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TEMA:

**Exploring the efficacy of role-play strategy to motivate the improvement of
speaking fluency in A1 EFL learners.**

Autores

Flores Aldás Geovany Vinicio

Tatamues Chamorro Angie Tatamues

Tutora:

B.A. Alexis Contreras, MSc.

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AVAL DEL TUTOR DE LA TESIS

Fecha

Siendo designado como tutor del programa de Maestría de Pedagogía del Idioma Inglés como Lengua Extranjera de la Universidad Bolivariana del Ecuador (UBE) se avala el trabajo titulado Exploring the efficacy of role-play strategy to motivate the improvement of speaking fluency in A1 EFL learners que ha sido elaborado por Tatamues Chamorro Angie Mariuxi y Flores Aldás Geovany Vinicio bajo mi tutoría, y que reúne los requisitos para ser defendido ante el tribunal que se designe a tal efecto.

Firma:

BA. Alexis Contreras F. M.Ed.

DEDICATION

Perseverance and dedication will make us achieve satisfactory achievements professionally and personally. I dedicate this project to all those who constantly supported me throughout my personal and academic life.

To my parents, Wilma Chamorro and Pastor Tatamues, to my brothers, Alexis and David, to my niece, Maite, and my nephew Matias because they have always been my motivation and support.

To my loyal friends, Tania, Pamela, and Sebastian for always reminding me of the capacity I have for improvement and success.

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With all my gratitude,

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DEDICATION

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Geovanny Flores.

Exploring the efficacy of role-play strategy to motivate the improvement of speaking fluency in A1 EFL learners.

Abstract

Nowadays, implementing role-playing strategies combined with technological support materials is an innovative teaching practice. On the other hand, speaking fluency is one of the most difficult English skills among A1 learners. Therefore, this study is focused on analyzing the integration of different role-playing techniques to improve motivation in developing speaking fluency in A1 EFL learners from Unidad Educativa Rodriguez Albornoz. It was necessary to apply a pre-test to collect results related to the student's speaking level. The results of the interview indicate the teacher's experience and opinion aligned with the research topic. On the other hand, the survey revealed that students know English is important for their academic life. Also, students are interested in oral activities that are different each time and even more so using virtual platforms such as Duolingo, Flipgrid, Memrise, Vocaroo, or Audacity rather than traditional materials such as pictures, videos, and slides. Consequently, the intervention consisted of a lesson plan proposal focused on covering and improving findings. The main objective of this implementation was to contribute to the improvement of speaking fluency in A1 learners. Then, the post-test indicated outcomes achieved after the implementation supported by role-playing techniques and digital tools. There was notable progress after the implementation of this study in improving speaking skills. It was possible due to learners were able to participate in real-life sceneries to be applied in real-life situations. In addition, this helped students to increase their confidence during speaking performances. Finally, the study concludes that challenges must be overcome for role-playing strategies with support materials to be effective.

Keywords: Role-playing strategy, speaking fluency, digital platforms, technology.

Resumen

Actualmente, la implementación de la estrategia role-playing combinadas con materiales de apoyo tecnológico es una práctica docente innovadora. Por otro lado, la fluidez oral es una de las habilidades más difíciles entre los estudiantes de inglés A1. Por lo tanto, este estudio se centra en analizar la integración de diferentes técnicas para mejorar la motivación en el desarrollo de la fluidez oral en estudiantes de inglés como lengua extranjera A1 de la Unidad Educativa Rodríguez Albornoz. Fue necesario aplicar una prueba previa para recopilar resultados relacionados con el nivel de habla del estudiante. Los resultados de la entrevista indican la experiencia y opinión del docente alineada con el tema de investigación. Por otro lado, la encuesta reveló que los estudiantes saben que el inglés es importante para su vida académica. Además, los estudiantes están interesados en actividades orales que sean diferentes cada vez y más aún utilizando plataformas virtuales como Duolingo, Flipgrid, Memrise, Vocaroo o Audacity en lugar de materiales tradicionales como imágenes, videos y diapositivas. En consecuencia, la intervención consistió en una propuesta de plan de clase enfocada en cubrir y mejorar los hallazgos. El objetivo principal de esta implementación fue contribuir a la mejora de la fluidez oral en estudiantes de inglés como lengua extranjera A1. Luego, la prueba posterior indicó los resultados logrados después de la implementación con el apoyo de técnicas de juego de roles y herramientas digitales. Hubo un progreso notable después de la implementación de este estudio en la mejora de las habilidades de habla. Esto fue posible debido a que los estudiantes pudieron participar en escenarios de la vida real para aplicarlos en situaciones de la vida real. Además, esto ayudó a los estudiantes a aumentar su confianza durante las presentaciones orales. Finalmente, el estudio concluye que se deben superar los desafíos para que las estrategias de juego de roles con materiales de apoyo sean efectivas.

Palabras clave: Estrategia Role-playing, fluidez oral, plataformas digitales, tecnología

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Introduction

English has become incredibly important in our globalized world. English is the most widely used language for communication between countries and is often called a "lingua franca." Millions worldwide use English as their first, second, or even third language. This widespread use of English means a big demand for English language tools and apps. These are especially important in education, business, technology, and science.

In these areas, English is key to making things happen, from closing arrangements to sharing new ideas. As a result, there has been a lot of innovation in language learning platforms and translation software. These tools are essential for helping people learn and use English, which in turn supports global communication and collaboration. This trend is only going to grow, highlighting the ongoing importance of learning and teaching English (Jenkins, 2022).

The Ecuadorian government recognizes how important it is to teach and learn English. To support this, the Ministry of Education has created a new curriculum to improve English as a Foreign Language instruction, making it a key part of the country's educational policy. One of the main ideas behind this curriculum is to teach English for real-life communication, focusing on developing speaking skills to help people communicate better in conversations (Ministerio, 2016).

To effectively communicate in everyday situations, it is crucial to master English language skills. Harmer (2020) points out that English learner's abilities can be based on real-life scenarios, such as job interviews, making small talk, and participating in meetings. Along the same line, Hutchinson (2021) also highlights the importance of learning English for practical purposes, like ordering food, asking for directions, and making reservations. By focusing on these real-life situations, English learners can build the skills and confidence they need to communicate effectively in their daily lives. Whether it is chatting with a colleague, asking a stranger for help, or navigating a new city, having these skills makes a big difference.

Previous research shows that it is really important to focus on improving speaking fluency in English classrooms, especially in Ecuador. Studies by Guevara (2020) and Oviedo (2021), highlight the need to help students develop their speaking skills in schools and academic programs. One effective method to boost speaking fluency is role-playing.

According to Harmer (2020), role-playing allows students to practice real conversations and build confidence in using English. This strategy helps them engage in authentic communication, which is crucial for becoming fluent speakers. However, getting students to speak up in English classes can be a big challenge. Many students feel shy or reluctant to participate. This is why innovative approaches like role-playing are so important, they provide a fun and interactive way for students to practice speaking English and overcome their reticence.

English has four skills: listening, speaking, reading, and writing. They are necessary to produce effective communication in today's globalized world. Some previous Researches highlight just how important it is for English learners to develop their language skills. Among these skills, speaking stands out as particularly crucial. Conveying ideas, expressing thoughts, or interacting with others without being able to speak the language well. Speaking skills are essential for effective communication.

Consequently, these skills allow individuals to participate in conversations, share their opinions, and build relationships. Whether it is chatting with friends, answering questions in class, or giving a presentation at work, being able to speak English fluently opens up a world of opportunities. Additionally, learners acquire abilities to express themselves in front of a big audience. It provides self-confidence to participate and learn from mistakes without pressure and fear.

Additionally, according to Alharbi (2021), developing speaking skills can boost English learners' confidence and help them feel more connected to the world around them. It is not just about mastering grammar and vocabulary; it means that they produce what they learn for real-life situations. Practicing speaking can also improve listening skills, as learners become more attuned to the nuances of conversation. Also, this

contributes to the improvement of pronunciation and fluency during speaking conversations.

Educators and language programs recognize this, which is why there is a strong emphasis on speaking practice in many English language courses. Through activities like role-playing, group discussions, and presentations, learners get the chance to practice and refine their speaking abilities. This hands-on approach helps them become more comfortable and proficient in using English in everyday life.

This research aims to know the efficacy of role-play strategy in motivating the improvement of speaking fluency in A1 EFL class, knowing that effective communication in a foreign language is an essential component of language learning. For instance, speaking fluency is essential to communicative competence because it allows students to confidently and accurately express themselves (Larsen-Freeman, 2022). However, for a variety of reasons, including insufficient practice, nervousness, and a lack of opportunities for real-world communication, many EFL learners, particularly those at the beginner level (A1), frequently find it difficult to increase their speaking fluency (Xu, 2022).

Role-playing has long been regarded as an excellent teaching approach for increasing language learners' speaking fluency (Golonka, 2022). Role-playing activities allow students to practice utilizing language in a more authentic and dynamic setting, which can help them gain confidence and fluency when speaking (Alavinia, 2022). Furthermore, role-playing can help learners enhance their pragmatic competence, which is necessary for efficient communication in real-world circumstances (Taguchi, 2022).

Despite its potential advantages, little is known about how well role-playing helps A1 EFL learners improve their speaking fluency. According to Golonka (2022), the majority of research on role-playing has been on its usage in advanced language courses or particular situations, such as business or medical English. Moreover, the majority of the body of research on role-play has focused on how it generally affects speaking fluency rather than how it affects learners at the beginning level.

The lack of research on the use of this strategy in A1 EFL classes is particularly concerning, given the unique challenges beginner-level learners face. At the A1 level, learners are still developing their basic language skills and may lack the confidence and motivation to engage in speaking activities (Xu, 2022). Additionally, beginner-level learners may require more guidance and support to participate in role-play activities effectively.

Therefore, it is essential to understand the effectiveness of role-play in improving speaking fluency in A1 EFL learners and to identify the challenges and limitations of implementing role-play in these classes. Then, this study proposed research questions based on finding difficulties and preferences during the teaching and learning problems regarding independent and dependent variables.

Furthermore, many theoretical perspectives, such as task-based language teaching (TBLT) and communicative language teaching (CLT) approaches, have impacted the use of role-play in language instruction (Ellis, 2022). These methods stress how crucial meaningful engagement and genuine conversation are to language acquisition. By giving students, the chance to communicate in a realistic and participatory way, role-playing as a teaching method complements existing methods.

In an effort to boost student's oral communication skills, teachers introduced role-play activities in their English as a Foreign Language (EFL) classroom. The idea was to give students the chance to practice English in scenarios that closely mimic real-life situations. By pretending to be in various roles, such as ordering food at a restaurant or having a job interview, students could practice speaking in a more engaging and practical way.

These role-play activities were designed to be fun and interactive, encouraging students to step out of their comfort zones and use English more confidently. The goal was to help them develop the fluency and confidence needed to communicate effectively in everyday situations. For this, it was necessary to implement a pre-test to know the initial point and design an intervention to see outcomes in the post-tests.

After implementing these activities, teachers noticed a significant improvement in student's speaking proficiency. The students became more fluent and comfortable when speaking English. They were better at expressing their ideas, asking questions, and participating in conversations. Moreover, the students had a positive perception of role-playing as a learning technique. They found it enjoyable and felt that it helped them improve their speaking skills in a way that traditional classroom methods might not. This positive feedback from the students highlighted the effectiveness of role-play in enhancing their oral communication skills.

This study offers useful implications for language instructors and teachers and aims to add to the body of research on language teaching and learning by examining the effect of role-play on speaking fluency. The study's findings can be used to develop effective teaching methods and resources for fostering speaking fluency in A1 EFL learners.

On the other hand, the general objective of this research is to boost motivation through the application of role-play strategies to improve speaking fluency in A1 EFL in 2nd Bach at Unidad Educativa Rodriguez Albornoz. This general objective was established from the necessity and previous studies' results regarding speaking fluency in A1 learners. Also, this general objective is aligned to both independent and dependent variables.

Therefore, the specific objectives focus on investigating and evaluating the best real-life scenarios to apply to the role-playing strategy with teenagers, designing an intervention lesson plan including communicative purpose, and evaluating the efficacy of role-plays to boost motivation when speaking with a focus on fluency.

In addition, there are three chapters in this study project. Here is how they are displayed: The researchers provide the theoretical framework in Chapter I, which includes earlier research, perspectives, and conclusions pertaining to the variables of the study issue. It was developed using scientific data from books, journals, and papers. The methodology is examined in Chapter II, which includes information on the description of the research questions, operationalization matrix of variables, population

and sample, data analysis strategy, methodologies, procedures, instruments, and research type used in this study. The proposal's presentation and validation are covered in Chapter III. Finally, researchers provide the conclusion and recommendation adding the references and appendixes

Chapter 1: Literature Review

1.1 Related studies of Role-playing for beginner learners

Matić (2023) developed a study emphasizing the benefits and challenges of role-playing in speaking exercises in teaching English as a foreign language beginner learner. The research identified the benefits of increasing students' motivation to participate and improving their communicative competencies. Therefore, students showed confidence during the performance of role-playing simulating real-life sceneries. This technique provides a dynamic environment to prepare learners for the practical use of language. Nevertheless, students faced difficulties with grammar and coherence during role-playing activities. In addition, the lack of vocabulary affects the possibility of interacting fluently rather than making constant pauses and hesitations. Consequently, the study suggested teachers implement continuous role-playing activities to increase communicative competence practice.

Role-play activities in teaching foreign languages are beneficial for several reasons. The research study by Ruzmetova (2022), describes the advantages of applying innovative and interactive activities during speaking. This interaction is like a game for learners where they practice language in real-life situations. This learning tool allowed learners to improve fluency and cooperative learning. However, a challenge presented was about understanding the role of the teacher by students. In this case, the teacher must act as a guide and mediator rather than a teacher-centered. In addition, it is necessary to use this technique progressively since learners get bored participating in the same monotonous activities every class.

According to Yusof and Alas (2021), role-playing activities increase self-confidence, students' interest, and perception. Therefore, learners agreed that learning language needs to be enhanced with communicative activities. Passive language teaching based on memorization is not accepted in these activities. On the contrary, realistic situations motivate learners to be spontaneous and creative having fluid conversations about topics with friends. Then, beginner learners noticed interaction in

a dynamic way improving their fluency. Despite that, some students showed uncomfortably due to the lack of vocabulary and grammar structure. Thus, the study suggested teachers combine different techniques to support students. This is not only for speaking fluency but also for grammar and vocabulary.

On the other hand, Waluyo (2019) based his research on demonstrating how role-playing activities enhance communicative competencies while teaching English as a Foreign Language to beginner learners. Therefore, he established a relationship between Task-Based Language Teaching and Theme-Based Role-Play. The results showed that this incorporation provided learners with a supportive language environment. However, the researcher found some challenges in the planning structure with language proficiency. Students presented problems developing speaking activities due to the teacher-centered instruction for classes. Finally, the author suggested educators emphasize and cover students' needs during role-playing activities to address the challenges presented.

The study made by Sun et al, (2022) is focused on the impact of role-playing in the context of online teaching. The researchers outline the benefits of this strategy in English teaching to beginner learners. They mentioned benefits such as improved skills in self-planning, self-monitoring, self-regulation, and self-evaluation. On the other hand, positive outcomes are related to improving students' autonomy and effective use of resources. Therefore, these findings support teaching techniques for motivating students to participate in speaking activities (student-centered approach). However, this research presented difficulties with the variation of effective impact between students. This is due to some students being more familiar with role-playing activities. (Sun et. Al., 2022).

Finally, the previous studies describe the benefits of role-playing during speaking activities. The authors agree that the main advantage is the improvement of students' oral skills and fluency. Simulating everyday situations enhances students' motivation

to participate fluently. However, the studies revealed some challenges the teachers and students face in these activities. One of the aspects to consider is the planning of activities according to the level of English. This is because A1 students often have difficulties in grammatical structure and use of vocabulary in the correct context. Finally, research suggests implementing different tools to support and help overcome fluency problems and improve oral skills.

1.2 Role-playing techniques and implementation

It is known that there are a variety of role-playing techniques to enhance students' speaking fluency and create suitable language environments. Therefore, teachers combine different techniques incorporating traditional and technological tools according to their students' needs and expectations. However, it is indispensable to consider the language learners' proficiency, in this case for A1 learners. Consequently, some authors suggest the next role-playing techniques based on basic vocabulary and sentence structures. These are implemented to improve students' motivation to participate in oral activities to increase self-confidence and language autonomy.

1.2.1 Simple Scenarios

This technique provides beginner learners with an effective experience to enhance communicative competencies. Simple scenarios are related to common daily situations such as greetings, hobbies, family, food, travels, etc. This helps students increase their interest in communicating and understanding basic real-life conversations. However, the teacher must pay attention to giving a supportive guide since learners could feel anxiety or fear in front of the class. Additionally, this technique allows visual, auditory, and kinesthetic learners to engage with the materials. (Lutfiyah, 2021). For the implementation, the teacher must be focused on developing structure planning including activities to achieve the learning objectives by incorporating interactive and visual materials.

1.2.2 Role Reversal

Role reversal is an engagement technique during role-playing activities allowing the exchange of knowledge and performance of different perspectives. Teachers use the technique as an instrument for facilitating learning outcomes. According to Slater and Inagawa (2019), as the method aimed to promote confidence, introspection, and information sharing through dialogue, it provided the chance to create a creative environment where students, regardless of educational background, could share their knowledge and experiences. During the implementation, teachers must provide background information about the options of roles. This includes the scenery, main characteristics, and possible problems.

1.2.3 Guided Role-Playing

This supportive technique helps teachers create an inclusive and confident learning environment. This increases the ability to use basic communication skills and reduces anxiety. Learners have the advantage of immediate feedback from their teacher or classmates. Guidance is aimed at optimal progress to emphasize the development of individual potential (Habsy, et. Al., 2024). On the other hand, it is necessary to provide balanced guidance because the teacher must interfere with the student's creativity and spontaneity. The implementation of this technique consists of choosing support materials such as visual aids according to the established real scenario. Additionally, the teacher must give clear instructions with descriptions of examples.

1.2.4 Pair Role-Playing

Pair role-playing is a dynamic technique that promotes teamwork and social skills between learners. First, students can participate in speaking activities compared to larger group activities. This helps reduce the embarrassment students often feel about participating only by speaking in front of a class. Simultaneously monitoring and giving feedback to all pairs is a challenge for teachers. (Matić, 2023). In the implementation, students choose their work partner freely. However, it is also important to consider the difference in the proficiency level of each learner to avoid

imbalances. Therefore, the teacher must rotate pairs periodically to allow interaction with the whole class.

1.2.5 Conversation circles

This interactive technique creates inclusive learning environments because each student has a turn to participate. Through collaborative work, students can acquire new vocabulary from the speakers. (Kaminskaya, 2016; Alavinia, 2022). In addition, the activity helps to develop a better understanding by integrating listening, reading, and writing skills. Learners are motivated to develop their critical thinking enhancing collaboration through problem-solving skills. Teachers must establish a set of rules to ensure respect and order during their turn. Considering a learner as a discussion guide is essential to keep the conversation on track. Also, a supportive environment is necessary since some learners feel uncomfortable sharing their opinions with others.

1.2.6 Observer Role

The observer role in role-playing focuses on a group of students observing the participation of another group of students. Therefore, observers provide constructive feedback to reflect on the group's interaction. This allows learners to notice and learn from mistakes to avoid them in their turn to participate. This technique is commonly implemented for A1 learners to bring the opportunity to learn from others (Ernawati, 2023). In the implementation, teachers must ensure that observers take notes during the role-playing activity to provide detailed and specific feedback. Also, the most important thing is that teachers guide observers in the process of giving constructive and positive feedback.

1.3 Implementation of Role-playing techniques considering A1 Level Learners'

Vocabulary

The Common European Framework of Reference for Languages (CEFR) describes A1-level learners as basic users (Council of Europe, 2020). They are projected to use and recognize everyday expressions with basic phrases to express their knowledge through interaction. In this way, the Ecuadorian English language curriculum aligns

with the CEFR since it focuses on developing communicative competence at the A1 level. Therefore, this curriculum mentions role-playing techniques as a key implementation to help learners interact effectively in different real-life situations. Also, A1 learners are projected to know approximately 500-1000 words related to personal information, daily routines, food and drink, school, transportation, and travel.

The curriculum highlights the significance of creativity and engagement in language learning. So, teachers' lesson plans must include role-playing activities to enhance language skills like speaking and listening through interaction. At this level, role-playing involves attractive context sceneries like greetings, introducing themselves, asking for directions, and making simple requests, which are crucial for beginner-level communication. These tasks allow students to practice new vocabulary and grammar in supportive learning environments to use language appropriately (Ministerio de Educación de Ecuador, 2016).

1.4 Technology in Role-playing strategy for A1 learners

Technology plays a supportive role in the application of role-playing strategy since this provides a variety of resources to enhance the learning process. Technological tools such as audiovisual aids, digital learning platforms, recording and playback tools, and educational simulations and games enable teachers to identify learners' learning styles and needs (Sun, et. Al., 2022). In addition, technology allows students to improve their speaking in a safe environment providing immediate feedback, and collaborative work to foster their communicative competence and confidence. Consequently, these benefits make technology a tool necessary in current language education, especially for beginners.

1.4.1 Audiovisual aids

This supportive resource is commonly used for teachers to implement materials and create dynamic learning environments. So, effective audio-visual preparation can help kids learn since it makes them easier to grasp (Budiarto, 2019). The advantage of audio-

visual is that it facilitates students' speaking skills because it allows the conveying of ideas or opinions. There are some audiovisual aids available on the internet such as videos of basic conversation contexts from YouTube on channels like BBC Learning English. Additionally, Canva, Jamboard, and Miro platforms where learners collaborate to create digital whiteboards with text and images.

1.4.2 Digital Learning Platforms

Learning apps are considered extra tools that support and catch students' attention through dynamic practices. These online platforms commonly embrace gamification foundations to maintain learners' interest. The free online relevant examples include Duolingo and Memorize. Duolingo offers English lessons using a user-friendly interface helping improve English skills (Sánchez & Durán, 2023). On the other hand, Memorize is focused on providing videos of native speakers increasing vocabulary through spaced repetition and multimedia resources. In this way, teachers implement these extra exercises to reinforce previous activities and change the class dynamic. Finally, Flipgrid is an interactive platform where users watch and participate in videos taking the role of replying and sharing their opinions with videos.

1.4.3 Recording and Playback Tools

During the roleplaying activities, it is necessary to implement technological tools where learners practice before performing a scenario. Therefore, recording and playback tools permit them to record their voice and listen to it. This is an advantage for self-assessment and improvement. For instance, Vocaroo is a free online voice recording tool. It is accessible and easy to use because it does not need software downloads. Audacity is another advanced tool based on open-source audio recording and editing software. This flexible resource enables multi-track recording for creating and refining audio content. Creating audio diaries or podcasts is an attractive strategy to track progress gradually. Consequently, these online tools support the practice their speaking and listening skills by reviewing and analyzing before and after their

performances. In addition, they promote self-assessment and peer feedback, which are important for pronunciation improvement, fluency, and speaking skills.

1.4.4 Educational Simulations and Games

The best way to engage learners in role-playing activities is through attractive activities such as educational simulations and games. Notably, learners enjoy participating in games that simulate role-playing by combining real-life scenes (Segoni, 2022). Therefore, learners are exposed to interact and connect with people from different countries and cultural backgrounds. The next online platforms allow teachers to implement role-playing activities using technology and the internet. They are easily accessible to learners with the guidance and support of teachers.

For instance, Second Life is a virtual world platform where learners personalize avatars and interact with others. This immersive experience allows learners to practice language skills in language learning communities and educational simulations. Additionally, Epals is a global community connecting the class with people from other countries. This offers collaborative projects by engaging learners in role-playing scenarios such as interviews and cultural exchanges. Finally, Elllo the English Listening Lesson Library Online is a variety library of free listening lessons. Here, students listen to conversations, interviews, and stories from people from other countries. The advantage is that some lessons include interactive role-playing scenarios to practice listening and participate in the dialogues.

1.5 Limitations in the Implementation of Technology in Role-playing

Technology implementation in role-playing activities for A1 language learning within the Ecuadorian education system presents some challenges. First, many Ecuadorian schools in rural areas have poor infrastructure. This includes unreliable internet access, limited availability of modern computing devices, and a lack of technical support. Moreover, not all students have personal smart devices excluding

them from learning experiences and practices. Additionally, poor technology influences the quality of audio-video for effective role-playing experiences.

On the other hand, teacher training and support guarantee learners' effective practices. The integration of technology also depends on the ability and management of teachers. However, some teachers may not have received the latest training in using digital tools for language learning (Bui, 2022). Then, Ecuadorian educators must continuously train and use digital resources to overcome this barrier. In addition, the technology needs to be aligned with curriculum pedagogical goals. So, teachers' challenge is to combine equilibrated technology with traditional teaching methods to foster a multifaceted learning experience.

To sum up, technology and online platforms provide great opportunities for implementing role-playing activities in AI language learning. However, their application in Ecuadorian classrooms reality presents several limitations. Teachers and learners must address these challenges with the help of the Ministry of Education because this requires improving infrastructure, providing adequate teacher training, and aligning technological use with curriculum pedagogical goals. Finally, teachers can create engaging, and effective language learning environments by addressing these obstacles.

1.6 Speaking Fluency

In a language learning context, fluency is the capacity to communicate in a second language successfully, effortlessly, and seamlessly on subjects. It includes several important components, such as the speech rate, the amount of time spoken without pausing, and the speech's general coherence and understandability. Fluency involves more than just knowing a large vocabulary; it is used to communicate meaningfully. It entails having the ability to communicate in the target language both thought and spoken, allowing for more natural and impromptu exchanges between speakers. Fluency also refers to the ability to comprehend spoken language rapidly and

effectively. This enhances the dynamic and engaging nature of conversations. Fluency is ultimately a complicated and complex ability that blends language competency with the capacity to modify discourse to fit various audiences and social situations.

Khasawneh (2022), defines Fluency as the capacity to speak naturally and effortlessly; a natural speaking rate, little pauses, and coherent communication exhibit it. Speaking quickly and fluidly is simply one aspect of fluency; another is the speaker's capacity to modify their language use according to the needs of various audiences and partners. It includes mental operations that facilitate rapid and effective language creation, which adds to the overall impression of a speaker's ability.

Jong D. (2023), expressed that speaking fluency should be seen as a dynamic concept rather than a static one. A speaking performance's average for traditional fluency measurements, like syllables per minute or the frequency of pauses. This is frequently used information that an individual speaking task's fluency might vary greatly depending on the speaker's cognitive load and the message's complexity. The research highlights the necessity of taking these oscillations to comprehend and evaluate fluency. Advocated for more nuanced and context-sensitive approaches, this dynamic paradigm has significant consequences for language evaluation and instruction.

1.6.1 Fluency in Different Contexts

This term refers to the capacity for consistent, logical, and successful communication in social, professional, and situational contexts. This idea includes the ability of a speaker to modify their language use, tone, and style in response to the needs of various contexts. Fluency, for example, can entail more informal language and impromptu interactions in a casual conversation with friends. It might also entail employing technical vocabulary and structured arguments in a formal academic presentation.

The term, "fluency in different contexts" describes the capacity to communicate effectively, fluidly, and in social, professional, and situational contexts. This idea includes a speaker's capacity to modify their language use, tone, and style to fit the needs of various settings. Fluency in a casual conversation with friends might require more informal language and spontaneous interactions, but fluency in a formal academic presentation may involve technical vocabulary and planned arguments. Tichenor, et. Al., (2022), explored the concept of fluency in their work. They discuss how fluency is not just about the smoothness of speech but also involves the speaker's experience and the impact of disfluencies on their lives. Their research emphasizes the importance of understanding fluency from the perspective of those who experience stuttering, rather than just from an external viewpoint.

1.7 The Nature of Speaking

Speaking is a productive aural/oral skill involving systematic verbal utterances to convey meaning. It encompasses various aspects, including accuracy; correct use of vocabulary, grammar, and pronunciation. Fluency is to speak spontaneously and coherently (Tarigan & Listyani, 2021). Therefore, speaking is the most essential skill because it is crucial for engaging in conversations. Mastering English speaking is challenging as it requires proficiency in several key areas, such as pronunciation, intonation, fluency, and grammar. Often referred to as oral communication, speaking is frequently used in social interactions. The goals of speaking or communicating in English include describing objects, people, places, and events, and expressing ideas, opinions, and emotions. Additionally, it helps individuals to motivate themselves to communicate with others.

Many definitions of speaking have been proposed. Gonzalez and Smith (2022), mentioned that Speaking is a collaborative process of meaning-making that incorporates information production, reception, and processing. This is a fundamental skill that encompasses thoughts, and emotions to engage in a dialogue. This means that when people speak, they are not just sending out words they are actively engaging in a

dynamic exchange where they create and interpret messages. This process requires speakers and listeners, to constantly adjust communication based on the feedback.

Producing information involves the articulation of thoughts into coherent speech, including selecting appropriate vocabulary, structuring sentences, and correct grammar, as well as non-verbal elements. Receiving information means listening to others and understanding their messages, which requires active listening skills like paying attention, interpreting the speaker's words and non-verbal cues, and providing feedback. Processing information is the cognitive aspect of speaking, where we interpret and make sense of the messages we receive, understand the context, infer meaning, and respond appropriately. Speaking is a fundamental skill because it allows one to articulate thoughts clearly and effectively, enabling one to express emotions, share ideas, and engage in meaningful dialogue with others.

Speaking allows people to build relationships, solve problems, and participate in social and professional interactions. In summary, it is not just about producing sounds; it is a comprehensive skill that involves a complex interplay of cognitive, social, and linguistic processes, essential for effective communication and playing a crucial role in daily life. However, speaking is also a means of conveying a message that the listener can comprehend. Students should learn to talk in class for a variety of reasons, the primary one being to enable them to communicate with others in a suitable and fluid manner. Second, speaking is the act of expressing ideas orally. This implies that individuals immediately communicate their thoughts and feelings through speech (Tarigan & Listyani, 2021). Based on the experts above, it is a way for students and teachers to get information orally produced by the sound of their mouth. Afterward, speaking is also an important skill in a social environment.

Therefore, teachers and students should master skills and make them successful in communication. Also, previous studies describe this skill as a fundamental human activity. This involves vocal sounds to convey thoughts, emotions, and information. It

is a complex process of cognitive functions, linguistic skills, and physical actions. In addition, effective speaking requires not only a good command of language. It also can organize thoughts coherently, use appropriate tone and body language, and engage with the audience. The nature of speaking varies across different contexts, such as casual conversations, public speeches, and professional presentations, each demanding different levels of formality and preparation. Finally, speaking is a powerful tool for communication, enabling individuals to share ideas, build relationships, and influence others.

1.8 The Components of Speaking Ability

Speaking competently requires the integration of multiple talents and communication successfully in a variety of contexts. The ability to organize and structure speech coherently is known as discourse competence. Other skills include pragmatic competence, which is the use of language appropriately in social contexts, emotional intelligence, which is the management and understanding of emotions to improve communication, and linguistic competence, which is the knowledge of vocabulary, grammar, and pronunciation. These elements allow people to express ideas and feelings clearly and effectively, tailoring their speech to suit various audiences and objectives.

According to Lin and Tanaka (2022), Linguistic Competence refers to the knowledge of grammar, vocabulary, and pronunciation. It involves the use of correct words and structures to convey meaning accurately. Discourse Competence is the ability to organize and connect sentences into coherent speech. It includes the use of cohesive devices and the ability to maintain a logical flow of ideas. Pragmatic Competence involves using language appropriately in different contexts. It includes understanding the social rules of communication, such as politeness and formality. Strategic Competence is the ability to use communication strategies to overcome difficulties. It includes techniques like paraphrasing, asking for clarification, and using gestures.

On the other hand, Self-Regulation refers to the ability to plan, monitor, and evaluate one's speaking tasks. Self-regulated learners tend to perform better because they can manage their learning processes effectively (Gonzalez & Smith., 2022). Nevertheless, Johnson and Khan (2023), refer to emotional intelligence as managing one's emotions and understanding other's, to communicate more effectively. Higher emotional intelligence helps reduce speaking anxiety and improves interaction with listeners. These components collectively contribute to a person's speaking ability, enabling effective and meaningful communication.

Finally, speaking as a competence encompasses several key components for effective communication. Linguistic competence involves the mastery of vocabulary, grammar, and pronunciation. Discourse competence is the ability to organize and connect sentences into coherent speech. The ability to use language effectively in a variety of social circumstances is known as pragmatic competence. Strategic competence involves employing strategies to overcome communication challenges, such as paraphrasing or asking for clarification. Self-regulation is the ability to plan, monitor, and evaluate speaking tasks, enhancing performance through structured reflection. Lastly, emotional intelligence manages and understands emotions to reduce speaking anxiety and improve interaction. These competencies enable individuals to communicate, effectively, and appropriately in diverse situations.

1.9 The Advantages of Speaking

Speaking has so many benefits and makes a difference in life. For starters, it helps to communicate ideas clearly and persuasively, which is crucial whether chatting with friends or presenting at work. It also boosts confidence, like overcoming the fear of public speaking and getting positive feedback from any audience. Being a good speaker can open career opportunities, showcasing creativity, critical thinking, and leadership skills. Strong speaking skills make it memorable and influential, helping to connect with others and succeed in various aspects of life. Speaking has advantages, including

improved communication skills, increased self-confidence, and new employment options.

Effective speaking enables people to communicate effectively and convincingly, enhancing verbal and nonverbal communication skills. It also promotes self-confidence by overcoming the fear of public speaking and obtaining positive comments (Sosas R. V., 2021). Furthermore, good speaking skills can lead to career advancement by demonstrating originality, critical thinking, and leadership capabilities, making persons more memorable and impactful in professional situations. Speaking is a distinctive skill in numerous functions globally. It enables individuals to express their emotions and share information or seek advice. Through speaking, people can engage in discussions on various topics. Speaking offers many benefits in daily life such as boosting confidence and fostering good relationships within the social environment.

1.10 Functions of Speaking

Speaking is one of the most important language skills since those who learn a language are called speakers of that language. Then, speaking utters words aloud, communicating through voice, requesting something, and giving a speech. Highly motivated students typically seek results quickly, and even after their first lesson, they want to prove to their friends and family that they speak English. As a result, students must be given the chance to speak English as quickly and frequently as possible, as many individuals have said that "practice makes perfect."

Speaking performs several crucial roles in interpersonal communication. Its major purpose is to support interactional functions, including greetings, small talk, and informal talks, which assist in creating and preserving social relationships (Gürbüz & Cabaroğlu, 2021). Additionally, it performs transactional tasks, which center on information exchange such as providing instructions or conceptual explanations. Speaking also has a performance role, as it is utilized in more structured circumstances such as presentations, speeches, and storytelling to enlighten, persuade, or entertain an

audience. These roles emphasize the versatility of speech as a tool for communication, allowing individuals to connect with others, share knowledge, and express themselves successfully in diverse circumstances.

1.11 Teaching Speaking

Teaching speaking includes helping students communicate successfully in a second language by emphasizing several important factors. Assisting them with producing precise language sounds and patterns, employing suitable tone, emphasis, and rhythm to communicate ideas, and structuring their ideas in a logical and cohesive order are all examples of this. Creating an interesting and encouraging atmosphere for students to practice and improve their speaking abilities is an aspect. It is possible through interactive exercises, role-plays, conversations, and real-life communication scenarios. Another is teaching students to modify their speech for various audiences, social contexts, and circumstances.

In addition to improving their language skills, this all-encompassing strategy increases their confidence and fluency. Interactional, transactional, and performance are primary purposes of developing speaking skills. During casual chats, the interactional function facilitates social contacts and relationship-building for pupils. The transactional function is concerned with carrying out operations, such as requesting things providing explanations, and sharing information. Finally, students' confidence and clarity in public speaking are developed through the performance function's structured speaking exercises, such as storytelling and presentations. Together, these features allow pupils to communicate well in settings (Taridi, et. Al., 2022).

On the other hand, the three-phase teaching approach called Concept-Based Instruction (CBI) is intended to improve students' English-speaking abilities. Introducing important ideas and establishing specific learning objectives are part of the preparation phase, the first step. In the second stage of Presentation, the target language

is modeled and demonstrated through exercises and case studies. In Practice, learners strengthen their speaking skills; students can use what they've learned in interactive and communicative assignments during the last stage. The purpose is to enhance speaking performance in terms of fluency, accuracy, pronunciation, content, and overall (Rochma., 2023).

Finally, three primary functions interactional, transactional, and performance are used to emphasize the significance of training speaking skills. Students can use these features to facilitate information exchange, participate in social activities, and complete scheduled speaking assignments. The three-stage Concept-Based Instruction (CBI) method for teaching English speaking was introduced by Rochma (2023). The phases consist of three parts: Practice, where students participate in interactive exercises to improve their speaking abilities; Presentation, where they model the target language; and Preparation, where important concepts and objectives are presented. All these methods combined offer a thorough framework for improving speaking skills in a variety of settings.

1.11.1 The goal of teaching Speaking

Effective communication is the aim of speaking skills instruction. It implies that students ought to be able to communicate clearly while making the most of their existing level of competence. To follow the social and cultural norms that are relevant in each communication scenario, they should strive to prevent message misunderstandings caused by poor pronunciation, grammar, or tone. Based on Maryanti, et. Al., (2021), several successful techniques were used in their study, such as role-playing, picture description, interviews, and simulations. It was discovered that these techniques helped pupils become more involved and enhance their speaking skills.

However, it also draws attention to problems such as disruptive students, a dearth of language, and constrained instructional time. Teachers solved these problems using

student-centered strategies, ongoing reinforcement, new vocabulary introduction, and longer online learning periods. The study highlights how crucial creative and flexible teaching methods are to sustaining students' engagement and enthusiasm in their studies.

The previous authors' study found that engaging techniques like role-playing, picture descriptions, interviews, and simulations can effectively improve students' speaking skills. However, challenges such as disruptive behavior, limited vocabulary, and short class time can hinder the learning process. To address these issues, teachers should employ student-centered approaches, provide ongoing positive reinforcement, introduce new vocabulary, and utilize online resources. Overall, creative and adaptable teaching methods are crucial for maintaining student engagement and enthusiasm in language learning.

Chapter 2: Research Methodology

The methods used to generate this research are presented in this section. It explains the various strategies, tactics, instruments, and data-gathering procedures. Therefore, it was necessary to find an approach focused on providing interpretation and statistical analysis. The mixed approach; qualitative and quantitative methods were necessary for this study. The data collection techniques used interviews, surveys, and pre and post-tests.

In addition, it was essential to describe important points such as problem delimitation, research questions, population and sample, Operational matrix of variables, validations of instruments, ethical considerations, and initial diagnostics. It supports finding solutions to the research problem related to the efficacy of role-playing strategy to improve English speaking fluency in students from 2nd Bach at “Unidad Educativa Rodriguez Albornoz” in Ambato.

2.1 Type of research

The presented research work was based on a mixed approach because it combines methods, techniques, and instruments from qualitative and quantitative approaches for the same research process. According to Leavy (2022), this mixed approach is a procedure in which the researcher develops an investigation by collecting, analyzing, and integrating data from the quantitative and qualitative approaches to answer a problem in research.

It allows focusing on words, behavior, numbers, meaning, and natural and controlled settings. Therefore, the mixed approach offers a comprehensive framework structure to explore the efficacy of role-playing strategies in improving speaking fluency among A1 EFL learners. Through this incorporation, the research collects measurable outcomes and a deep contextual understanding of the teaching and learning process.

2.1.1 Qualitative approach

The qualitative approach helps provide information from personal experiences. This aspect is necessary because participants express their answers based on their perceptions of the subject matter. These opinions support research since participants are involved in the real context. This exploratory way collects information through interviews, journals, class observations, and open-ended questionnaires. It allows researchers to interpret and analyze data to understand why and how a phenomenon occurs in a particular context (Mohajan, 2018).

Consequently, this approach provides data from the teachers' perspectives and experiences about the research topic. In this case, the interview with the English teacher offers reliable insights into the teaching methods, student participation, and especially difficulties in implementing role-playing strategies. In addition, it helps understand the factors that influence the students' participation and effectiveness regarding speaking in role-playing activities.

2.1.2 Quantitative approach

The quantitative approach is focused on collecting and analyzing rigorously numerical values from a phenomenon. According to Kandel (2020), finding the link between an independent variable and a dependent or outcome variable in a population is the goal of quantitative research. This empirical observation creates a connection with the mathematical expression to understand the quantitative relationships. Therefore, data analysis deals with numbers and statistically measurable values to explain and give solutions to the main problem.

First, the qualitative approach through students' surveys provides measurable data to analyze the preference of the class for the implementation of role-playing activities to improve speaking fluency. This reliable data helps develop a plan to improve and cover the difficulties with speaking. Also, this approach allows the implementation of the pre and post-tests with statistical data. This allows to understand the progress of

students before and after the implementation of the plan with speaking activities using role-playing strategies and technological tools.

2.2 Research method

This study used both deductive and inductive design approaches for a balanced and thorough investigation into the effectiveness of role-play in enhancing speaking fluency. For qualitative research, an inductive approach was applied to explore aspects of motivation around role-playing activities. According to Armat, et al., (2018), with this method, the analyst's head is not completely empty at the start of the study; rather, he has the research question or questions, the study target or goals, and/or some relevant assumptions that realistically guide his analysis. It allowed a flexible, open-ended exploration to obtain non-anticipated data to present the abstract of the raw data that summarizes the main categories. In addition, it also provided context for the quantitative findings about the motivations of the teacher and students to develop role-playing activities.

On the other hand, the deductive approach was necessary for this quantitative research. It started with the hypothesis “Role-play strategies will improve speaking fluency in A1 EFL learners” tested by quantitative measures through pre-test and post-test. In this way, it allowed us to validate or refute the hypothesis, providing statistical evidence for the effectiveness of the role-playing strategy (Kynğäs, et. Al., 2020).

2.3 Problem delimitation

The study will assess the impact of role-playing strategies on the speaking fluency of A1 level English as a Foreign Language (EFL) learners in the second year of Bachillerato at Unidad Educativa Rodríguez Albornoz in Ambato. The research will be conducted during the academic year 2024-2025, focusing on a selected group of students aged 16-17. It will explore how incorporating role-playing exercises into the English curriculum affects students' motivation in speaking and fluency.

The effectiveness of these strategies will be measured by applying pre-tests and post-tests based on A1 CEFR standards. This delimitation clearly outlines the scope of the research, including the educational level, institution, location, timeframe, and the specific educational strategy to be examined. In addition, the research applies a mixed-methods approach; quantitative and qualitative data collection techniques focused on understanding and developing an effective intervention.

2.4 Research questions

It is necessary to know aspects related to the improvement of speaking fluency through role-playing strategies. Therefore, the research questions were designed to explore the factors of this teaching method that influence students' participation. In this way, this can evaluate the impact and provide a holistic understanding of challenges during the teaching and learning process.

The first question, "What are the factors that affect students' speaking performance?", highlights the identification of internal and external factors that influence students' participation during speaking activities. These factors include everything that shapes students' speaking abilities and fluency such as emotional barriers, linguistic challenges, teaching methods, and classroom environment.

The second question, "How does the role-playing strategy contribute to improving speaking fluency skills?", focuses on evaluating the benefits of this teaching method aligned with the objectives of A1 learners. This helps understand the different ways that these strategies work to improve speaking fluency proficiency. Since role-playing provides a supportive learning environment through real-life sceneries, interaction, and communication to practice fluency and pronunciation.

The last question, "How can the role-playing strategy reduce the affective and emotional factors that affect the proper development of students' oral production?", investigates the ways that role-playing strategies create a positive and engaging

classroom dynamic. It focuses on demonstrating how this strategy helps reduce students' fear and lack of confidence which are barriers to effective oral participation.

In conclusion, these questions help researchers find and design effective interventions to foster speaking fluency in A1 learners. By answering these questions, the research project demonstrates the different impacts of role-playing strategy on both language proficiency and self-confidence in participating and developing real-life situations and practices. These essential factors help identify the main challenges that teachers and students present. Finally, the purpose of this examination is to contribute to the design of an effective implementation to enhance speaking fluency.

2.5 Population and sample

A target population is the central interest in collecting data and applying the implementation plan. It is not normal for the researcher to take the whole group as the sample. Therefore, it is necessary to use techniques that allow the researcher to select the target population, known as the sampling process. As mentioned by Stratton (2023), the process of choosing a subset of individuals from a population to represent the full target population is known as sampling. This helps researchers take less time, resources, and effort without the need to collect information from each individual or a whole group.

Then, this research project used a common non-random population sampling; a non-probabilistic method known as convenience sampling. This technique is used in both qualitative and quantitative research. According to Golzar, et al., (2022), convenience sampling may be used in practically every research project since it allows researchers to use a sample that is easily accessible and readily available. Therefore, Convenience sampling allowed researchers to take the study from participants for reasons of accessibility.

This was a non-probabilistic selection by convenience with a total of 30 students and 1 English teacher. The population and sample were taken from “Unidad Educativa

Rodriguez Albornoz”. It is located in Ambato-Tungurahua Providence. Under the circumstances, it was not necessary to estimate a sample. Therefore, this study included all 2nd-year Bach, parallel “A” students since there is no other parallel at the same level. This class corresponds to level A1 of the common European framework.

Table 1

Sample Population Participants

Sample population participants	Sample population	Percentage
Women	28	93.3%
Men	2	6.6%
Total	30	100%

Note. Description of sample population participants

2.6 Operational matrix of variables

Variables play an important role in investigation because they are characteristics under study that can change an identity or value or are possibly to change per unit (Shukla, 2018). In this case, the variables have been carefully selected since it can only be deduced what the possible results would be and from this conclude and define how valid the investigation is.

Based on the information shown in the independent variable, the role-playing strategy to motivate the improvement of speaking fluency in A1 EFL learners is defined in the preliminary study. Real-life scenarios are a strategy that promotes the use of communication. This natural exposure allows students to generate and understand real-world language. This interactive and dynamic class allows teachers to practice a student-centered approach, planning to solve the problem and preparing the actions to do.

The pedagogical, learner engagement, and technical dimensions all take place concurrently with the action's deployment in order to gather data and determine the action's impact. In order to examine the data gathered, the researcher poses questions on a different scale based on the indications. Then, it is to reflect and conclude the result of the implemented action.

According to the information presented in the dependent variable, English-speaking fluency is also defined in the preliminary study. Speaking fluency is a productive skill in which a speaker naturally communicates and maintains a meaningful conversation without problems, to enhance and prepare the actions to do. Accuracy and fluency are two dimensions that arise concurrently with action execution in order to gather data and understand the results of the activity. Based on the indicators, rate of speech, coherence, pronunciation, grammar, and vocabulary, the researcher asks some questions on a different scale to have the analysis of the collected data reflect what has happened, and conclude the result of the implemented action as Appendix 7 indicates.

2.7 Techniques and Instruments

The presented techniques and instruments were designed based on the independent and dependent variables to allow the researcher to collect data. It is an essential part of this project because these instruments allowed researchers to collect reliable data on the main factors that influence speaking fluency during role-playing activities. Additionally, these helped understand the results and provide a plan implementation to compare the before and after of the application. In this way, it was necessary to design an interview, a survey, pre and post-tests.

2.7.1 Interview

An interview is an instrument that allows collecting one-on-one responses to be interpreted qualitatively (Sharma, 2022). Consequently, this study focused on collecting the English teacher's opinions and experiences related to the role-playing strategy for the improvement of speaking fluency in A1 learners. Then, this instrument

was designed based on the dependent variable, speaking fluency. The dimensions taken into account were Speaking and Fluency. On the other hand, the indicators were based on the items: Teacher's background experience, role-playing as a strategy to improve fluency, Students' difficulties, and technology to support learning

Appendix 8 indicates the design of the interview applied to the English teacher in this research study. The main purpose was to collect the perspective of the English teacher regarding students' motivation for learning English. Therefore, a semi-structured interview was necessary to know the teacher's personal opinion and experience about the efficacy of role-playing to motivate the improvement of speaking fluency in A1 EFL learners. According to Sharma (2022), while still following the interview procedure, the researcher has a great deal of latitude in a semi-structured interview. Even if the conversation between the investigators and the interviewees is prearranged, they may still have a great deal of discretion. The participant answers open-ended questions to allow delving deeper into the topic as a natural conversation. In addition, it is possible to follow up with unpredictable questions to contribute more information

2.7.2 *Survey*

A survey is a questionnaire that allows the researcher to collect specific information from the population's perception (Sukmawati, 2023). Therefore, this research study needed to collect statistical information from students' perceptions and preferences related to role-playing techniques for speaking activities. Also, it was designed based on the independent variable, role-playing strategy. The dimensions taken into account were Pedagogical, Learner engagement, and technological. Then, the indicators were based on the items: English background importance, Active participation, Collaborative participation, Intrinsic motivation, Preferences, and Digital tools combined with role-playing activities.

In this research, the instrument for this technique is a questionnaire with a set of closed-ended questions, an open-ended question, and multiple-choice questions using linker scales as Appendix 9 shows. Additionally, this technique is commonly used for quantitative data collection methods (Sukmawati, 2023). For instance, it allowed the researcher to establish specific questions related to problems with role-playing activities and English-speaking fluency.

2.7.3 Pre and Post-tests

Pre and Post-tests are essential instruments for evaluating any intervention during a research study. As the Appendix 10, it was necessary to design a pre-test and post-test to know the initial English-speaking skills level and then compare it with the results. These instruments were based on both independent and dependent variables. In this way, the questions were formulated based on the Cambridge English Qualifications, specifically the speaking part for A1 (English Cambridge Assessment, n.d). The indicators taken into account were speaking, fluency, and role-playing activities. It is necessary to mention that both interventions had the same structure but with different topics.

Pre-test was applied before the intervention to know the students' language proficiency. Therefore, this instrument helps establish a baseline for the knowledge, abilities, and development of the participants. This step is important to understand the initial point and make realistic expectations with the implementation. Then, it was necessary to design an implementation proposal to cover gaps and contribute to the improvement of speaking fluency based on role-playing activities and digital tools. After the intervention proposal, Post-tests were introduced to collect data about the progress and outcomes to make a comparison between the initial results.

Finally, this process is important to show the effectiveness of the research study. These instruments provide a clear and systematic process to evaluate progress, avoiding ambiguity and ensuring the changes observed are directly related to the intervention.

Through the results comparisons, researchers quantify changes, assess improvements, and validate the impact of their methods. Consequently, this ensures the findings are reliable and not from possible assumptions.

2.8 Validation of Instruments

It was necessary to elaborate two instruments; a survey and an interview to gather the information that supports the implementation of role-playing strategies to improve speaking fluency in A1 learners. In addition, it was indispensable to ensure the reliability and accuracy of data collection by applying instruments reviewed and validated by an expert validation in EFL teaching. Martínez and Pérez (2008, as cited in Luque- Vara, et al., 2020) found, an educated view from people with experience in the subject, who are recognized by others as competent experts in the field, and who are able to offer data, proof, judgments, and evaluations is known as expert judgment.

Therefore, the Expert Judgment technique was used to validate the instruments for this research. Appendix 4, shows experts from Universidad Bolivariana del Ecuador carried out the process to increase the reliability of the findings. The expert ensures that each question is aligned with the research objectives, teacher's experiences, and students' perceptions and preferences around the two variables. This is a mandatory process to obtain feedback and avoid poorly worded questions and the collection of unreliable data. These challenges can be avoided or minimized through careful design and validation procedures (Khidhir & Rassul, 2023).

2.9 Ethical considerations

This study was carried out at Unidad Educativa Rodríguez Albornoz in Ambato following some ethical standards. It was necessary because the researcher needed to protect the dignity and rights of the participants (Hasan, et. Al.,2021). First, it was required to approve a consent letter from the director of this institution, as Appendix 3 shows. This authorization allowed researchers to collect and use the data for investigative purposes. In this way, the teacher conceded approval and provided the

facilities to conduct the interview and class observation. Finally, it was essential for authorization from the parents of the students as the population to apply the survey and research proposal using their image confidentially; taking into account that the students are minors under 18 years of age as Appendix 5 indicates.

2.10 Findings: Initial diagnostic

A pre-test determined this initial diagnostic to evaluate the speaking skills of the A1 EFL learners in the second year of Bach at Unidad Educativa Rodriguez Albornoz. This guide provided baseline information before the intervention of role-playing activities as a strategy to improve speaking fluency. Therefore, the pre-test was designed based on the Cambridge English Qualifications, specifically the speaking part for A1 (considered beginner-level English learners) (English Cambridge Assessment, n.d).

This test includes two parts: the first is an interview of around 3 – 4 minutes to answer questions about personal information with 5 points as the maximum score. The second part is about the collaborative task of 4-5 minutes where in pairs learners look at a picture and talk about it answering questions about familiar topics with 5 points as the maximum score. Therefore, it was necessary to develop a rubric to evaluate the test and ensure it aligned with the objectives and English skills.

The rubric was necessary to evaluate this speaking test over 10 points as Appendix 11 indicates. This was focused on speaking fluency within the interactive communication category. The criteria were based on Grammar and Vocabulary (to evaluate the ability to produce sentences and use vocabulary in familiar contexts), Pronunciation (to assess comprehensibility and clear production), Interactive Communication (to measure fluency during a conversation), and Coherence (to score the logical organization of ideas). In addition, the score used was a scale from 1 to 10; Excellent (10-9), Good (8-7), Satisfactory (6-5), Needs Improvement (4-3), and Poor (2-1).

Table 2*The final result of the pre-test*

Students	Pre-test	Frequency (fr)	Weighted mean
1	3	10	30
2	2	8	16
3	4	5	20
4	5	3	15
5	1	4	4
Total	-	30	3

Note. The final result of the pre-test by 30 students from the 2nd of Bach.

The pre-test data revealed that most students scored within a narrow range, predominantly between 2 and 3 points. The majority of students (10) scored 3. The next portion of 8 students achieved 2 points. This demonstrated an overall low-performance level in speaking fluency at the start of the study. On the other hand, the highest level achieved in the pre-test was 4 by 5 students. However, it still reflected a need for improvement. On the other hand, 3 students achieved 1. This showed the minimal speaking fluency development in this initial assessment.

Based on the results, it is notable that most students presented limited speaking fluency. It is required to introduce specific interventions to improve it. Therefore, role-playing strategies supported by technology and techniques through lesson plans are aimed at addressing this gap. This implementation is focused on creating an engaging and practice-oriented environment that encourages speaking confidence and fluency. Finally, the pre-test helped as a reference point to contrast with the post-test after a structured plan aligned with the research variables and objectives.

Chapter 3: Research Proposal

Speaking fluency and Role-playing strategies

3.1 Theoretical foundations

The proposal aligned with Communicative Language Teaching (CLT) and Constructivist principles because they focus on the importance of interaction in real-life contexts and active learning. CLT is connected to role-playing strategies to improve speaking fluency since it helps learners feel confident in maintaining the flow during a real-life conversation (Haliwanda, 2021). Therefore, the class dynamic is focused on a learner-centered approach where each student is the main actor in expressing their ideas and collaborating with the whole class activity. Additionally, CLT takes the mistakes as a part of the natural language development in a communicative context where learners notice and improve them.

On the other hand, constructivism is connected to the development of role-playing activities because it considers that learners construct their learning through real experiences (Qi, 2024). In this way, learning is an experimental process where learners are active participants in social interactions improving retention and motivation. Consequently, learners immersed in interactive tasks simulating real-life situations can internalize the knowledge to respond easily in similar real-life situations.

3.2 Research proposal

The main objective of this research is to improve speaking fluency skills since learners demonstrated it is a big challenge. Fluency in speaking is crucial for speakers to communicate clearly and effectively. However, fluency is a difficulty that learners face during speaking performances due to the lack of possibilities for social communication and public speaking practice (Saeed, et. Al., 2023). Therefore, learners' limited exposure to the language affects them to express potential in a real-life context. In addition, this problem is attributed to the lack of implementation of strategies that simulate reality during speaking activities.

On the other hand, the role-playing strategy offers the opportunity to implement different techniques to create realistic scenes and expose learners to the language. Also, technology is necessary to support this strategy to keep up with the educational progress required by the present. Therefore, this research proposes the implementation of role-playing techniques supported by technology to improve speaking fluency in A1 learners at Unidad Educativa Rodriguez Albornoz from the 2nd of Bach.

3.3 Characteristics of the proposal

This methodological proposal is aimed at A1 EFL learners in the 2nd Batch at Unidad Educativa Rodriguez Albornoz (UERA) in Ambato. The main objective of this proposal is to contribute to the improvement of speaking fluency through role-playing activities supported by digital tools. The initial point was taken from the results of the pre-test. Then, it was necessary to collect quantitative and qualitative data from interview and surveys. Therefore, the proposal implementation presented activities specifically focused on covering and improving problems reflected in the pre-test results. It was carried out during the present English lessons. The proposal was divided into 3 weeks with 3 lessons, each 45 minutes long. Therefore, the lesson plans were developed based on four stages: opening, pre-speaking, production, and closing. In addition, the lesson plans implemented role-playing techniques and technology. The topics were taken from the CEFR aligned to the A1 level (English Cambridge Assessment, n.d). This provided dynamic and attractive activities to motivate students to participate and improve their speaking fluency.

3.4 Structure, and dynamics of the components of the proposal

This research project evaluates the efficacy of implementing role-playing strategies through teaching methodologies and technology focused on improving speaking fluency. It was the main base for the evaluation of pre-test and post-test. Therefore, through quantitative and qualitative data collection methods and conducting pre-tests and post-tests, this study aimed to know causal relationships to conclude the efficiency

of role-playing strategies to enhance the motivation for the improvement of speaking skills in A1 learners.

First, it was necessary to develop the pre-test to know the initial point of students' English level. The next step was to apply the teacher's interview to know the general opinion and experiences related to the dependent variable, speaking fluency. Then, the survey was carried out to the sample to know the perspectives based on the independent variable, role-playing strategy. The instruments employed were developed and aligned with the research objectives. These were reviewed and approved based on the expert assessment of UBE professionals. After the results obtained from the pre-test teacher's interviews, and students' surveys, Appendix 13 shows how the researchers designed the lesson plan implementation.

This proposal was structured into 3 weeks. Then, each week presented 3 lessons of 45 minutes long. The topics were taken from the CEFR aligned to the A1 level (English Cambridge Assessment, n.d). On the other hand, the researchers took into account four stages to develop the lesson plans. So, these teaching plans contained an opening activity, pre-speaking, production, and closing. Additionally, this proposal implemented some role-playing techniques with digital tools. This proposal was carried out in presential classes at the Institution as Appendix 14 indicates the evidence of this implementation. Finally, the objective was to contribute to the Speaking fluency improvement through role-playing activities. After the implementation, it was essential to apply the post-test based on the same structure as the pre-test. It helped researchers make a comparison between the results to describe the outcomes achieved.

3.5 Description of methodological or technological requirements

This study needed methodological and technological requirements to guarantee its implementation. For methodology, it was necessary to apply a mixed approach; qualitative and quantitative research methods. The qualitative approach helped provide information from personal experiences to interpret and analyze data to understand why

and how a phenomenon occurs. Therefore, it was necessary to conduct a face-to-face interview with the English teacher. In contrast, the quantitative allowed us to collect and analyze rigorously numerical values from the sample. A questionnaire was applied to collect the students' perceptions of the role-playing strategies and speaking fluency. Consequently, the pre-test and post-test were to compare the improvements in the proposal implementation.

On the other hand, technological requirements were essential to develop this project. First, the teacher must be updated with digital platforms presented in the lesson plans such as Flipgrid, Vocaroo, Memrise, Ello, Duolingo, Audacity, and Second Life. Therefore, it is essential that the Institution provides Internet to the classroom where this proposal is developed. Additionally, the classroom must be equipped with a projector and computer to make visual use of the digital platforms.

3.6 Validation of the proposal

In this research, the empirical validation of the proposal involves improving speaking fluency in A1 learners at Unidad Educativa Rodriguez Albornoz by implementing role-playing techniques supported by technological materials. This was applied to 2nd of Bach students parallel A during their English classes. For the implementation, it was necessary to evaluate the speaking fluency level through a pre-test. Then, a post-test was applied to determine the improvements related to speaking fluency. In addition, qualitative and quantitative data were essential to collect data about students' motivation and preferences and teacher's experience and opinions about role-playing activities during speaking. A survey and interview were applied to collect this data.

Furthermore, the theoretical validation was based on the theoretical framework to support the importance of implementing role-playing to improve speaking fluency with contemporary educational philosophies. The incorporation of these speaking and interactive activities aligns with theories related to learner-centered and collaborative

approaches. Finally, theoretical validation was strengthened by reviewing existing literature on role-playing strategies to improve speaking fluency in education, confirming that the proposal corresponds to present best practices and evolving trends.

3.1 Application of interview and survey

After implementing pre-tests, collecting data from students' perspectives and teacher's experiences was necessary. These interventions were crucial because they provided valuable preliminary data. It helped researchers understand the context of the study. This data supported the interpretation of the results of the pre-test. This baseline contributes to possible changes to the design of pre-tests. Finally, this enhances the research process demonstrating the effectiveness and reliability of data and implementation.

3.1.1 Analysis of Interviews Applied to Teacher

The interview was conducted with an English teacher of the A1-level EFL learners in 2nd Bach at "Unidad Educativa Rodriguez Albornoz". The teacher agreed to be interviewed by the researchers through a Zoom meeting. Therefore, a screenshot was taken as evidence of the interview's progress as Appendix 15 shows.

Regarding the teacher's experience with student's motivation to learn English, there is not enough enthusiasm due to the troubles from their early years when they started to learn English until the Bach levels of school. They feel frustrated because they do not know how to structure a sentence or express an idea even if they know the vocabulary. Consequently, they do not participate in English classes since they cannot use the words correctly. For example, he mentioned that they do not know how to use prepositions or idioms, using just a basic structure of subject, verb, and some vocabulary for complement.

Concerning the most difficult English skills to develop in students, the teacher expressed that speaking is one of the most challenging skills. Speaking recollects most of English skills, if students do not have a good level they cannot develop speaking

skills. The reason is that they do not know how to construct ideas being a big problem. He compared Spanish with English where speakers can give a direct idea, however, English communication needs to express a structured and complete idea.

Regarding some problems for EFL students in developing speaking activities, the teacher mentioned that they have difficulties with pronunciation. Learners find it difficult to look at a word, interpret it, and pronounce it. In this way, he emphasized it is a weakness of some teachers since they do not use simple phonology. So, he suggested that teachers must put it into practice to allow learners to recognize the words and their sounds to be pronounced.

Regarding the alternatives that students need to do to improve their speaking fluency, they must learn not just the vocabulary but also propositions and their use. For instance, if teachers introduce transportation vocabulary, they must teach prepositions of place for those words. Also, listening to songs and watching movies are good activities to improve speaking fluency. However, learners do not feel the curiosity to do these practicing activities. One strategy mentioned is that learners can watch English videos on the TikTok platform. Learners are attracted to famous influencers and want to know what they are saying or singing. Therefore, they will learn new vocabulary and how to express it correctly.

On the other hand, the interviewer expressed that role-playing is an effective strategy for improving student's fluency. This can be used according to the topic and different situations. However, learners need to develop big answers. For example, if they are interacting on the topic of their favorite movie. Speakers used to answer a basic sentence "My favorite movie is..". He thinks students must give a reason for preference, details, opinions, and even suggestions. In this way, the other person can follow the ideas and interact in a conversation for more time.

The teacher considered role-play to enhance speaking fluency. When students interact, they learn even from their mistakes. Learners will look for improvements like

correcting details or pronunciation. Interaction allows contributing ideas and opinions between the participants acquiring not just vocabulary but also fluency.

Regarding the support material to implement in speaking activities, the teacher confirmed that kinesthetic and digital resources are useful. Flash cards can be shown while learners speak. For example, the teacher creates games like mimics where students guess and participate. These support materials increase the students' curiosity in the class. They can notice that the teacher uses different platforms so they do not get bored.

Finally, the teacher affirmed the importance of implementing technology during role-playing activities because this creates a positive environment in the classroom. Using the project, learners set a wallpaper according to the context in which the role-playing is taking place. However, sometimes the teacher must be ready for spontaneous changes during classes. It is important to give chances to students to interact through digital resources but there can be problems with the computer or electricity. Consequently, the class does not depend only on technological tools but also has to have one or more support materials such as those mentioned above.

3.1.2 Analysis of Surveys Applied to Students

The surveys were applied to 30 students in the 2nd year of High School at the Rodriguez Albornoz Educational Unit. This process was carried out through the Google Forms platform. The researchers shared the link in the WhatsApp group of the class belonging to the sample as shown in the Appendix 16.

Table 3

Students' English Preference

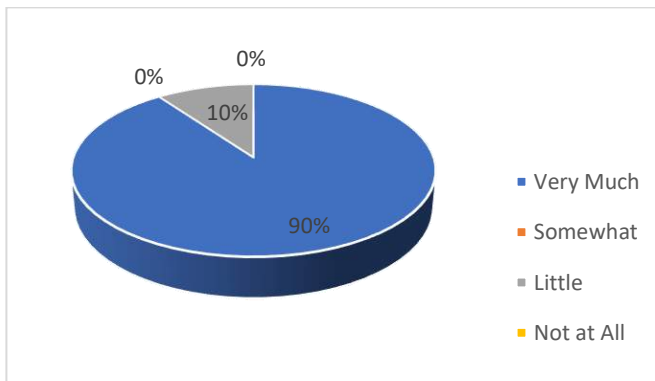
Options	Frequency	Percentage
Very Much	27	90%
Somewhat	0	0%

Little	3	10%
Not at All	0	0%
TOTAL	30	1

Note. The survey was implemented on students from the 2nd level of Bach.

Figure 1

Students' English Preference



Note. The survey was implemented on students from the 2nd level of Bach.

The figure indicates the enjoyment that students feel in English classes. A highly positive outcome, with 90% of the participants demonstrating their satisfaction as "Very Much." This means that most participants find English classes enjoyable to learn. On the other hand, a small minority with 10% rated their satisfaction as "Little," suggesting some areas for improvement.

Table 4

Importance of English language

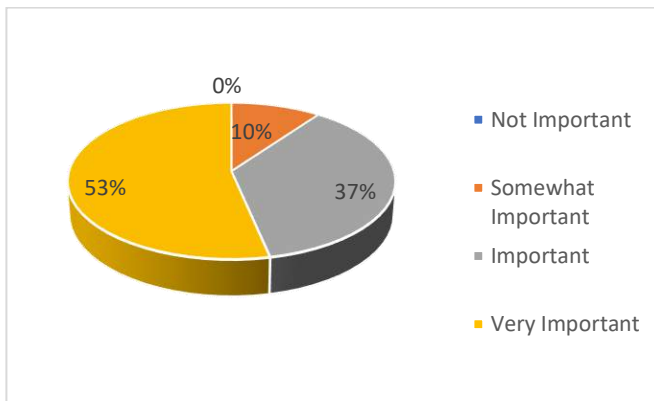
Options	Frequency	Percentage
Not	0	0%
Important		
Somewhat	3	10%
Important		

Important	11	37%
Very	16	53%
Important		
TOTAL	30	100%

Note. The survey was implemented on students from the 2nd level of Bach.

Figure 2

Importance of English Language



Note. The survey was implemented on students from the 2nd level of Bach.

This figure shows the importance of the English language for academic life among 30 participants. Therefore, 53% of respondents rated the option as "Very Important" indicating that they consider English an essential part of the educational settings. In addition, 37% recognized it as "Important". In contrast, only a small portion 10% expressed it as "Somewhat Important". Finally, it is important to mention that none of the participants consider it "Not Important". These findings suggest focus on participants to consider the importance of English for academic purposes.

Table 5

Participation in Speaking Activities

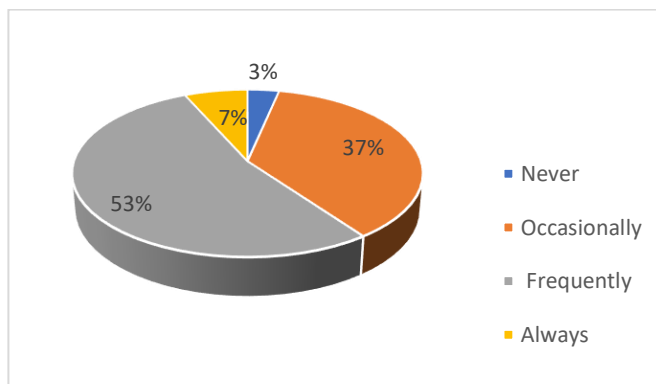
Options	Frequency	Percentage
Never	1	3%

Occasionally	11	37%
Frequently	16	53%
Always	2	7%
TOTAL	30	100%

Note. The survey was implemented on students from the 2nd level of Bach.

Figure 3

Participation in Speaking Activities



Note. The survey was implemented on students from the 2nd level of Bach.

The graph shows the frequency of participation during speaking activities. The data revealed that most students 53%, indicated they frequently participate in speaking activities. Additionally, 37% of respondents occasionally take part in oral activities. However, a few individuals 7% expressed consistent participation with the option “Always”. Finally, 3% of participants never prefer to be part of speaking tasks.

Table 6

The most difficult English Skills

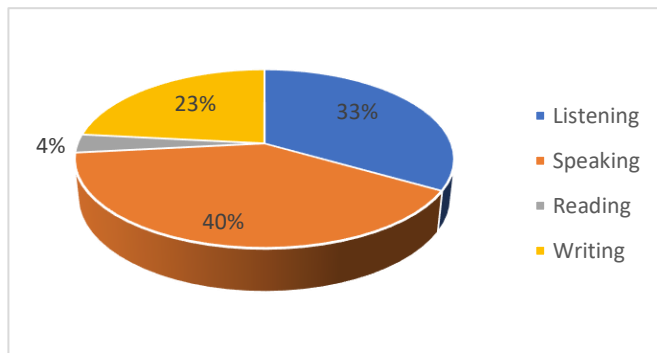
Options	Frequency	Percentage
Listening	10	33%
Speaking	12	40%
Reading	1	3%

Writing	7	23%
TOTAL	30	100%

Note. The survey was implemented on students from the 2nd level of Bach.

Figure 4

The most difficult English Skills



Note. The survey was implemented on students from the 2nd level of Bach.

The pie chart contains information on the most complex English language skills. The option "Speaking" was the first difficult skill selected to develop, with 40%. Subsequently, "Listening" with 30% was considered the second most difficult skill. Then, 23% ranked "Writing" and a short percentage of 3% "Reading", the least prioritized skills with difficulty to develop.

Table 7

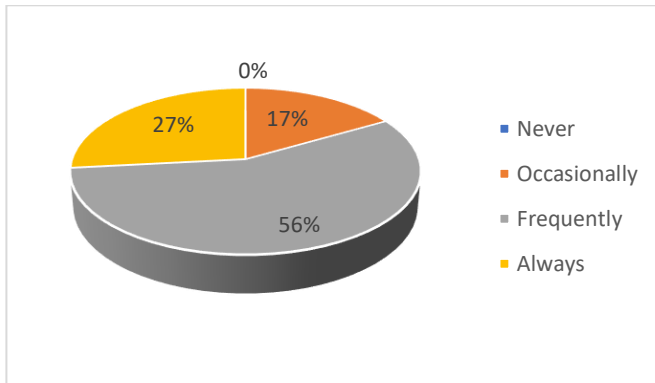
Activities to improve Speaking Skills

Options	Frequency	Percentage
Never	0	0%
Occasionally	5	17%
Frequently	17	57%
Always	8	27%
TOTAL	30	100%

Note. The survey was implemented on students from the 2nd level of Bach.

Figure 5

Activities to improve Speaking Skills



Note. The survey was implemented on students from the 2nd level of Bach.

The graph above shows the results from the question about the frequency of activities to improve speaking skills provided by the teacher. Most students with 57%, indicated that the teacher frequently presents activities to help them improve their speaking skills. Conversely, 27% of the participants answered the option “Always”. It demonstrates that the teacher consistently implements activities focused on speaking improvement. On the other hand, 17% agreed that they occasionally notice the implementation of activities that enhance speaking development. It is important to mention that no participants selected "Never". This means that all respondents engage in activities related to oral development.

Table 8

Speaking Activities

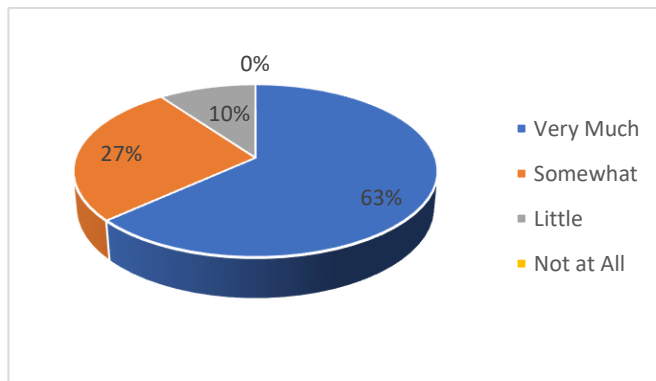
Options	Frequency	Percentage
Very Much	19	63%

Somewhat	8	27%
Little	3	10%
Not at All	0	0%
TOTAL	30	100%

Note. The survey was implemented on students from the 2nd level of Bach.

Figure 6

Speaking Activities



Note. The survey was implemented on students from the 2nd level of Bach.

This figure illustrates the participants' perceptions about the activities implemented by the teacher to improve speaking skills. An impactful result of 63% with the option “Very much”, demonstrated that students like the activities they normally develop in English classes. Next, 27% of the population selected "Somewhat," suggesting moderate engagement during speaking activities. In contrast, only 10% selected the option "Little," reflecting the students' lack of interest in speaking-focused activities.

Table 9

Role-playing in Speaking Activities

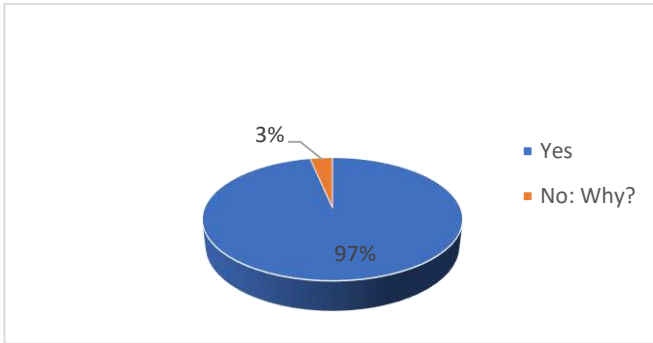
Options	Frequency	Percentage
Yes	29	97%

No:	1	3%
Why?		
TOTAL	30	100%

Note. The survey was implemented on students from the 2nd level of Bach.

Figure 7

Role-playing in Speaking Activities



Note. The survey was implemented on students from the 2nd level of Bach.

The graph shows participants' responses to a binary question related to the implementation of role-playing for speaking. The vast majority, 97% of the students agreed that the role-playing strategy would be a good alternative to enhance speaking skills. Only 3% disagreed with "No," mentioning that it is difficult to speak in front of the class.

Table 10

Role-playing techniques

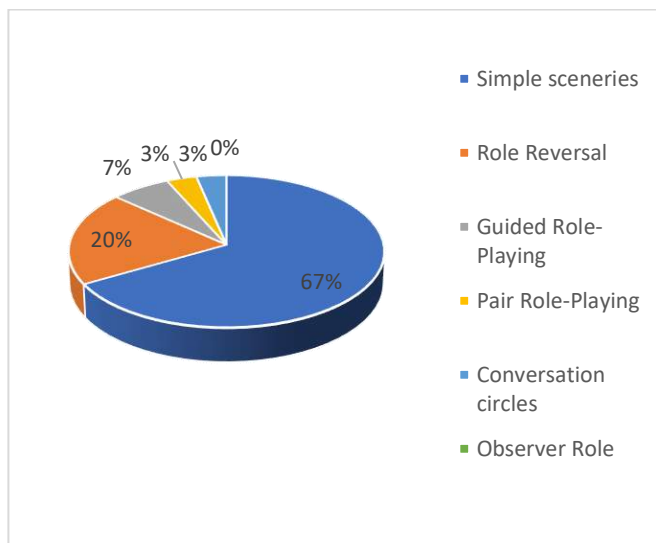
Options	Frequency	Percentage
Simple sceneries	20	67%
Role Reversal	6	20%
Guided Role-Playing	2	7%
Pair Role-Playing	1	3%
Conversation circles	1	3%

Observer Role	0	0%
TOTAL	30	100%

Note. The survey was implemented on students from the 2nd level of Bach.

Figure 8

Role-playing Techniques



Note. The survey was implemented on students from the 2nd level of Bach.

The graph shows the participants' preferences regarding different types of role-playing activities. "Simple Sceneries," with 67% was the most selected option indicating that responders prefer to participate in this activity. Next, 20%, of participants suggest interest in introducing "Role Reversal" in their English classes. On the other hand, "Guided Role-Playing" was ranked at 7% while "Pair Role-Playing" and "Conversation Circles" each received only 3%. In addition, the unique option with no responders was the "Observer Role".

Table 11

Technology in Speaking Activities

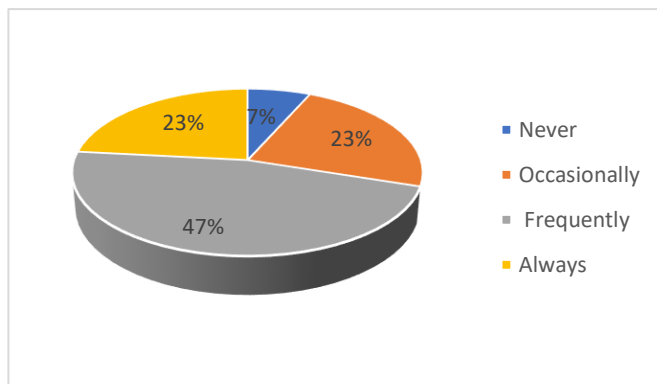
Options	Frequency	Percentage
----------------	------------------	-------------------

Never	2	7%
Occasionally	7	23%
Frequently	14	47%
Always	7	23%
TOTAL	30	100%

Note. The survey was implemented on students from the 2nd level of Bach.

Figure 9

Technology in Speaking Activities



Note. The survey was implemented on students from the 2nd level of Bach.

The figure above presents participants' selections regarding the frequency of the use of technology in English classes. As a result, 47% of the sample mentioned that technology is used frequently for speaking activities. However, a portion of 23% expressed that technology is always used. Nevertheless, a similar 23% of respondents noticed that occasionally they use technology in speaking activities, suggesting a moderate level of participation. Finally, 7% said they never use technology for oral speaking activities.

Table 12

Support materials and technology

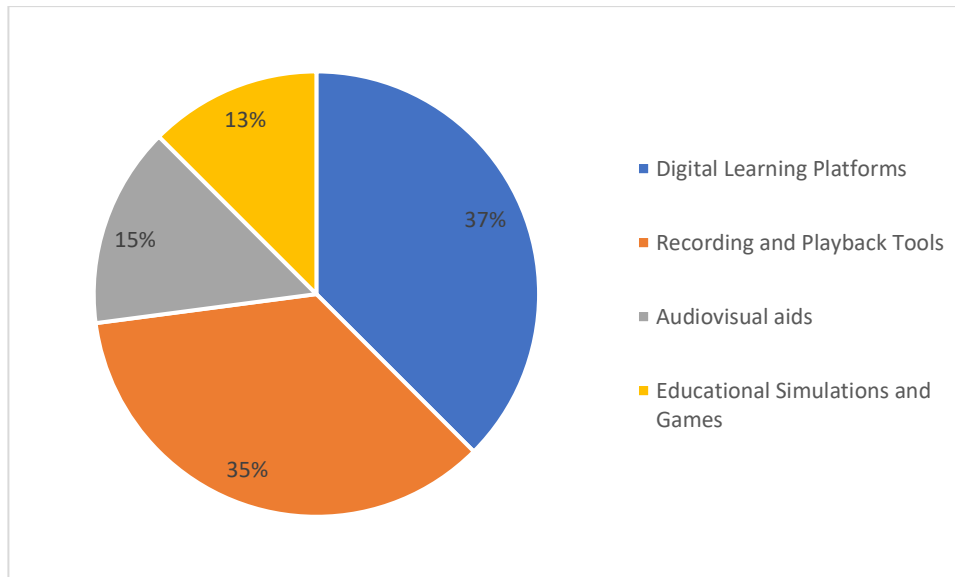
Options	Frequency	Percentage
----------------	------------------	-------------------

Digital Learning Platforms	18	38%
Recording and Playback Tools	17	35%
Audiovisual aids	7	15%
Educational Simulations and Games	6	13%
TOTAL	30	100%

Note. The survey was implemented on students from the 2nd level of Bach.

Figure 10

Support materials and Technology



Note. The survey was implemented on students from the 2nd level of Bach.

This pie chart represents the participants' preferences for different technological support materials. It is important to mention that responders had the choice to select more than one option. First, with the highest preference of 38%, "Digital Learning Platforms". This means the population is interested in using platforms like Duolingo, Flipgrid, or Memrise. Closely, "Recording and Playback Tools" with 35%, answers

also are engaged with digital tools like Vocaroo or Audacity. Next, 15% of participants selected "Audiovisual Aids", this confirmed a measured engagement in resources like pictures, videos, and slides. Lastly, "Educational Simulations and Games" were selected by 13% as a limited priority for platforms like Second Life or Epals.

3.7 Post-Test Results

After the implementation, it was indispensable to apply the pos-test. This test was applied to the participants to know the outcomes achieved. The post-test contained the same structure as the pre-test but with a different topic based on the CEFR aligned to the A1 level (English Cambridge Assessment, n.d). Therefore, the next table presents the final results of the post-test indicating the frequency, weighted mean, and total. Finally, these results were compared with the previous data of the pre-tests.

Table 13

The final result of the post-test

Students	Post-test	Frequency (fr)	Weighted mean
1	5	8	40
2	6	8	48
3	7	5	35
4	8	3	24
5	4	3	12
6	9	2	18
7	3	1	3
Total	-	30	6

Note. The final result of the pre-test by 30 students from the 2nd of Bach.

The post-test results determined the students' performance during the intervention, with scores ranging from 3 to 9 and a weighted mean of 6 out of 30 students. First, 5 and 6 were the most frequent scores which corresponds to the weighted mean. This represents a good level of achievement from the participants. The highest scores of 7, 8, and 9 were less frequent. This data suggests that only a few students excelled in the test, forming a minority. On the other hand, below-average scores, such as 4s and 3s, were less common. Therefore, this data means that a small portion of students struggled significantly. It suggests an extra intervention to cover the problems and contribute to the improvement. Finally, the data indicates that the implementation had a positive impact, but with varying levels of effectiveness across the population.

Table 14

Overall results of the Pre-test and Post-test

Students	Pre-test	Frequency (fr)	Weighted mean	Post-test	Frequency (fr)	Weighted mean
1	3	10	30	5	8	40
2	2	8	16	6	8	48
3	4	5	20	7	5	35
4	5	3	15	8	3	24
5	1	4	4	4	3	12
6	-	-	-	9	2	18
7	-	-	-	3	1	3
Total	-	30	3	-	30	6

Note. Pre-test and Post-test results from the 2nd Bach.

The pre-test results indicate that students began with relatively low-performance levels. The most frequent score was 3, achieved by 10 students, and the scores ranged between 1 and 5, with an average score of 3. This data reveals that many students

struggled to achieve higher scores, reflecting limited prior knowledge or difficulty with the assessed content. Scores 1 and 2 were observed frequently, suggesting that a substantial group of students performed below the expected standards.

In contrast, the post-test results demonstrate a remarkable improvement in student performance. The average score increased to 6, doubling the pre-test mean. Additionally, the score range expanded to include values between 3 and 9, with the highest frequency now occurring at a score of 5 (8 students). This upward trend highlights a significant shift in performance, as lower scores were largely eliminated and replaced by higher scores. The emergence of scores like 8 and 9 further emphasizes the positive impact of the intervention or teaching strategy on student outcomes.

A comparison of the pre-test and post-test data reveals a clear progression in student performance. While low scores dominated the pre-test results, the post-test demonstrated a concentration of scores at higher levels, signifying substantial growth in learning. This reflects an improvement not only in individual performance but also in overall group achievement.

In conclusion, the increase in the mean score from 3 to 6, combined with the expanded score range and upward frequency shift, suggests that the implemented teaching strategies were highly effective. These results demonstrate that students' understanding and performance improved considerably, validating the intervention's success in addressing their initial learning gaps.

3.8 Limitations of the study

The students of the Unidad Educativa Rodriguez Albornoz come from urban and rural geographic areas, which limits access to the Internet and therefore from practicing at home on digital platforms. Also, a limitation is the lack of knowledge using these platforms presented by students and the teacher. This means that the time of an activity is limited until the class understands how a specific platform works. Another limitation that arises due to the situation in the country is the lack

of energy. On the other hand, low motivation to learn English is a main limitation in the voluntary and positive participation of students. Consequently, the low level of English especially in speaking skills is an obstacle.

Conclusions

When it comes to speaking a new language, there are plenty of factors that can hold students back. Fear of making mistakes, lack of confidence, and anxiety about speaking in front of others are just a few of the emotional barriers that can get in the way. This research project, *Exploring the Efficacy of Role-Play Strategy to Motivate the Improvement of Speaking Fluency in A1 EFL Learners*, demonstrated that role-playing strategies are effective. This study's results show that various elements, including linguistic, cognitive, and affective characteristics, influence student's speaking performance based on the research questions and objectives.

Regarding the first question related to factors that affect students' speaking performance, the study concluded that the most important factor is that learners present linguistic barriers. Lack of ability to speak in front of the class affects students' participation and practice to learn from mistakes. Therefore, it was necessary to provide a supportive learning environment based on guided and collaborative speaking activities. The aspects of fluency that students improved were minimizing hesitations and maintaining a continuous rhythm. It was confirmed through the analysis comparison of pre and post-tests including the lesson plan implementation.

The next question about the contribution of a role-playing strategy to improving speaking fluency skills indicated that learners were interested in participating in innovative activities. Consequently, it provided an empowering academic environment through real-life sceneries, interaction, and communication to practice fluency and pronunciation. In addition, the use of digital tools enhanced students' interest in developing these tasks. Students improved their capacity to think quickly, react to surprising circumstances, and speak more effectively and confidently by participating in role-plays.

The last research question was about the contribution of role-playing strategy to minimize the affective and emotional causes that impact the proper development of

students' oral production. In this case, learners felt a positive classroom environment since they collaborated and learned from each other. It was noticeable how the students preferred these group activities and received positive and peer-teacher feedback. This increased their self-confidence in not being afraid of mistakes and learning to solve them by themselves.

However, it is important to mention that this implementation needs to be improved to achieve a better acquisition of grammatical bases so that students can use the learned vocabulary correctly. This means that learners must have a solid foundation in grammatical rules and structures so that they can produce communication in the sentence time appropriate to the context. This will help ensure that students do not have many pauses when communicating fluently.

To sum up, this research project was able to meet the general objective by demonstrating motivation through the application of role-playing strategies to improve oral fluency in English as a second language. Therefore, the specific objectives were to evaluate and conclude the best real-life scenarios to apply the role-playing strategy with adolescents. Finally, an intervention lesson plan was designed that included a communicative purpose and evaluated the effectiveness of role-playing in boosting motivation when speaking with a focus on fluency.

Recommendations

Teachers should incorporate role-play activities into the English micro-curricular plan, particularly for A1-level students. Therefore, teachers should research and implement different role-play techniques to those used in this proposal. These strategies allow students to engage in realistic and engaging contexts to practice speaking and improve fluency and confidence (Liu, 2022).

Educational institutions should implement a teacher training program. First, this should focus on understanding the concept of role-playing strategy and its implications. Then, they should design a variety of activities to implement this strategy. In addition, teachers should receive updates on new digital platforms that will help support and create an innovative and dynamic learning environment.

The findings of this study could be used to make a comparison of outcomes achieved between A1 learners with other levels such as A2 or even B2. This should indicate the level of impact that the role-playing strategy and digital platforms have on improving fluency skills. However, researchers will need to modify the proposal taking into account the CEFR aligned to the specific English proficiency (English Cambridge Assessment, n.d).

This project encourages researchers to look for new ways or strategies that help improve the ability to speak fluently. Therefore, further studies should investigate other strategies that can be combined with the role-playing strategy. Specially focused on fluency and prior grammatical foundation to cover issues related to natural speech rate to maintain a grammatically correct conversation. This is so that there can be support or improvement during practice so that the activities have even more variety of resources (Kusumawardani & Mardiyani, 2018).

Finally, this proposal was designed for an institution that had all the technological resources necessary for its intervention. However, in a different context, it is recommended to look for alternatives with which students remain connected to the

strategy and digital platforms. Students should make use of the new forms of learning that today offers us every day.

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Appendix 2

Research Plan for the Thesis to be submitted for approval by the Program's Commission

UNIVERSIDAD BOLIVARIANA DEL ECUADOR
ANEXO II

“PLAN DE INVESTIGACIÓN PARA LA PROPUESTA, QUE DEBERÁ SER
REVISADO Y APROBADO POR LA COMISIÓN DE TITULACIÓN DE CADA
PROGRAMA AL CONCLUIR EL TALLER I”

RESEARCH TOPIC: Exploring the efficacy of role-play strategy to motivate the improvement of speaking fluency in A1 EFL learners.

AUTHORS:

Flores Aldás Geovany Vinicio
Tatamues Chamorro Angie Tatamues

1. Brief analysis and description of the situation that justifies the presentation of this proposal.

This study investigates the effectiveness of role-playing strategies in improving speaking fluency in A1-level English as a foreign language (EFL) learners, focusing on exploring the motivational aspects of role-playing strategies in improving speaking fluency (Heidari, 2022). The study aims to provide teachers of English as a foreign language with information on effectively incorporating role-playing strategies into their teaching practices, collecting data through speaking assessments, surveys, classroom observations, and interviews with 30 A1-level EFL learners. The study examines the role of metacognitive strategies in improving speaking fluency, emphasizing planning, monitoring, and evaluation. The results contribute to understanding effective teaching strategies to promote English fluency in foreign language learners and provide practical recommendations for teachers to improve teaching and learning outcomes. The study also explores the relationship between role-playing strategies and learners' motivation, attitudes, and anxiety, providing insights into how role-playing strategies can create a supportive and motivating learning environment.

2. Statement of the problem to be investigated.

Despite the importance of speaking fluency in English language learning, many English as a Foreign Language (EFL) learners struggle to achieve fluency in their speaking skills, with traditional language instruction methods often neglecting the development of speaking fluency. This limitation can result in EFL learners experiencing anxiety, low motivation, and decreased confidence in their ability to communicate effectively in English. Furthermore, the lack of speaking fluency can hinder EFL learners' ability to participate fully in academic, social, and professional settings, ultimately affecting their overall language learning outcomes. Therefore, this study aims to investigate the effectiveness of role-play strategy in improving speaking fluency among EFL learners, exploring the motivational aspects of role-play strategy that contribute to improved speaking fluency, and providing practical recommendations for foreign language teachers to improve teaching and learning outcomes.

The effectiveness of these strategies will be measured by applying pre-tests and post-tests based on A1 CEFR standards. This delimitation clearly outlines the scope of the research, including the educational level, institution, location, timeframe, and the specific educational strategy to be examined. In addition, the research applies a mixed-methods approach; quantitative and qualitative data collection techniques focused on understanding and developing an effective intervention.

3. Justification of the research

The problem of low speaking fluency among English as a Foreign Language (EFL) learners is a pressing concern that warrants investigation. Speaking fluency is a crucial aspect of language proficiency, enabling learners to communicate effectively and participate fully in academic, social, and professional settings.

Practical Significance

The lack of speaking fluency can have significant practical consequences for EFL learners. For instance, it can hinder their ability to participate in classroom discussions, engage in social interactions, and access better job opportunities. Moreover, low speaking fluency can lead to decreased confidence, increased anxiety, and diminished motivation to learn the language.

Theoretical Significance

From a theoretical perspective, the problem of low speaking fluency among EFL learners highlights the need for a more nuanced understanding of language learning processes. Research has shown that speaking fluency is a complex construct that involves not only linguistic knowledge but also cognitive, affective, and social factors. Investigating the problem of low speaking fluency can provide valuable insights into the interplay between these factors and inform the development of more effective language teaching methodologies.

Pedagogical Significance

The problem of low speaking fluency among EFL learners also has significant pedagogical implications. Language teachers need to be aware of the importance of speaking fluency and develop effective strategies to promote it in their classrooms. Investigating the problem of low speaking fluency can provide teachers with practical recommendations for improving their teaching practices and enhancing their students' speaking fluency.

Overall, the problem of low speaking fluency among EFL learners is a multifaceted issue that warrants investigation from practical, theoretical, and pedagogical perspectives.

4. Description of the relationship between the proposal and the research lines of the university.

The proposed research project on the efficacy of role-play strategy in improving speaking fluency among English as a Foreign Language (EFL) learners aligns with the Universidad Bolivariana del Ecuador's research priorities in the following areas:

Educational Innovation and Curriculum Development

This project contributes to the development of innovative teaching methodologies and strategies to improve language learning outcomes, a key focus area of the Universidad Bolivariana del Ecuador.

Language and Culture

The project explores the role of role-play strategy in improving speaking fluency among EFL learners, promoting cultural awareness and understanding through language learning, which is closely related to the university's research line on Language and Culture.

Teacher Education and Professional Development

This project provides practical recommendations for foreign language teachers to improve their teaching practices and enhance their students' speaking fluency, aligning with the university's research line on Teacher Education and Professional Development.

By investigating the effectiveness of role-play strategy in improving speaking fluency among EFL learners, this project contributes to the advancement of knowledge in language learning and teaching, aligning with the Universidad Bolivariana del Ecuador's research priorities.

5. Object of the research

The object of this research is to investigate the effectiveness of role-play strategy in improving speaking fluency among English as a Foreign Language (EFL) learners, examining its impact on speaking fluency, identifying the motivational aspects that contribute to improved speaking fluency, and providing practical recommendations for foreign language teachers to enhance their students' speaking fluency, ultimately contributing to the development of innovative teaching methodologies and strategies that promote language learning outcomes, foster communicative competence, and prepare EFL learners for real-life communication situations, while also exploring the potential of role-play strategy to promote learner autonomy, creativity, and critical thinking in the language learning process, and investigating how role-play strategy can be adapted and integrated into existing language teaching curricula and programs to optimize its benefits and effectiveness in improving speaking fluency among EFL learners.

6. General objective (one)

- To boost motivation through the application of role-play strategy in order to improve speaking fluency in A1 EFL learners in 2nd Bach at Unidad Educativa Rodríguez Albornoz (UERA) in Ambato.

7. Specific objectives (three)

- To investigate and evaluate the best real-life scenarios to be applied within the strategy of role-play with teenagers. (survey/interview to the students)
- To prepare a partial lesson plan including communicative purpose. (interview teachers as asking them about the communicative purpose on real life scenarios)
- To evaluate the efficacy of role-plays to boost motivation when speaking with its focus on fluency.

8. Description of the variables of the study (independent & dependent)

The study involves two main variables: the independent variable, Role-play Strategy, which refers to the teaching approach used to improve speaking fluency among English as a Foreign Language (EFL) learners, involving simulated real-life scenarios to practice language skills, promote communication, and enhance learner engagement, autonomy, and creativity. The dependent variable, Speaking Fluency, refers to the ability of EFL learners to communicate effectively and efficiently in English, measured in terms of accuracy, speed, coherence, and overall communicative competence. Additionally, moderating variables include Learner Motivation, which affects learners' attitudes, interests, and willingness to participate in the language learning process, and Teacher Expertise, which impacts the effective implementation of role-play strategy, including the teacher's qualifications, experience, and training in using role-play. Control variables include Learner Age, which may affect language learning abilities, and Learner Language Proficiency, which refers to the learners' initial language proficiency level, influencing their speaking fluency outcomes, as well as other individual differences, such as learning style, personality, and prior language learning experience.

9. Description of the research approaches, methods, data collection

This study will employ a mixed-methods research approach, combining both quantitative and qualitative methods to explore the efficacy of role-play strategy in motivating the improvement of speaking fluency in A1 English as a Foreign Language (EFL) learners.

Quantitative Methodology

Experimental Design: A pre-test post-test control group design will be used to compare the speaking fluency of the experimental group (receiving role-play instruction) and the control group (receiving traditional instruction).

6. General objective (one)

- To boost motivation through the application of role-play strategy in order to improve speaking fluency in A1 EFL learners in 2nd Bach at Unidad Educativa Rodriguez Albornoz (UERA) in Ambato.

7. Specific objectives (three)

- To investigate and evaluate the best real-life scenarios to be applied within the strategy of role-play with teenagers. (survey/interview to the students)
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Quantitative Methodology

Experimental Design: A pre-test post-test control group design will be used to compare the speaking fluency of the experimental group (receiving role-play instruction) and the control group (receiving traditional instruction).

Data Collection: Standardized speaking fluency tests will be administered to both groups before and after the treatment.

Qualitative Methodology

Case Study: A case study approach will be used to explore the perceptions and experiences of A1 EFL learners regarding the role-play strategy.

Data Collection: Semi-structured interviews, observations, and document analysis will be used to collect data.

Data Analysis: Thematic analysis will be conducted to identify patterns and themes in the data.

Data Collection Instruments

1. Speaking Fluency Tests: Standardized speaking fluency tests will be used to assess learners' speaking abilities.
2. Semi-structured Interview Protocols: Open-ended interview questions will be used to explore learners' perceptions and experiences with role-play strategy.
3. Observation Checklists: Observation checklists will be used to record the implementation of role-play strategy in the classroom.
4. Document Analysis Templates: Document analysis templates will be used to examine relevant teaching materials and policies.

10. Description of the beneficiaries and their main characteristics.

The beneficiaries of this proposal are the 2nd Bach students from Unidad Educativa Rodríguez Albornoz in Ambato, who will benefit from improved speaking fluency and motivation to learn English through the implementation of role-play strategy, as well as the English language teachers at the school, who will gain effective teaching strategies and techniques to improve their students' speaking fluency. Additionally, the school administration and staff will benefit from the implementation of role-play strategy, which can lead to improved student outcomes, increased student motivation, and enhanced reputation. Furthermore, the findings of this study will contribute to the development of effective language teaching methodologies, benefiting future students and teachers at Unidad Educativa Rodríguez Albornoz in Ambato, and ultimately, the broader community of English language learners and educators in Ecuador.

11. Description of the research context

This study will be conducted at Unidad Educativa Rodríguez Albornoz Ambato, a secondary school located in Ambato, Ecuador, where the school's Bachillerato program, a two-year pre-university program, prepares students for higher education, with an English language program designed to develop students' language skills, including speaking, listening, reading, and writing. Ecuador's culturally diverse context, with a growing interest in English language education, provides a unique backdrop for this study, as the use of English as a global language has become increasingly important in Ecuador, particularly in business, tourism, and education. However, many English as a Foreign Language (EFL) learners in Ecuadorian

secondary schools struggle to develop their speaking skills, hindering their ability to communicate effectively in English, despite the Ministry of Education's curriculum emphasizing communicative competence, thereby highlighting the need for effective teaching strategies, such as role-play, to improve speaking fluency among EFL learners, specifically 2nd Bach students at Unidad Educativa Rodríguez Albornoz in Ambato.

12. Description of the practical contributions of the proposal.

This proposal has several practical contributions that can benefit English language teaching and learning in Ecuadorian secondary schools. The findings of this study can provide English language teachers with effective teaching strategies and techniques to improve their students' speaking fluency, specifically through the use of role-play. This can enable teachers to create more engaging and interactive language learning environments, promoting learner motivation and participation. Additionally, the study's results can inform the development of English language curricula and teaching materials that incorporate role-play and other communicative language teaching approaches. This can help to ensure that English language education in Ecuador is aligned with international standards and best practices.

Furthermore, the study's outcomes can help school administrators and representatives make informed decisions about the implementation of effective English language teaching methodologies, ultimately enhancing the quality of English language education in Ecuador. The study's findings can also contribute to the development of professional development programs for English language teachers, focusing on the effective use of role-play and other communicative language teaching approaches. Ultimately, this proposal has the potential to make a positive impact on the teaching and learning of English in Ecuador, improving learner outcomes and enhancing the country's competitiveness in an increasingly globalized world.

13. Importance of the proposal from the following perspectives: Professional, methodological, technological, and social need

Professional Perspective

This proposal is important from a professional perspective as it addresses the need for effective teaching strategies and techniques to improve English language learners' speaking fluency. The findings of this study can provide English language teachers with practical insights and recommendations to enhance their teaching practices, ultimately improving learner outcomes. Furthermore, the study's outcomes can contribute to the development of professional development programs for English language teachers, focusing on the effective use of role-play and other communicative language teaching approaches.

Methodological Perspective

Appendix 6

Schedule based on a Gantt Diagram

N°	Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan
1	Development of Literature Review							
2	Select variables to study according to Lit Rev							
3	Writing Literature Review							
4	Methodology design							
5	Writing methodology							
6	Instruments design							
7	Collecting Data: Pre-test							
8	Writing the Initial diagnosis based on the Pre-test							
9	Collecting Data: Interview and surveys							
10	Analyzing Data							
11	Design of proposal							
12	Application of the Intervention Proposal							
13	Collecting data: Post-test							
14	Contrast of results from Pre and Post-tests							
15	Writing Discussion and Conclusions							
16	Feedback and modifications							

Appendix 7

Operational matrix – Independent and Dependent Variable

ORGANIZATION MATIX OF VARIABLES					
Title: The Efficacy of role-playing strategy to motivate the improvement of speaking fluency in A1 EFL learners.					
Objective: To boost motivation through the application of a role-playing strategy in order to improve speaking fluency in A1 EFL learners in 2nd Bach at “Unidad Educativa Rodriguez Albornoz” in Ambato.					
Independent variable	Conceptual definition	Dimension	Indicators	Items for instrument design survey	Scales
Role-playing strategy	Role-playing is a strategy that promotes the use of communication. This natural exposure allows students to generate and understand real-world language. In class, this tool is interactive and dynamic allowing teachers to put in practice a	Pedagogical	Active participation	Q1. How often do you like to participate in role-playing activities?	Always
			Collaborative participation	Q2. How often do you like to develop collaborative activities?	Almost always
		Learner engagement	Intrinsic motivation	Q3. How often do you feel motivated to practice speaking in	Often
					Sometimes
					Never

	student-center approach.			role-playing activities?	
			Preferences	Q4. How often do you prefer to develop role-playing activities?	
		Technological	Digital tools	Q.5 How often do you use digital tools to practice speaking in role-playing activities?	
Dependent variable	Conceptual definition	Dimension	Indicators	Items for instrument design survey	Scales
English speaking fluency	Speaking fluency is a productive skill in which a speaker naturally communicates and maintains	Fluency	Rate of Speech	Q1. How often do maintain a steady pace of speech without frequent	Always Almost always

	a meaningful conversation without problems.			pauses or hesitations?	Often
			Coherence	Q2. How often do you organize ideas coherently and express them in a logical sequence?	Sometimes
		Accuracy	Pronunciation	Q3. How often do you practice pronunciation of sounds, stress patterns, and intonation?	Never
			Grammar	How often do you practice correct and appropriate use of grammatical structures?	
			Vocabulary	How often do you use a wide range of	

				vocabulary to express ideas and communicate meaning?	
--	--	--	--	--	--

Note. Organization matrix of variable describing conceptual definition, dimension, indicators, items for instrument design survey and scales.

Appendix 8

Teacher's Interview



UNIVERSIDAD BOLIVARIANA DEL ECUADOR

**MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA
EXTRANJERA**

“Exploring the efficacy of role-playing strategy to motivate the improvement of speaking fluency in A1 EFL learners”.

Questions:

1. From your experience, do you consider that students feel motivated to learn English?
2. Which English skills is the most difficult to develop in students?
3. What are the problems faced by EFL students to develop speaking activities in classes?
4. What should students do to improve their speaking fluency?
5. According to your experience as an EFL teacher, what could be some effective strategies to improve student's fluency?
6. Do you consider that the use of the role-play as a strategy is helpful to enhance student's speaking fluency?
7. What kind of support material do you prefer to implement during speaking activities?
8. Do you consider important the implementation of technology during role-playing activities?

THANK YOU FOR YOUR COOPERATION

Appendix 9

Students' Survey



UNIVERSIDAD BOLIVARIANA DEL ECUADOR

**MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA
EXTRANJERA**

“Exploring the efficacy of role-playing strategy to motivate the improvement of speaking fluency in A1 EFL learners”.

Objective: The purpose of this questionnaire (survey) is to collect valuable information from A1-level EFL learners in 2nd Bach at “Unidad Educativa Rodriguez Albornoz” in Ambato about the EFL methodological strategies used by English teachers for the improvement of speaking fluency skills.

Instructions: The following survey is intended to collect information for academic purposes only. That is why you are asked to answer the following questionnaire marking with an X the option that best suits your opinion.

This questionnaire is anonymous and confidential, so no teacher will see your answers, so you are free to answer.

Questionnaire for students

General Data:

Gender:

Female

- Male
- Other

Age

- 14-16
- 16-18
- 18-20

1. How much do you enjoy English classes?

- Very Much
- Somewhat
- Little
- Not at All

2. How important is the English language in your academic life?

- Not Important
- Somewhat Important
- Important
- Very Important

3. How often do you participate in speaking activities in class?

- Never
- Occasionally
- Frequently
- Always

4. For you, which of the following language skills is the most difficult to develop?

- Listening
- Speaking

Reading

Writing

5. How often does your teacher provide activities to improve speaking skills?

Never

Occasionally

Frequently

Always

6. Do you like the activities your English teacher uses within the class to improve your speaking skills?

Very Much

Somewhat

Little

Not at All

7. Would you like your teacher to use other activities such as role-playing in class to improve your English-speaking skills?

Yes

No:

Why?.....

.....

.....

.....

8. Which of the following role-playing techniques would you like to use to improve speaking skills?

Simple sceneries (daily situations such as greetings, hobbies, family, food, travels, etc.)

Role Reversal (exchange of knowledge and performance of different perspectives)

Guided Role-Playing (inclusive and confident learning environment)

- Pair Role-Playing (social and teamwork)
- Conversation circles (each student has a turn to participate)
- Observer Role (observers provide constructive feedback to reflect on the group's interaction)

9. How often does your teacher use technology for the next speaking activities in class? Put an X according to your answers.

- Never
- Occasionally
- Frequently
- Always

10. Which support materials and technology do you like to use in role-playing to improve your English-speaking skills?

- Digital Learning Platforms (Duolingo, Flipgrid, Memorize)
- Recording and Playback Tools (Vocaroo, Audacity)
- Audiovisual aids (pictures, videos, audio, slides, flashcards)
- Educational Simulations and Games (Second Life, Epals, Ello)

THANK YOU FOR YOUR COOPERATION

Appendix 10

Pre-tests and Pos-tests

PRE-TEST



Universidad Bolivariana del Ecuador

Student's name:

Date:

Speaking test A1

PART I: Interview (3-4 minutes)

5 Points.

- The researcher will ask some simple questions about personal information:
 1. What is your name?
 2. How old are you?
 3. Where do you live?
 4. What are your hobbies?
 5. Tell me about your typical day.

PART II: Collaborative Task (4-5 minutes)

5 Points.

- The researcher will ask follow-up questions based on the picture.
 1. Individually, the student will look at and describe the picture
 2. Students will answer: What do you see? Can you describe what the people are doing?
 3. In pairs, students will discuss the picture

Follow-up questions

What do you think the people are enjoying in the park?

Do you like going to the park? Why or why not?

What do you usually do when you go outside with your family?

Figure 11 *Pre-test speaking part*



POST-TEST



Universidad Bolivariana del Ecuador

Student's name:

Date:

Speaking test A1

PART I: Interview (3-4 minutes)

5 Points.

- The researcher will ask some simple questions about personal information:
 6. What is your name?
 7. How old are you?
 8. Where do you live?
 9. What are your hobbies?
 10. Tell me about your typical day.

PART II: Collaborative Task (4-5 minutes)

5 Points.

- The researcher will ask follow-up questions based on the picture.
 4. Individually, the student will look at and describe the picture
 5. Students will answer: What do you see? Can you describe what the people are doing?
 6. In pairs, students will discuss the picture

Follow-up questions

What do you think the people are enjoying in class?

What is your favorite subject? Why?

What do you think is the most difficult subject? Wh

Figure 12 *Post-test speaking part*



Appendix 11

Speaking Fluency Rubric

Criteria	Description	10-9 Excellent	8-7 Good	6-5 Satisfactory	4-3 Needs Improvement	2-1 Poor	TOTAL
Grammar and Vocabulary	Learners can use simple sentences and vocabulary in familiar contexts	Uses correct basic grammar. Errors are not usually and don't impede meaning. Vocabulary is suitable and varied.	Commonly correct grammar. Few errors with clear meaning. Adequate vocabulary for tasks.	- Frequent errors but meaning is mostly clear. - Basic vocabulary; limited variety.	- Errors often impede understanding. - Vocabulary is very limited, restricting communication.	- Frequent errors make communication difficult. - Vocabulary is insufficient to express even basic ideas.	

Pronunciation	Clarity of speech, comprehensibility, and the degree of native language influence on pronunciation.	<ul style="list-style-type: none"> - Pronunciation is clear. - Minor mispronunciations that don't hinder understanding. - Native accent noticeable but not obstructive. 	<ul style="list-style-type: none"> - Pronunciation is mostly clear. - Occasional misunderstandings. - Native language influence noticeable but manageable. 	<ul style="list-style-type: none"> - Pronunciation errors sometimes hinder understanding. - Noticeable native language interference. 	<ul style="list-style-type: none"> - Frequent mispronunciations disrupt understanding. - Native language influence makes speech difficult to follow. 	<ul style="list-style-type: none"> - Pronunciation errors lead to frequent misunderstandings. - Communication is unclear due to pronunciation issues. 	
Interactive Communication	Ability to maintain conversation flow,	<ul style="list-style-type: none"> - Interacts with ease. - Very few hesitations 	<ul style="list-style-type: none"> - Responds promptly 	<ul style="list-style-type: none"> - Conversation is maintained but with 	<ul style="list-style-type: none"> - Long pauses and frequent hesitations. - Needs 	<ul style="list-style-type: none"> - Frequent pause 	

(Fluency)	respond to questions without hesitation, and demonstrate fluency in familiar situations.	. - Fluency is strong, even in longer answers. - Keeps conversation natural.	y. - Minor hesitations, but conversation generally flows well. - Some pauses when speaking.	noticeable hesitation. - Pauses before answers but recovers well.	prompting to continue. - Struggles to maintain conversation.	s and difficulty in answering questions. - Cannot maintain a conversation without extensive prompting.	
Coherence	Ability to organize thoughts and express ideas clearly and logically in	- Clear, relevant answers. - Ideas are well-organized	- Responses are mostly clear and relevant	- Responses are simple and mostly relevant. - Occasional difficulty	- Responses are often unclear or off-topic. - Ideas are poorly organized or disconnected.	- Responses are unclear or irrelevant	

	response to questions.	and easy to follow.	. - Minor issues with clarity or organization.	organizing ideas.		ant. - Difficulty organizing ideas into coherent sentences.	
TOTAL /10							

Appendix 13

Lesson Plans Implementation



Lesson Plan Week 1: Personal Information and Daily Routines

Lesson 1: Self-Introductions

Duration: 45 minutes

Objective: By the end of the lesson, students will be able to introduce themselves and describe daily activities fluently.

Role-playing technique: Simple Scenarios

Materials:

- Flashcards
- Duolingo
- Vocaroo

Opening (5 mins)

The teacher will greet students and briefly introduce the day's topic: self-introductions.

Pre-Speaking (10 mins):

The teacher will use the flashcards to show examples of greetings and personal information phrases.

The teacher will practice with students in a quick Duolingo exercise focused on introductory language.

Production (25 mins):

In pairs, students will use simple role-playing scenarios to introduce themselves to a partner. The scenario will consist of the student meeting the partner for the first time.

Then, students will record their introductions on Vocaroo. Finally, they will playback for self-assessment, noting fluency and pronunciation.

Closing (5 mins):

The teacher will encourage students to reflect on their recorded introductions, sharing one thing they want to improve.

Lesson 2: Asking Basic Questions

Duration: 45 minutes

Objective: By the end of the lesson, students will be able to ask and answer basic personal questions in a conversational format.

Role-playing technique: Pair Role-Playing

Materials:

- Flashcards
- Ello dialogues
- Audacity

Opening (5 mins):

Teacher and students will review the previous lesson's self-introduction phrases.

Pre-Speaking (10 mins):

The teacher will show flashcards with phrases like “Where are you from?” and “What do you like?”

The teacher and students will practice listening to sample dialogues on Elllo.

Production (25 mins):

In pairs, students will develop a role-playing activity.

They will ask each other questions as if meeting in a school setting.

Then, they will record on Audacity their speaking activity.

Finally, the class will listen back to assess fluency.

Closing (5 mins):

Students will share a meaningful question they learned and discuss areas to improve.

Lesson 3: Daily Routines

Duration: 45 minutes

Objective: By the end of the lesson, students will be able to guide classmates in describing their daily routines with a focus on clarity and sentence flow.

Role-playing technique: Guided Role-Playing

Materials:

- Flashcards
- Flipgrid
- Observation feedback sheet

Opening (5 mins):

The teacher will introduce the concept of daily routines with a brief question:

“What is one thing you do every morning?”

The teacher and students will share their answers with the whole class.

Pre-Speaking (10 mins):

The teacher will show routine flashcards and phrases.

Then, students will watch short videos describing the morning routine on Flipgrid.

Production (25 mins):

In guided role-playing, students will take turns describing a routine to a partner.

The partner will act as an observer and provide feedback.

In small groups, students will record their descriptions, focusing on fluency and clear expression using Flipgrid.

Closing (5 mins):

The observer will provide the feedback, highlighting one positive aspect of each student’s routine description.

Lesson Plan Week 2: Food and Drink, School

Lesson 4: Talking About Food

Duration: 45 minutes

Objective: By the end of the lesson, students will be able to support classmates in role-playing food-related scenarios, focusing on expressing likes, dislikes, and polite requests.

Role-playing technique: Simple Scenarios

Materials:

- Food flashcards
- Memrise
- Elllo
- Flipgrid

Opening (5 mins):

The teacher and students will talk about their favorite food.

Pre-Speaking (10 mins):

Students review food-related vocabulary with Memrise.

Students will listen to dialogues on Elllo where speakers discuss food preferences.

Production (25 mins):

In a simple scenario: Ordering at a restaurant

In groups of 4, they will role-play ordering food focusing on expressing preferences and politeness.

The groups will record on Vocaroo and listen back for fluency.

Closing (5 mins):

The class will reflect on a phrase they liked or found useful during the activity.

Lesson 5: Role Reversal on Food Preferences

Duration: 45 minutes

Objective: By the end of the lesson, students will be able to discuss food preferences through mirroring and paraphrasing in a role reversal.

Role-playing technique: Role Reversal

Materials:

- Food preference flashcards
- Vocaroo
- Memrise

Opening (5 mins):

Teacher will review phrases like “I like...” and “I don’t like...”

Students will provide examples based on food preferences.

Pre-Speaking (10 mins):

The teacher will show flashcards of different foods.

Students will organize their ideas and say if they like or dislike the foods shown.

Students will discuss with a partner, practicing for the next activity.

Production (25 mins):

Role reversal: One student will describe food preferences, and the partner will repeat them in their own words. Then, they will switch roles.

In pairs, they will record on Vocaroo and review for fluency and variety in expressions.

Closing (5 mins):

The teacher and students will discuss phrases that sound most fluent or natural.

Lesson 6: School Routines and Subjects

Duration: 45 minutes

Objective: By the end of the lesson, students will be able to describe their school routines and favorite subjects clearly and organized.

Role-playing technique: Guided Role-Playing

Materials:

- School subject flashcards
- Duolingo
- Audacity

Opening (5 mins):

The teacher will introduce the topic of school routines, asking students:

“What’s your favorite subject?”

Pre-Speaking (10 mins):

The teacher will share flashcards with subject names and school routines.

Students will practice using Duolingo’s school module for vocabulary.

Production (25 mins):

In guided role-playing, students will act out describing their school schedule to a classmate, focusing on clear descriptions.

They will record them with Audacity, and listen back for fluency.

Closing (5 mins):

Students will share one new school-related phrase they learned.

Lesson Plan Week 3: Transportation and Travel

Lesson 7: Describing Transportation Methods

Duration: 45 minutes

Objective: By the end of the lesson, students will be able to talk about transportation methods by discussing daily routines with a partner.

Role-playing technique: Pair Role-Playing

Materials:

- Transportation flashcards
- Elllo
- Audacity

Opening (5 mins):

The teacher will ask students:

“How do you come to school?”

Pre-Speaking (10 mins):

The teacher and students will review transportation flashcards and listen to related Elllo recordings.

Production (25 mins):

Pair role-playing:

In pairs, students will discuss transportation methods and record the dialogue on Audacity for fluency review.

Closing (5 mins):

The teacher and students will discuss something new they learned about their partner’s routine.

Lesson 8: Planning a Trip

Duration: 45 minutes

Objective: By the end of the lesson, students will be able to talk about destinations, transportation, and travel preferences by planning a trip scenario.

Role-playing technique: Simple Scenarios

Materials:

- Destination and transportation flashcards
- Memrise
- Vocaroo

Opening (5 mins):

The teacher will introduce the topic of travel by asking: “Where would you like to go on a trip?”

Pre-Speaking (10 mins):

Students will use Memrise to know and practice travel-related vocabulary.

Production (25 mins):

Simple scenario:

In pairs, students will plan a short trip together, discussing destinations and transportation. They will record the discussion on Vocaroo.

Closing (5 mins):

Students will share highlights from their travel planning.

Lesson 9: Discussing Future Travel

Duration: 45 minutes

Objective: By the end of the lesson, students will be able to speak about future travel plans using future tense structures, promoting clarity and fluency.

Role-playing technique: Guided Role-Playing

Materials:

- Flashcards
- Second Life
- Audacity

Opening (5 mins):

The teacher will ask students to imagine their “dream destination.”

Students will think and share their answers.

Pre-Speaking (10 mins):

The teacher will teach the future tense using example phrases.

Practice discussing plans by using flash cards of different places around the world.

Production (25 mins):

Guided role-playing:

In pairs, students will discuss future travel plans, recording on Audacity to assess fluency.

Closing (5 mins):

The class will reflect on speaking clearly about future plans.