visit a fortune teller. You show happiness with the predictions and call your wife to let her know.



STUDENT A

- You are a student of astrology.
- You ask your teacher about the accuracy of zodiac signs.
- You describe how your zodiac sign description differs from your actual personality.



STUDENT B

- You are an astrology teacher.
- You explain your student that the accuracy of zodiac signs is based on each person's personality.
- You support your position by relating your zodiac sign description with your personality.



Starting a blog



Date:

---/---/---

Guidelines:

- Have students work in pairs.
- Make a list of vocabulary related to technology on the board and have students write a sentence with each word.
- Ask students to check the expressions on the English Textbook (page 43).
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS							
Couple A		Couple B		Couple C			
1	_____	1	_____	1	_____		
2	_____	2	_____	2	_____		

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

Starting a blog

Cut carefully along the dashed lines.

STUDENT A

- You are an English teacher at "Millennium" school.
- You assign your students to create a blog for the end of this month.
- You suggest your students to write about their favorite artist.



STUDENT B

- You are an English student at "Millennium" school.
- You are assigned to create a blog and ask your teacher for a topic suggestion.
- You ask if it is possible to include pictures, videos, and links.



STUDENT A

- You come back from a long trip from an exotic country and tell a friend about the experiences you had.
- Your friend suggests you to write a blog but you explain him/her that you're not good with technology.



STUDENT B

- One of your friends who has just returned from a trip tells you about his/her experiences.
- You suggest her/him to write an adventure blog.
- You offer your friend help to start his/her new blog.



STUDENT A

- You have just created a personal blog about your favorite singer.
- You invite you friend to visit your blog and encourage him/her to make good comments about your page. You explain your friend the economical profits of a blog.

MY FAVOURITE
SINGER
• My favorite singer is
Smiley.



STUDENT B

- You have a friend who has created a blog and ask him/her what it is about.
- You tell your friend that you are going to visit his/her blog and you will recommend it to other people.
- You are interested in writing a blog as well and ask your friend for help.



Personality traits



Date:

---/---/---

Guidelines:

- Have students work in groups.
- Check along with your students the expressions on the English Textbook (page 46).
- Ask students to make a list of their positive and negative attitudes.
- Choose some students to read their answers out loud.
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS							
Couple A		Couple B		Couple C			
1	_____	1	_____	1	_____		
2	_____	2	_____	2	_____		

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

Personality traits

Cut carefully along the dashed lines.

STUDENT A

- You had a terrible day in school and you are sad because you obtained a bad grade.
- You explain your friend how you feel and why, arguing that you have lost any motivation to study anymore.



STUDENT B

- You realize your friend is sad and ask him/her the reason.
- You motivate your friend to keep on studying and promise to take him/her to the fair that has come to your town.



STUDENT A

- You tell your friend that his/her father had a car accident.
- You comfort your friend, giving him/her soothing words. You call your friend's sister to inform her about what has happened.



STUDENT B

- You learn that your father has had a car accident.
- You start to cry and you can't keep calm down.
- You ask your friend to call to your sister to let her know about the tragedy.



STUDENT A

- You are a secretary. You often are not responsible enough.
- You ask your boss for permission to be absent from work for two days.
- You explain that you are sick. You try to convince him.



STUDENT B

- You are the boss of the "Linux" enterprise. You are a very strict leader.
- You deny the permission to your secretary.
- You argue that she is irresponsible and constantly doesn't go to work.



In this unit, students will learn to:

- Talk about Ecuadorian traditions
- Describe outstanding Ecuadorian characters
- Discuss about the changes a city has undergone



”

Ecuadorians are strange and unique beings, they sleep peacefully amid smoking volcanoes, they live poor amid incomparable wealth and they cheer up with sad music.

---- Alexander Von Humboldt ----

Ecuadorian traditions



Date:

---/---/---

Guidelines:

- Have students work in pairs.
- Show students pictures of Ecuadorian festivals (Appendix #6 – pages 55 and 56) and ask to choose one and describe it.
- Ask students to check the expressions on the English Textbook (page 32).
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS					
Couple A		Couple B		Couple C	
1	_____	1	_____	1	_____
2	_____	2	_____	2	_____

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

Ecuadorian traditions

Cut carefully along the dashed lines.

STUDENT A

- You are a History teacher.
- You ask one of your students about an Ecuadorian tradition.
- You ask your students the details about the tradition he/she mentioned.



STUDENT B

- You are in history class.
 - You name your teacher a traditional festival in your country.
- You explain the details about the Mama Negra tradition.



STUDENT A

- You have a friend from Ambato and you want to go to his/her city.
- You ask your friend to give you advices to travel to that city (time, transportation, hotels, etc.)
- You are interested in the Flowers and Fruits festival and ask for further information.



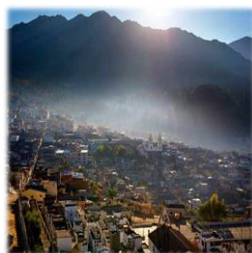
STUDENT B

- You are from Ambato
 - You give details to your friend about a trip to Ambato (recommend to go in February for the Flowers and Fruits festival)
- You describe the festival (exhibitions of a variety of flowers, dancers, neighborhood parties, etc.)



STUDENT A

- You live in Guayaquil, but you are from Guaranda, and want to travel there this weekend.
- You try to convince your friend to go with you (name Guaranda's carnival)
- You describe the Carnival to your friend (games, party, concerts, etc.)



STUDENT B

- You live in Guayaquil with a friend from Guaranda and he/she wants to go there this weekend.
- Your friend tries to convince you to go with him/her but you have planned to go to the beach and can't change your schedule.



Remarkable Ecuadorian characters



Date:

---/---/---

Guidelines:

- Have students work in groups.
- Show students pictures from Ecuadorian characters (Appendix #7 – pages 57, 58 and 59) and ask students information about them.
- Ask students to check the expressions on the English Textbook (page 34).
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS					
Couple A		Couple B		Couple C	
1 _____		1 _____		1 _____	
2 _____		2 _____		2 _____	

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

Remarkable Ecuadorian characters

Cut carefully along the dashed lines.

STUDENT A

- You are from Mexico and you ask an Ecuadorian friend about remarkable people in his/her country.
- You ask the reasons why he is recognized.
- You react to the information your friend gives you.



STUDENT B

- A Mexican friend asks you about remarkable people in your country and you bring up Jefferson Perez.
- You explain the reasons why he is a very important person for the country (Three-Time World Champion, arduous social work, creation of a foundation)



STUDENT A

- You are a journalist and you interview a university student.
- You ask him/her who has been the best president of Ecuador.
- You ask the reasons why he/she thinks that way.



STUDENT B

- You are interviewed about politics.
- You consider Rafael Correa the best president of Ecuador.
- You support your opinion by bringing up the works in education and health, important international negotiations, etc.



STUDENT A

- You ask your grandfather about important characters in the history of Ecuador. You don't agree with Eloy Alfaro being the most important president (Name negative things you consider he did).

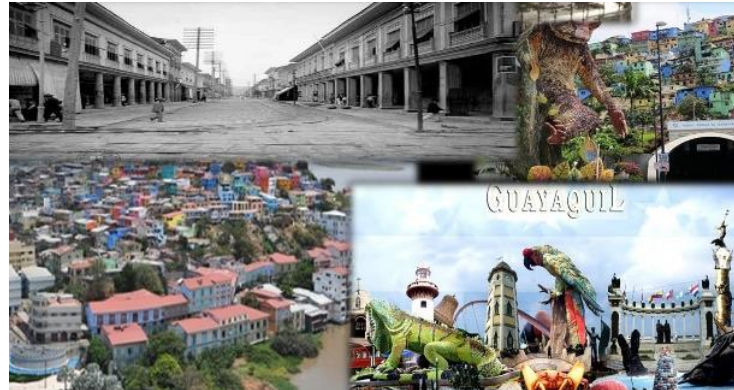


STUDENT B

- You tell your grandson about the ex-president of Ecuador, Eloy Alfaro, arguing that he has been the best president.
- You talk about the positive things you consider Eloy Alfaro did.



Old and modern Guayaquil



Date:

---/---/---

Guidelines:

- Have students work in pairs.
- Ask students to check the expressions on the English Textbook (page 38).
- Show students the pictures from Appendix #8 (pages 60-61), and have them make a list of the changes that the city has undergone.
- Choose some students to read their list aloud.
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS								
Couple A			Couple B			Couple C		
1			1			1		
2			2			2		

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

Old and modern Guayaquil

Cut carefully along the dashed lines.

STUDENT A

- You and a friend search on the internet about the new works in Guayaquil. You prefer the modern Guayaquil.
- You explain the positive aspects about the new Guayaquil (new buildings “The point”, remodeling of “Las Peñas” “Malecon 2000”, etc.)



STUDENT B

- You and a friend search on the internet about the new works in Guayaquil. You prefer the old Guayaquil.
- You argue the reasons why you prefer the old city (more cultural, less factories, less pollution)



STUDENT A

- You visit the “Julio Jaramillo” museum.
- You see two pictures one of the old Guayaquil and one of the modern. You ask a lot of questions in order to know the changes that the city has undergone. You express your opinion about the old and the new city.



STUDENT B

- You work as a guide in a museum.
- You explain to the visitor what has been the evolution of Guayaquil in the last years (Infrastructure, culture, tourism)
- You argue about the importance of old traits in the new city.



STUDENT A

- You live in “Peñas” neighborhood.
- You encounter a friend and talk with him/her about the evolution of your neighborhood (More modern and colorful, increase in tourist activity, etc.)



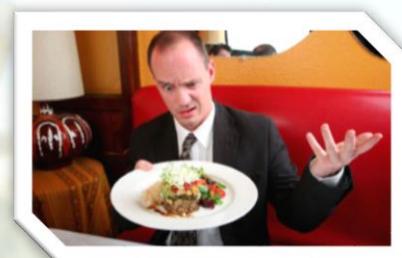
STUDENT B

- You live in “El Centenario” neighborhood.
- You find a friend in the street and talk about the changes your neighborhood has undergone (more security, new houses, new business areas, etc.)



In this unit, students will learn to:

- Promote the tourism in their country
- Talk about the plans for a coming trip
- Discuss about bad services in a hotel

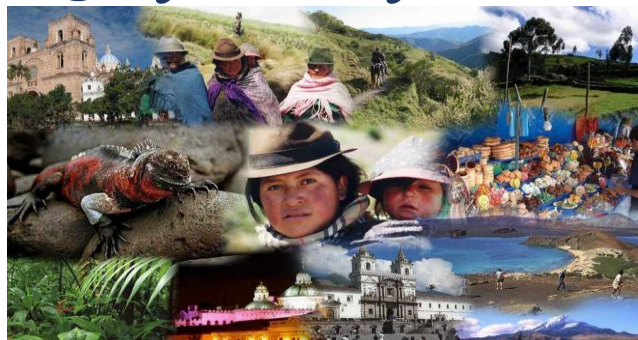


”

The world is a book, and those who do not travel read only a page.

---- Saint Augustine ----

Publicizing my country



Date:

---/---/----

Guidelines:

- Have students with groups.
- Show students pictures of some places in Ecuador (Appendix #9 – pages 62, 63, 64 and 65) and ask them which ones they have visited.
- Ask Ss to tell a short experience in the places they have visited.
- Ask students to check the expressions on the English Textbook (page 62).
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS							
Couple A		Couple B		Couple C			
1	_____	1	_____	1	_____		
2	_____	2	_____	2	_____		

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

Publicizing my country

Cut carefully along the dashed lines.

<p>STUDENT A</p> <ul style="list-style-type: none"> You want to go on a trip and go to a travel agency. You want to buy a ticket for Cartagena, in Colombia. You change your mind, and ask for information about the Galapagos Islands. 	<p>STUDENT B</p> <ul style="list-style-type: none"> You work in the “Ecuatrips” travel agency. You recommend to visit places in your country first. You give information about Galapagos Island (ticket prices, hotel, food, etc.)
<p>STUDENT A</p> <ul style="list-style-type: none"> You are from Peru and you have a friend from Guayaquil. You want to spend the weekend in the city of your friend. You ask about the most popular places in Guayaquil. 	<p>STUDENT B</p> <ul style="list-style-type: none"> You live in Guayaquil and you have a friend from Peru. You promote your city and you talk about the positive changes it has undergone. You tell about Las Peñas Neighborhood, the Salado Malecon, the Historical Park, etc.
<p>STUDENT A</p> <ul style="list-style-type: none"> You are from Quito and live in Guayaquil. Your boyfriend wants to travel to celebrate his birthday. You recommend to visit your city You tell the details of your city in order to convince him (Middle of the World, museums, delicious food, et 	<p>STUDENT B</p> <ul style="list-style-type: none"> You live in Guayaquil and want to travel to celebrate your birthday with your girlfriend, who is from Quito. You want to travel to another city. You discuss about the places where you can go in Quito.



Planning a trip



Date:

---/---/---

Guidelines:

- Have students work in pairs.
- Make a list of vocabulary related to travel on the board and have students figure out their meaning.
- Show students pictures of the All You Need is Ecuador Campaign (Appendix #10 - page 66) and have students discuss about it.
- Ask students to check the expressions on the English Textbook (page 64).
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS							
Couple A		Couple B		Couple C			
1	_____	1	_____	1	_____		
2	_____	2	_____	2	_____		

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

Planning a trip

Cut carefully along the dashed lines.

STUDENT A

- You want to take a trip for your honeymoon.
- You would love to go to some sunny beaches and ask your husband to know if he agrees.
- You talk about the activities you can do in Montañita (surf, nightlife, etc.) Make an agreement.



STUDENT B

- You want to take a trip for your honeymoon.
- You agree to go to the beach and give some options like Montañita and Salinas.
- You talk about the activities you can do in Salinas (scuba diving, snorkeling, etc.) Make an agreement.



STUDENT A

- You're a retiree and ask a friend about travel options.
- You tell your friend that you would like to visit a quiet place where you can relax.
- You ask your friend more details about the city (hotels, food, tourist places of the city, etc.)



a

STUDENT B

- You have a friend who is retired and wants an advice about places to travel.
- Your friend wants to go to a peaceful place, so you recommend to visit Cuenca.
- You suggest your friend some cheap hotels as well as museums, churches and vantage points.



STUDENT A

- You go on vacation from the university.
- Your friend invited you to spend the holidays in the countryside. You tell him that you prefer the city. Argue your answer (technology, shopping malls, no insects, etc.)



STUDENT B

- You go on vacation from the university.
- You want to take a trip to the countryside and you invite a friend.
- You tell your friend the advantages of spending the holidays in the countryside (relaxation, peace, picnics, etc.).



Complaining at a hotel

Date:

--/--/----



Guidelines:

- Have students work in pairs.
- Ask students to check the expressions on the English Textbook (page 66).
- Ask students to write a brief story about an unpleasant experience at a hotel.
- Choose some students to read their experience aloud.
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS					
Couple A		Couple B		Couple C	
1	_____	1	_____	1	_____
2	_____	2	_____	2	_____

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

Complaining at a hotel

Cut carefully along the dashed lines.

STUDENT A

- You are the manager of the “Lakeside Hotel”.
- You explain your guest that the hotel is a small holiday resort surrounded by woods, a very peaceful place.
- You encourage your guest to explore activities different from watching TV.



STUDENT B

- You are a guest at the “Lakeside Hotel”.
- You love technology, and the internet is not working properly.
- There are only three different TV channels, which is unacceptable.



STUDENT A

- You are the manager of the “Logan Hotel”.
- You describe your hotel to your guest (a modern holiday resort surrounded by marvelous beaches and astonishing mountains nearby). You offer your guest to use your mobile phone.



STUDENT B

- You are a guest at the expensive “Logan Hotel”.
- You love adventure, and there is nothing to do: no day trips, no activities, and no nightlife.
- Your phone network is not working and you find out there are not any Wi-Fi networks.



STUDENT A

- You are the manager of the “Paradise Hotel”.
- Your hotel is a surrounded by beaches and there is fish and meat in almost any menu.
- You call the janitor and command him to clean the bathroom.



STUDENT B

- You are a guest at the “Paradise Hotel”.
- You are vegetarian, and the food is not good, it is often cold and salty, and there are no vegetarian dishes.
- The bathroom is dirty and the floor is slippery.



I'm a teen

In this unit, students will learn to:

- Talk about everyday problems
- Express regrets for something in the past
- Discuss about their goals and dreams in life

”

Ask yourself if what you are doing today is getting you closer to where you want to be tomorrow.

---- Unknown ----



Problems everywhere



Date:

---/---/---

Guidelines:

- Have students work in pairs.
- Show students some pictures (Appendix #11 – pages 67, 68 and 69) and have students make a list of common problems that teenagers have to deal with (at home, school, with their friends, etc.)
- Ask students to check the expressions on the English Textbook (page 74).
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS							
Couple A		Couple B		Couple C			
1	_____	1	_____	1	_____		
2	_____	2	_____	2	_____		

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

Problems everywhere

Cut carefully along the dashed lines.

STUDENT A

- You are 18 years old. Your boyfriend who you have been dating for 2 weeks, has proposed to you.
- You love him, but you are not sure what to do.
- You ask your parents for an advice.



STUDENT B

- You have a daughter. She is 18 years old.
 - Your daughter's boyfriend proposed to her and she does not know what decision to take.
- You tell your daughter that she is too young to marry but that she has the choice



STUDENT A

- You study in the "Dolores Sucre" high school. Your mother has a new job in another country.
- You don't want to move because you are not sure that these changes will be good for you but this is a good opportunity for her.
- Discuss the situation with your mother.



STUDENT B

- You have a son that studies in Guayaquil, but you have a new job in another country.
- You know that for your child it will be difficult, but you try to convince him.
- Discuss the situation with your son.



STUDENT A

- You are 18 years old. You want to join the army.
- You tell your parents you want to be military, because you would like to protect your country.
- Convince your parents to allow you to go.



STUDENT B

- You have a son/daughter that wants to join to the army.
- You advise him/her to pursue a university degree, alleging that the army is dangerous.
- Try to convince your son/daughter to change their opinion.



No time for regrets



Date:

---/---/---

Guidelines:

- Have students work in pairs.
- Ask students to check the expressions on the English Textbook (page 76).
- Review of third conditional. Choose some students to create a sentence about a hypothetical situation in the past that wouldn't have happened if the circumstances had been different.
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS					
Couple A		Couple B		Couple C	
1	_____	1	_____	1	_____
2	_____	2	_____	2	_____

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

No time for regrets

Cut carefully along the dashed lines.

STUDENT A

- You are homeless and you are on the street.
- You have had problems in your life. You see an elegant person on the street. You will start the conversation. Tell him/her about the hard life you have had and the mistakes you have made.



STUDENT B

- You are a business person and you are on the street.
- You see a homeless person. You don't want to talk to him/her, but he/she looks like he is going to talk to you, so you follow the conversation.



STUDENT A

- You are a parent. Your child has behaved badly recently.
- You have told him/her to stay in his/her room for a week.
- You are downstairs now, relaxing and your child comes talk to you.



STUDENT B

- You are a child. Your parents have told you to stay in your room all week because of problems you have caused.
- You don't think it's fair. Go downstairs and try to get your parent to forgive you.



STUDENT A

- Your partner has just broken up with you because you had problems.
- You want him/her back. You have decided to go to his/her house. Knock on the door and try to convince him/her to take you back.



STUDENT B

- You have just broken up with your partner.
- You had problems in your relationship. You are happy now. You are at home, watching TV, and suddenly your ex comes.



The sky is the limit



Date:

---/---/---

Guidelines:

- Have students work in groups.
- Ask students to check the expressions on the English Textbook (page 80).
- Have students describe their biggest goal in life.
- Select three couples and provide each student with a role.

Assessment:

PARTICIPANTS							
Couple A		Couple B		Couple C			
1	_____	1	_____	1	_____		
2	_____	2	_____	2	_____		

Expected grade	Criteria	Couple A		Couple B		Couple C	
		1	2	1	2	1	2
1	Good understanding of the topic assigned.						
2	Clear speech with appropriate volume and inflection.						
2	Convenient use of vocabulary and expressions.						
2	Pertinent arguments for the role played.						
1	Appropriate body language (gesture, mimics, facial expressions, etc.)						
1	Adequate response to the partner's speech.						
1	Opportune use of politeness conventions.						
TOTAL GRADE:							

The sky is the limit

Cut carefully along the dashed lines.

STUDENT A

- You are a genius who appears in the middle of the forest.
- A person find you and you ask that person about their future plans.
- You tell that you will grant 3 wishes, the most important for her/him.



STUDENT B

- You find a lamp in the middle of the forest.
- From the lamp a genius appears and you tell him about your future plans.
- You tell him your 3 biggest dreams, in order to that the genius will fulfill them.



STUDENT A

- Your neighbor asks you about your new goals for this year.
- You tell him that you want to start a business and travel abroad.
- Give details about your plans.



STUDENT B

- You have a conversation with your neighbor.
- You ask him/her about his goals for this New Year.
- You make questions about his/her business and the place he/she wants to go to. Ask as many questions as necessary.



STUDENT A

- You are in a conversation with your best friend. You start talking about what you will do when you finish the high school.
- You tell him/her that you do not want to study but find a job.
- Your friend thinks differently and tries to change your mind.



STUDENT B

- You are in a conversation with your best friend and she tells you about her future plans.
- She tells you that she does not want to study college and just work. You on the contrary want to continue to prepare academically.
- Advise and try to make her/him change her mind.





APPENDIX #1



Source: <http://www.aim.ph/wp-content/uploads/2015/02/job-interview-tips.jpg>

APPENDIX #2

MARTES

28 de febrero del 2012
SANTIAGO DE GUAYAQUIL
ECUADOR

EL UNIVERSO

EDICIÓN FINAL
3 SECCIONES, 32 PÁGS.
AÑO: 91, Nº 166

www.eluniverso.com

EL MAYOR DIARIO NACIONAL

PVP FINAL INCLUIDO IVA US\$ 0,60



Bachilleres sin respuestas
APTITUD. Quienes rindieron las pruebas reciben puntaje, pero no saben si alcanzan cupo para U. CG Pág. 1

"Con buenas palabras se puede negociar, pero para engrandecerse se requieren buenas obras".
Las-166
(570 a.C.-450 a.C.)

Rafael deja sin efecto sanción contra Diario EL UNIVERSO

Presidente anunció 'perdón' a directivos y periodistas



El presidente Rafael Correa dijo que logró sus objetivos.

QUITO

Los abogados del presidente Rafael Correa solicitaron ayer en la tarde ante la Corte Nacional de Justicia el archivo del caso y la remisión de la deuda que por la sentencia de \$ 40 millones se impuso contra este Diario y tres años de prisión para sus directores y editor de Opinión. En la mañana, el mandatario anunció el perdón a los acusados, pero "sin olvidar".

"Aunque sé que muchos quieren que no se haga ninguna concesión a quienes no lo merecen, así como tomé la decisión de iniciar este juicio, he decidido ratificar algo que hace tiempo estaba decidido en mi corazón: perdonar a los acusados, concediéndoles la remisión de las condenas", dijo en su carta abierta leída. Correa criticó además a la prensa de América Latina y a la CIDH.

También anunció el archivo de la demanda contra los autores del libro *El gran hermano*, Juan Carlos Calderón y Christian Zurita. Págs. 2, 3 y 4



QUITO. Ministros, asambleístas y otros funcionarios acudieron a la lectura de la carta del presidente y ciudadano Rafael Correa.

Comunicado

A la opinión pública

Ante la decisión que en uso de una facultad prevista en la ley ecuatoriana ha anunciado el presidente Rafael Correa, sobre las sanciones que nos impone la resolución de la Corte Nacional de Justicia, el Diario EL UNIVERSO se pronunciará una vez que las condenas sean archivadas. Seguiremos trabajando para servir a nuestros lectores, de acuerdo con nuestros principios e indeclinable empeño de hacer cada día más y mejor periodismo.

Diario EL UNIVERSO

Audiencia del caso en CIDH, el 28 de marzo.

Sala Penal de la CNJ tratará la remisión.

Sentencia de \$ 40 millones fue notificada.

Perdonó como presidente, dicen los Vera.

Detalles REACCIONES INTERNACIONALES

SIP advierte
El presidente de la SIP, Milton Coleman, dijo que era una buena noticia, pero "lo que los ciudadanos ecuatorianos no pueden perder de vista es que se mantiene el precedente de que un presidente coacciona a la prensa de su país con amenazas legales".

RSF lamenta lentitud
Reporteros Sin Fronteras (RSF) celebró que el presidente haya recurrido a la remisión de los condenados de su litigio contra EL UNIVERSO, pero lamentó que la decisión haya tardado un año en el que se ha generado más polémica y polarización.

Andaríos ve gravedad
La Asociación Colombiana de Editores y Medios Informativos (Andaríos), cuyos asociados publicaron esta semana la columna que motivó la demanda, consideró "muy grave" que Correa "viga descalificando todo el trabajo periodístico".

SUMARIO

Actualidad Subordinación

Ministros recordaron a Ejército obligación con orden constituido. Pág. 5

El País Queja de afiliados

Quiénes buscan cita en el IESS dicen que call center no funciona. Pág. 9

Seguridad Pareja asesinada

Con cortes de cuchillos y maniatados se halló a esposos. CG Pág. 5

Mundo Ataque en escuela

Un alumno en EE.UU. mató a un compañero e hirió a otros 4. Pág. 11

Vida y Estilo A proteger la piel

Hay un protector solar diferente para cada tipo de piel. VyE Pág. 10

Derrumbe dejó un fallecido

Un alud de lodo y rocas se desprendió en instantes en que tres camiones circulaban por el km 26 de la vía Guayaquil-Pan de Azúcar-Limón, entre Azuay y Morona Santiago. Uno de estos automotores quedó destruido y su conductor murió atrapado entre las rocas. El Ministerio de Transporte y Obras Públicas decidió suspender el tráfico por esa vía, debido a la fragilidad de las montañas por las lluvias. Mientras, en El Oro se espera que entre hoy y mañana se reabra la carretera Loja-Machala, interrumpida por deslizamientos desde hace tres días. Pág. 8

Suspicias por cáncer de Chávez

AGENCIAS QARACAS
Como muy serio fue calificado el cáncer que padecería el presidente venezolano Hugo Chávez, según cables que comenzaron a divulgar Wikileaks. El documento filtrado refiere que el cáncer de Chávez se extendió hasta la médula ósea. Según la información, el líder venezolano es atendido por médicos cubanos y rusos, estos últimos le dan menos de un año de vida. La incertidumbre reinaba ayer en Venezuela, a falta de noticias, tras el viaje del mandatario a Cuba para una nueva cirugía. Pág. 11

DEPORTES



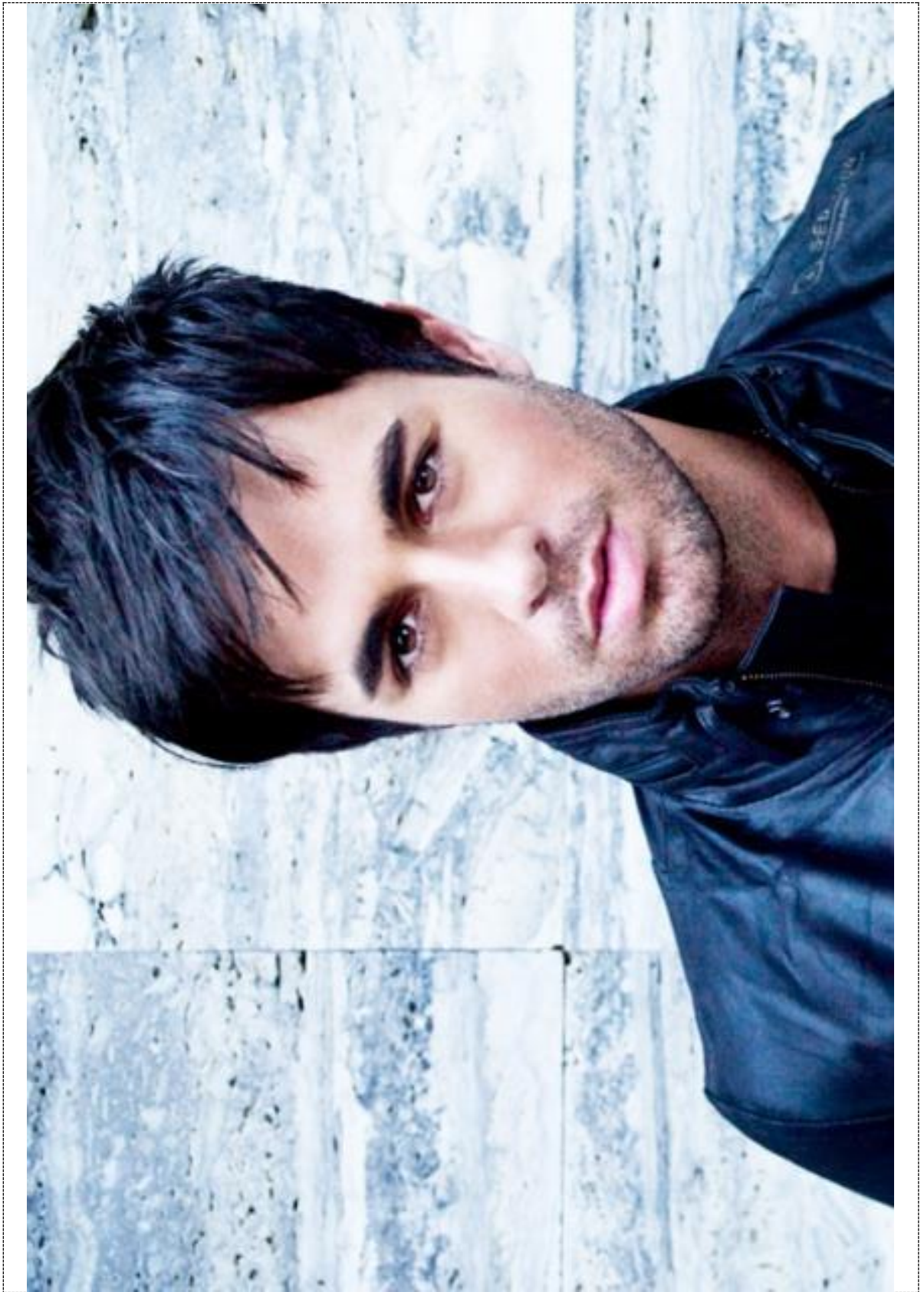
Oyola y Dreer en solemne nacionalización

QUITO. Los futbolistas Matias Oyola (I) y Esteban Dreer, del Barcelona y el Emelec, respectivamente, recibieron ayer en el Palacio de Carondelet la nacionalidad ecuatoriana, de manos del presidente Rafael Correa. Serán inscritos hoy en la FEF. Pág. 14

APPENDIX #3



Source: <http://www.expectativa.ec/wp-content/uploads/2016/11/jorge-glas.jpg>



Source: http://fuull.ec/wp-content/uploads/2016/07/FARANDULA_ENRIQUE_IGLESIAS_TRABAJARA_CON_LIAM_PAYNE_FARANDULA_1.jpg



Source: https://ep01.epimg.net/deportes/imagenes/2017/07/11/actualidad/1499773346_873187_1499773462_noticia_normal.jpg

APPENDIX #4



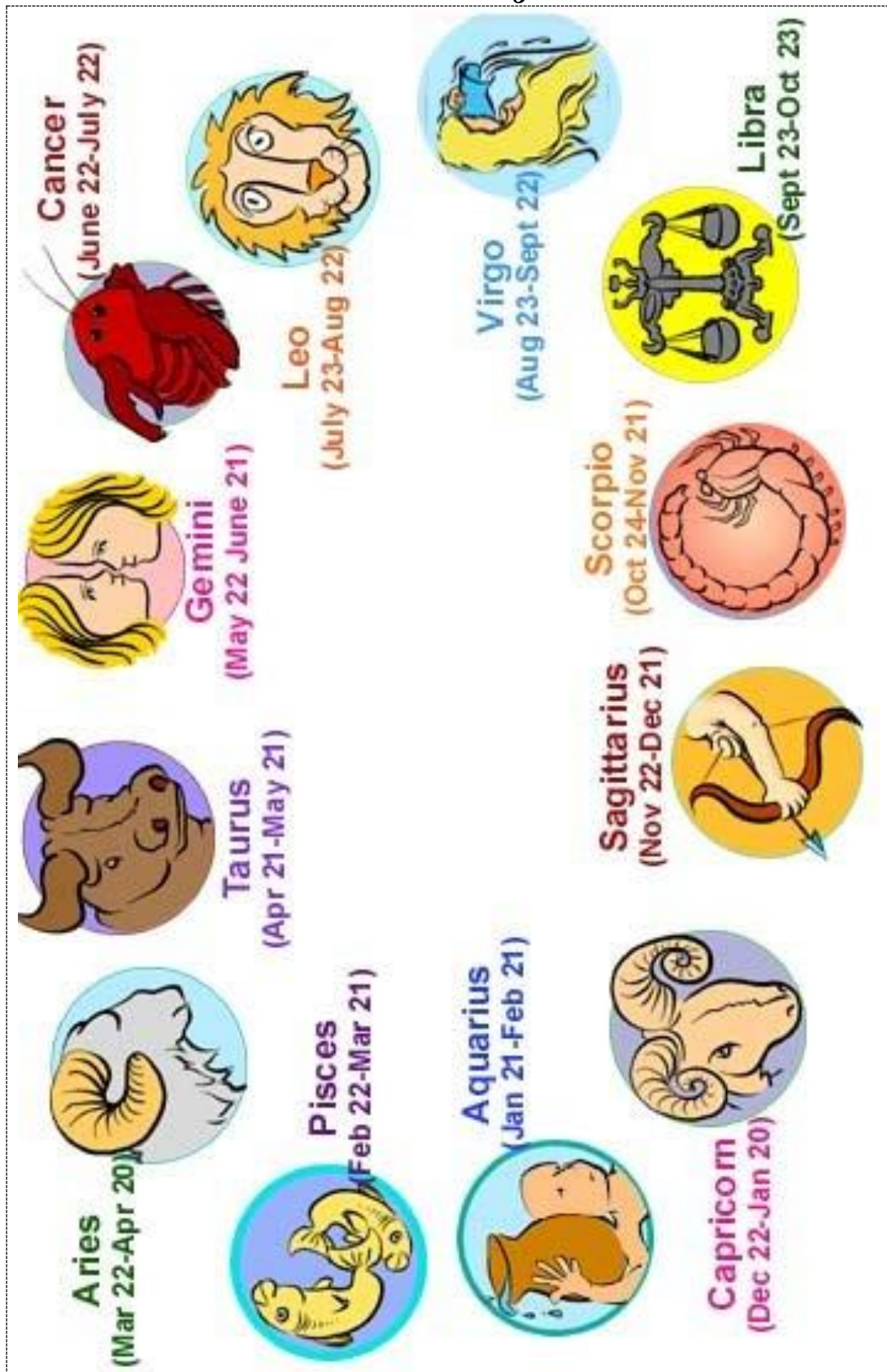
Source:

https://pre12.deviantart.net/e848/th/pre/i/2013/027/0/3/chaos_collage_by_adriansalaman-dre-d3fkpbl.jpg



Source: <https://www.gamespot.com/forums/offtopic-discussion-314159273/is-hunting-animals-sports-or-crime-31430438/>

APPENDIX #5



Source: <https://jksastrology.com/wp-content/uploads/2014/10/Star-sign-chart.jpg>

APPENDIX #6



Source: <http://www.alamy.com/stock-photo-fiesta-de-la-mama-negra-traditional-festival-in-latacunga-ecuadorcolourful-40204349.html>



Source: <http://meetings.ecuador.travel/en/festival-fruit-flowers-held-ambato>

APPENDIX #7



Source: <http://www.edubilla.com/sport/race-walking/players/jefferson-perez/>



Source: <https://www.britannica.com/biography/Rafael-Correa>

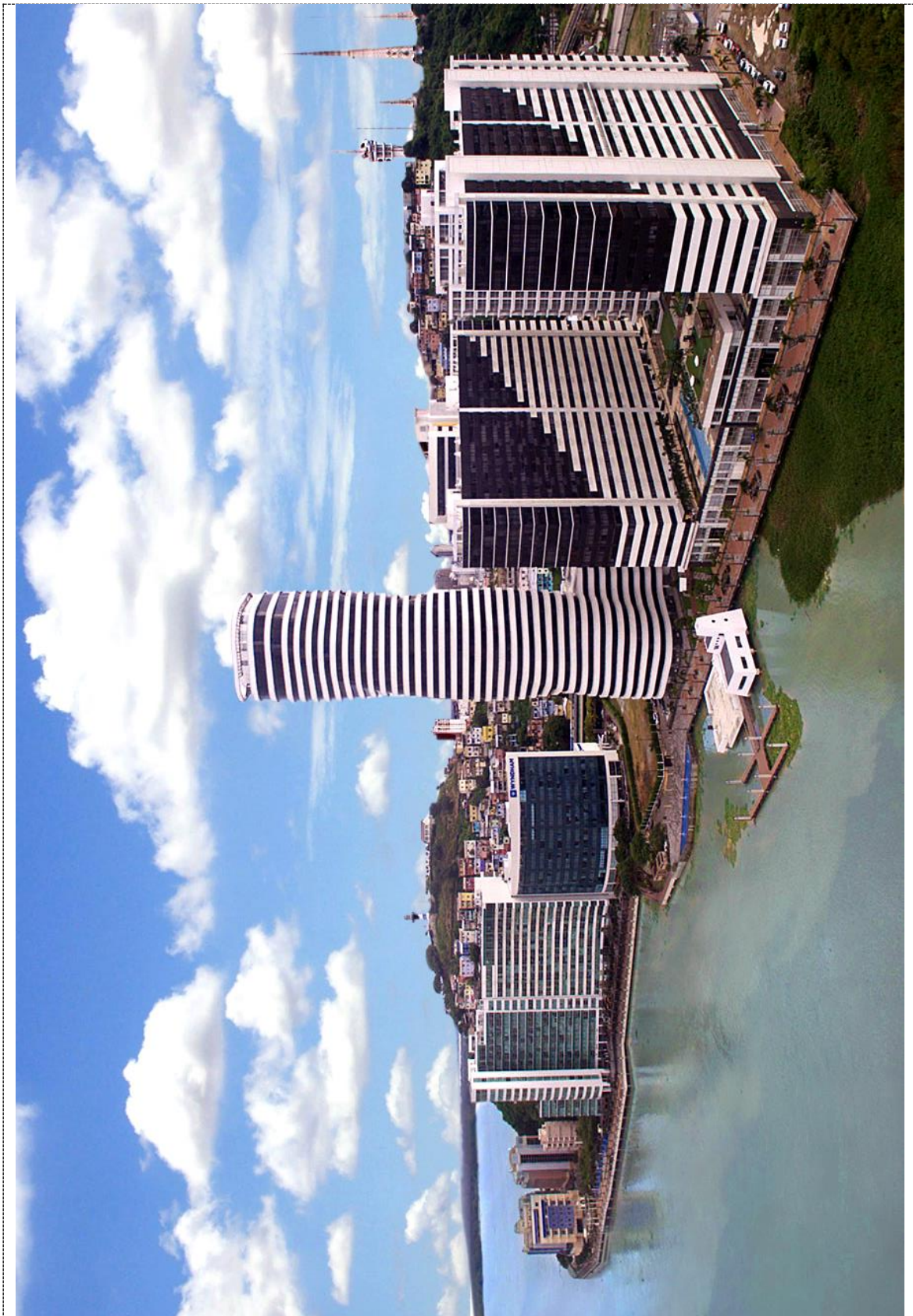


Source: <https://www.emaze.com/@AOFZCWFWEloy-Alfaro>

APPENDIX #8

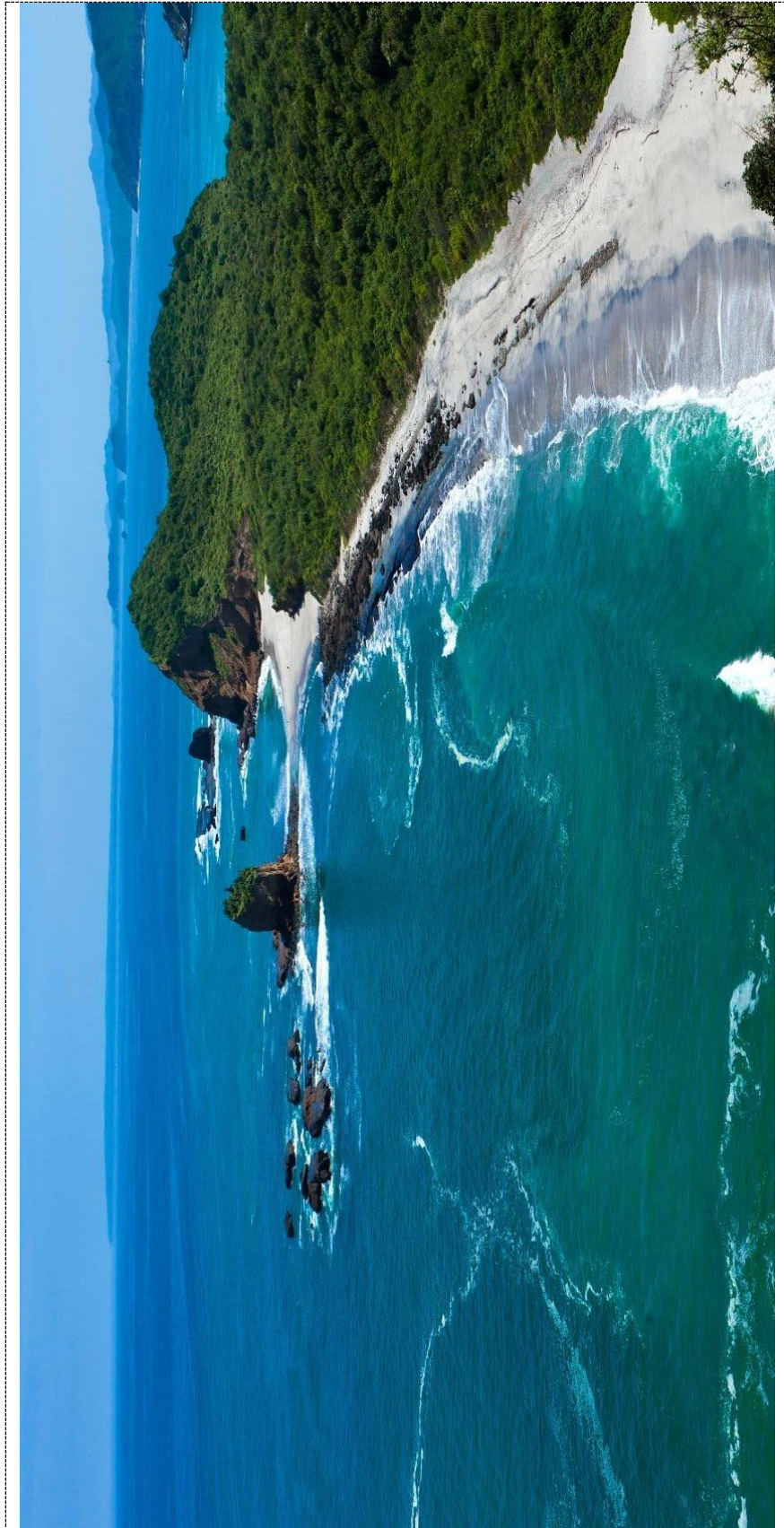


Source: <http://www.fotografianacional.gob.ec/web/app.php/es/galeria/element/18617>



Source: <http://pronobis.com.ec/inmobiliaria/images/slide/ciudaddelrio-slideshow-slide-20.jpg>

APPENDIX #9



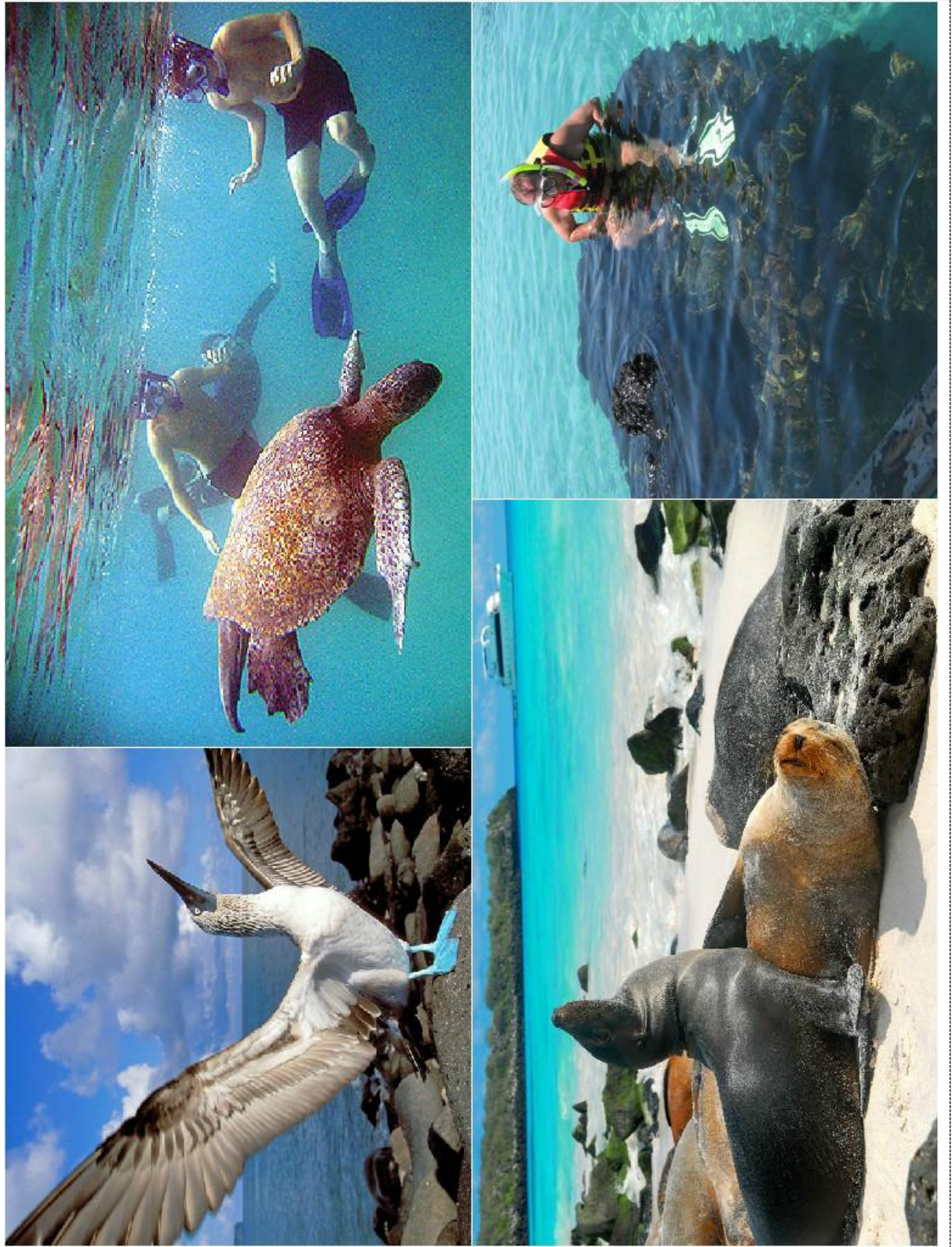
Source: <http://hotelkennedy.com.ec/en/wp-content/uploads/2014/05/costa.jpg>



Source: <http://www.fotografianacional.gob.ec/web/app.php/es/galeria/element/18617>



Source: <http://ecuatorianoenvivo.com/wp-content/uploads/2015/06/Foto-hotel-napo-wildlife-center-que-obtiene-premio-por-mejor-atenc%C3%B3n-0615.jpg>



Source: <http://www.ecuavisa.com/sites/default/files/fotos/2015/02/11/11-02-2015-galapagos-collage.jpg>

APPENDIX #10



Source: <http://www.ecuavisa.com/sites/default/files/fotos/2015/01/23/all-you-need-680x365.jpg>

APPENDIX #11



Source: http://sfiportal.com/wp-content/uploads/2013/07/family_fight_729-420x0.jpg



Source: <https://preview.123rf.com/images/verkoka/verkoka1507/verkoka150700105/41810711-teenagers-bullying-another-isolated-in-white-Stock-Photo-bullying-school.jpg>



Source: <https://pb institute.com/wp-content/uploads/2014/11/pbi-teen-drug-3.jpg?x41826>