TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

RESEARCH PROJECT

"INTEGRATION OF ROLE-PLAY IN THE CLASSROOM TO DEVELOP ENGLISH LANGUAGE COMMUNICATION SKILLS"

Research report before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major

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PUJILÍ - ECUADOR
APRIL 2022

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "Integration of role-play in the classroom to develop English language communication skills." and research by María Belén Cisneros Gallardo 1750399246, and Luis Rodrigo Reino Huaraca 1726300872 for obtaining the bachelor's degree in Educational Sciences, Majoring in English.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, March 2022

…………………………………….

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COMMITTEE APPROVAL

The research report entitled "Integration of role-play in the classroom to develop English language communication skills" has been revised, approved, and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

Pujilí, March 2022

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Pujilí, March 2022

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GRATEFULNESS

To the Technical University of Cotopaxi for being the promoters and motivators of educational quality, which contributed with excellent teachers in the career of educational sciences, majoring in English. Our deep gratitude to the authorities and staff that make up the UTC language center, for allowing us to carry out the entire investigative process within their establishment.

Maria Belen & Rodrigo

DEDICATION

This research work is dedicated to God, who was present in my life, blessing me and giving me the strength to continue with my goals without giving up. To my parents and brother who with unconditional support, love and trust allowed me to complete this professional training process. And to my brother who was always supporting me at all times.

María Belén

DEDICATION

This research work is dedicated to God, who was present in my life, blessing me, giving me the strength to continue with my objectives without losing heart. To my father who became my angel and will surely be very happy and proud of me. To my mother who has been unconditional support because without her I would not have been able to complete my professional training process.

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Rodrigo Reino

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

THEME: "INTEGRATION OF ROLE-PLAY IN THE CLASSROOM TO DEVELOP ENGLISH LANGUAGE COMMUNICATION SKILLS".

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ABSTRACT

The English language teaching-learning process is currently in great demand, so it is necessary to use innovative methods and techniques that facilitate it, such as role-play, which is an active technique designed to promote the development of communication skills in students. This study was carried out due to the lack of information at the institutional level that reveals strategies that allow students to improve communication skills in the English language. The objective of the research was to analyze problems in speaking and students' opinions about role-play to motivate its implementation within the teaching-learning process of English as a foreign language for the development of communication skills (speech). A quantitative methodology was used since the main data collection instrument was the opinion survey applied to 20 A1 students from the Language Center of the Technical University of Cotopaxi. Regarding the results obtained, it is evident that there are difficulties such as fluency, grammar, and pronunciation when using the language in different activities or situations inside and outside the classroom, which are necessary skills to develop in this language. On the other hand, teachers do not frequently apply role play in their classes but use other activities. It was concluded that the use of role-playing is an entertaining technique that helps the development of communication skills, providing several benefits for student learning, but they do not like to get involved in activities to develop speaking skills since they believe they have difficulty communicating in the foreign language. In addition, it encourages the constant practice of the English language.

Keywords: Communication skills, learning, role play, teaching, technique.

UNIVERSIDAD TÉCNICA DE COTOPAXI
PROGRAMA DE PREGRADO
DEPARTAMENTO DE PEDAGOGÍA DE LENGUAS NACIONALES Y
EXTRANJERAS CARRERA INGLÉS

TITULO: "INTEGRACIÓN DEL JUEGO DE ROLES EN EL SALÓN DE CLASES PARA DESARROLLAR HABILIDADES DE COMUNICACIÓN EN EL IDIOMA INGLÉS".

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RESUMEN

El proceso de enseñanza-aprendizaje del idioma inglés actualmente tiene una gran demanda, por lo que es necesario utilizar métodos y técnicas innovadoras que lo faciliten, como el role-play, que es una técnica activa diseñada para promover el desarrollo de las habilidades comunicativas en los estudiantes. Este estudio se realizó debido a la falta de información a nivel institucional que revele estrategias que permitan a los estudiantes mejorar las habilidades comunicativas en el idioma inglés. El objetivo de la investigación fue analizar los problemas al hablar y las opiniones de los estudiantes sobre el juego de roles para motivar su implementación dentro del proceso de enseñanza-aprendizaje del inglés como lengua extranjera para el desarrollo de las habilidades comunicativas (habla). Se utilizó una metodología cuantitativa ya que el principal instrumento de recolección de datos fue la encuesta de opinión aplicada a 20 estudiantes A1 del Centro de Idiomas de la Universidad Técnica de Cotopaxi. En cuanto a los resultados obtenidos, se evidencia que existen dificultades como fluidez, gramática y pronunciación al momento de utilizar el idioma en diferentes actividades o situaciones dentro y fuera del aula, las cuales son habilidades necesarias a desarrollar en este idioma. Por otro lado, los docentes no aplican con frecuencia el juego de roles en sus clases, sino que utilizan otras actividades. Se concluyó que el uso del juego de roles es una técnica entretenida que ayuda al desarrollo de las habilidades comunicativas, brindando varios beneficios para el aprendizaje de los estudiantes, pero no les gusta involucrarse en actividades para desarrollar la habilidad de hablar ya que creen que tienen dificultad para comunicarse. en el idioma extranjero. Además, fomenta la práctica constante del idioma inglés.

Palabras clave: Aprendizaje, enseñanza, habilidades comunicativas, juego de roles, técnica.

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GRAPHICS INDEX

1. GENERAL INFORMATION

Theme: "Integration of Role-Play in the Classroom to Develop English Language Communication Skills".

Starting Date: March 2021

Ending Date: March 2022

Place of Research: El Ejido - San Felipe - Latacunga -Cotopaxi -zona 3- UTC language Center

Sponsoring Faculty: Pujilí Campus

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Linked Research Project: Formative research

Macro-project of the career: Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

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Research line of the career: Innovation in teaching and learning English as a foreign language.

2. PROBLEM STATEMENT

Nowadays, with the accelerated advancement of technology, the need to establish communications in different languages has arisen, and the integration of different cultures has become an essential element for human development, communication is an important thing in any language; for which it is necessary to master even more English as a foreign language. Biava & Segura (2010) state that "the use of a foreign language, with emphasis on English, has gone from being a privilege to being a necessity in the different productive sectors" (p.761).

Different countries have made efforts to improve English language learning through policies and programs, which has led to more people in the region having access to learning English. However, Cronquist & Fiszbein (2017) claims that test results are not favorable as they show that English proficiency is very low. The educational system is simply not producing students with the necessary levels of English proficiency. Schools often don't offer the necessary English classes, let alone exposure to the language, and if they do they are of low quality.

On the other hand, in Ecuador, Soto et ál. (2017) as reported in their research, EFL would be officially implemented as a compulsory subject in all Ecuadorian public primary schools in September 2016 in the Sierra and Amazon regions and 2017 in the Coast region. However, before that happened, a gap of about three years would emerge in the teaching of this language. The irregular way in which EFL was being taught in primary schools due to the lack of a curriculum, alignments, qualified teachers to teach, among other considerations, led the stakeholders to suspend the teaching of EFL in turn. primary schools from 2014 to part of 2016.

At the institutional level, in the repository of the Technical University of Cotopaxi, it was not possible to evidence research related to the perception that students have regarding techniques that can be implemented in class for the development of speech from the use of role-playing games due to to the fact that the subject has gone unnoticed in terms of improving said ability in the students and consequently the teachers of the teaching of the English language neglect its application as well as they are unaware of its benefits in the students of the A1 level of the center of Languages. Thus, the following research question arises.

What are the problems in speaking and opinions of the students regarding the integration of roleplay in the classroom for the development of the speaking skill in A1 level students at the Language Center of the Technical University of Cotopaxi?

3. OBJECTIVES

3.1 General objective

To analyze problems in speaking and opinions about role-playing in English learning at A1 level class of language center at Technical University of Cotopaxi during the academic term October 2021- March 2022.

3.2 Specific objectives

- To determine theories about the use of role-playing in the teaching-learning process of the English language as a foreign language.
- To describe the students' problems present when they are involved in activities for the development of speech in the English language.
- To identify the students' perceptions regarding the use of role-playing.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Specific Objective	Activities	Verification means
To determine theories about the use of role-playing in the teaching-learning process of the English language as a foreign language.	Review and analysis of the literature about role play	Theoretical Framework, references.
To describe the students' problems present when they are involved in activities for the development of speech in the English language.	Design, validate and apply survey	Analysis and discussion of results.
To identify the students' perceptions regarding the use of role-playing.	Design, validate and apply survey	Analysis and discussion of results.

5. JUSTIFICATION

In previous research, it has been established that the role-play technique improves oral production, increases participation and motivation in learning English as a foreign language within a relaxed and fun context. This is why, in a more globalized and highly competitive world, people must have a high level of competitiveness. Therefore, it seeks to investigate the perception that students have about the use of the role-play technique in the development of communication skills and that it contributes to the achievement of significant learning of English as a foreign language. Since it has been possible to show that the students of the Language Center of the Technical University of Cotopaxi at level A1 present problems when carrying out activities that involve the ability to speak the English language.

This research is necessary to provide relevant information with theoretical bases, besides describing the problems that students have when they carry out activities that involve speaking skills in the process of acquiring the English foreign language, in this way, this information can be used by English language teachers and teachers in training to expand research based on the proposed topics or for the application of this technique in the classroom.

Through the use of methodologies that best adapt to the objectives of this research and with the proper preparation of instruments that facilitate the process of analysis, interpretation, and discussion of the information obtained, helping to prepare the recommendations. All this is done because there are not enough studies at the institutional level on the integration of role-playing in the classroom to develop communicative ability in English. Finally, this research is viable, because the necessary resources are available for it to be carried out.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

León (2013) in his research seeks to verify that participatory techniques improve the level of oral expression of the English language; In addition to establishing the level of pronunciation and fluency before and after the application of participatory techniques. It has a quasi-experimental study design carried out with two groups: a control group and an experimental group. It applied a pre and post-test.

The results of the evaluation in pronunciation, fluency, comprehension, and domain of speech in the experimental group were at the highest levels and showed differences from those of the other group, according to the post-test. It concluded, indicating that the use of participatory techniques significantly improves pronunciation and oral fluency in the practice of the English language.

On the other hand, Vera (2007) in his study wanted to demonstrate the efficacy and benefit of the role-playing technique to improve the oral practice of the English language, in a communicative approach in a real context, where the teaching process had three stages: preparation and planning, rehearsal and performance, synthesis and reflection of the dramatization.

The experimental design of two randomized groups with pre and post-test and design with a control group was used, in a population of fifth-grade secondary school students. The hypothesis that was raised was whether the role-play technique based on the communicative approach significantly influences the improvement of oral comprehension and production in the English language, concluding that the results obtained were contrasted with the initial hypothesis, corroborating it.

An Ecuadorian teacher, Guanoquiza (2013) in his research objective to develop the skill of speaking in English through the use of role-playing as a teaching-learning strategy. The methodology used was descriptive and observational by categorizing the student response to various evaluation principles. The instruments used were the observation sheet, checklists, audio, and video.

The results obtained were very outstanding in three aspects, of the six evaluated: motivation, participation in class, and creativity obtaining an increase of 20% in the first two and 25% in the last. The author makes this comparison before and after using Role-plays in the classroom. It is concluded that the dramatization technique improves oral production, increases motivation to learn the English language, within a relaxed, fun environment, and is seen as a game.

In addition, Yaguana (2017) in his research wanted to analyze the use of the role-play didactic technique in the learning process of the oral production of the English language. This research is socio-educational with a mixed approach of a descriptive nature and supported by bibliographic and field research. In addition, a representative sample of the population was considered; since the total number of them was too extensive.

The applied techniques were the observation of the students in the classroom through a checklist and an interview with the teachers with a script of open questions, which served to obtain the information required for this investigation. The results obtained indicate that sub-activities are used to improve oral production, such as dialogue and interview, role-play being rarely used. The conclusions were obtained to finalize the recommendations of the problem posed, and to the extent that the use of the role-playing game is correctly planned and executed, it improves the oral production of English.

6.2 Theoretical Framework

6.2.1 Role-play

Bailey (2003) defines "role-play as a talking activity in which students assume the role of other characters and interact utilizing the qualities of those, for example, age, sex, occupation, etc" (p.21). Also, they can act in a new situation in which they can interpret personal situations. Unlike simulations, role-playing games are characterized by their unlimited nature when it comes to recreating communicative situations.

Besides, it is a key didactic technique in the development of language learning because it serves to develop and put into practice communication skills, especially oral ones, and can be used at any level of learning; also, it allows the student to access knowledge more easily and in a didactic way. By implementing role-play, active interaction is encouraged regarding the communication in English of the students according to their level (Giménez, 2013).

The role-play can be individual or multiple. The difference in both is that in individual role-playing the activity is carried out by a single group, while the rest of the participants act as observers; and in multiple role-playing, several groups perform the same problem at the same time. The first offers the advantage that more attention can be paid to the performance, evaluating everything that is said and done. On the other hand, the second makes it possible to compare the process of one group with another, and also the result obtained, all depending on the organization and taste of the teacher (Domene & Romero, 2001).

Some advantages of this technique can benefit students in their learning process, for example, students are allowed to be the focal point of an audience or class (Morales, 2008). Also, it arouses interest, activates spontaneous participation, maintains the expectation of the group; It teaches learning to learn, learning by doing, encourages creativity and discovery learning, invites reflection and group interaction, promotes problem-solving, enables the formulation of ideas and the expression of feelings, etc (Pérez, 2004).

6.2.2 The importance of Role-playing in a Foreign Language teaching

Role-play is a strategy that is used in the teaching process, providing students active learning, in addition to helping them develop values through action in a real context. The role-play technique has been considered an important activity in language teaching implemented in a classroom for many years. This is supported by Rogers and Evans (2008) who listed three reasons to use role-plays in class: a) most teachers who used this technique have noticed that it helps students to improve social skills to communicate with others, b) it helps students to develop their creativity and imagination, and c) it helps teachers and students to reinforce learning.

Moreover, Ashok (2005) listed some benefits of role-playing in English language learning. And says that it develops communication and language skills, also social skills when learners collaborate with others and work in pairs or teams, besides encourages learners to express their ideas and feelings in a relaxed environment created by them, allows learners to act out and make sense of real-life situations, builds the confidence level of team members which in turn can help them in their day to day roles, helps learners to learn about different cultures, develops creativity

and imagination, allows classmates and peers' interaction, and helps the introverted students to speak out and allows for the exchange of knowledge between students.

The benefits are not only for students but also for the teachers who decide to use it, since "it makes it easier for the teacher to observe and check the learning achieved by the students through a playful activity, where they must apply the concepts and elements studied" (Gaete & Quezada, 2011, p. 304). In addition, it helps teachers when it comes to reinforcing student learning, making the use of this technique important when learning and teaching English as a foreign language.

6.2.3 Designing Role-play activities

When starting an activity different from the usual ones in class, fear may arise on the part of the students, but with a detailed explanation by a teacher about what they want to achieve, the majority can feel more relaxed and eager to start. For this, an author will present us the steps to follow for the design of the role-play activity and tells us that we must take into account the first two stages: preparation and presentation.

6.2.3.1 The preparation stage

According to Riofrio (2019), there are several steps to designing role-play activities:

Step 1: Identify the situation

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

Step 2: Add Details

Once teachers are sure students know inside and out what the topic is about, they can start building a scenario in detail for them to feel it is as real as possible. Also, they can help students by providing them with the necessary information. The expressions that may appear in the conversation, whether new or familiar, are really important to obtain a successful job.

Step 3: Assign Roles

Identifying the characters will be easy if you have a good understanding of the theme and the situation. Students will feel involved on stage. Each participant chooses their role as they say they feel more comfortable and freer to work. Once they have identified their roles, teachers have to encourage them to ask them to 'put themselves in the shoes of the people they are going to play. This involves trying to understand their perspectives, goals, motivations, and feelings as they enter the situation.

Step 4: Wait time

Teachers should know that when students are connected with their work they take more time than expected. Teachers have to handle this situation in which students do not feel pressure but they have to be aware that there are other steps to follow. Teachers have to walk around to help students with what they need. Teachers must help students with their roles or correct their mispronunciation. Teachers must be patient.

6.2.3.2 The presentation stage

Step 5: Act Out the Scenario

Then, each student can then assume their role, and act out the situation, trying different approaches where necessary. It can be useful if students do their role without reading a paper. That is the reason that teachers give them time to practice their dialogues. Also, they can record their performance and show them in the next class, and play it for entertainment or to assess their language production.

6.2.3.3 The post-presentation stage

The author considers it important that after the presentation of the activity students can be congratulated and allowed to congratulate their classmates, in addition, teachers can ask their students questions about their perceptions, anecdotes, suggestions, doubts, that can be present in role-play presentations. For example: How did you like it? How did you feel? What did you learn? This will make students feel more involved and can learn from the experience.

6.2.3.4 Giving feedback

According to Ur (2012) says that "feedback is information given to the learner about their performance of a learning task, generally to improve said the performance" (p. 242), so it is important to analyze the entire process because it can help students learn. It is necessary to show the results obtained so that students are aware of the points they have to work on or what they have done right or wrong. The teacher always needs to provide feedback and appropriate corrections. In addition, teachers should take notes to show them after the activity without embarrassing the student who made the mistake. Or they can write the mistake on the board and ask who can correct it.

6.2.4 The role of the teacher

Teachers would possibly have different roles looking on the stage of the role-play. Throughout the primary stages, the teachers' roles are, in a very sure way, additional dominant. That is: lecturers are language instructors or tutors since they gather all potential materials, give new language, provide students with the new structures and vocabulary, drill the new types or correct the mistakes in real-time or later. They're conjointly schoolroom managers or organizers as a result of coordinating the activities to possess a coherent advancement. lecturers also make sure that students can form teams or pairs and establish the right seating arrangement. In the other stages of the role-play, the teachers' role becomes less dominant and therefore the stress is on the scholars' input. Students are additional independent. The teacher may be an assistant as a result of he/she providing advice, helping students after they mire with the language, and encouraging students to hold on working. Lecturers become an observer because he/she walks around the category to watch the activity to examine the strengths and weaknesses of the students and organize potential feedback (Riofrio, 2019).

6.2.5 Communicative Competence

In accordance with Saleh (2018)

> Communicative competence is necessary to delve into the two words that make it up, "competence" can be described as knowledge, skill, or ability, while the word "communicative" refers to the exchange or interaction. Thus, we can understand that

communicative competence is having the ability that allows a person to communicate to satisfy communicative needs. (p.23)

Furthermore, Ahmed & Pawar (2018) in their research states that:

Communicative competence refers to having the ability to communicate. This competence can be oral, written, or even non-verbal. It is an inclusive term that refers to possessing knowledge of the language, as well as the ability to use it in real-life situations to satisfy communicative needs. Language, according to many researchers, is a means of communication and comprises four main skills: seeing, listening, speaking, reading, and writing. To acquire language skills, it is not enough to learn the grammatical rules, one must practice them until one becomes accustomed to all of them. When you acquire the language skills and manage to use them effectively and appropriately according to the context in which you operate, we can say that you have reached the required level of communicative competence (p.302).

Role-play activities are also very important as they help improve the communicative competence of the students. In these activities, students of English as a foreign language are asked to act out some scenes from a play or to create a play to perform.

6.2.5.1 Languages skill

Learning the language means acquiring four language skills. It must be remembered that language is not an object. It is rather a set of skills. To use language successfully in our daily lives, we must acquire these language skills. Knowing or talking about the grammatical rules of the language in isolation or memorizing the content of written material does not help to use the language in times of need. Instead, regular practice of the four language skills can help us to improve our language abilities

Regarding English language skills, Maxom 2009 (as cited in Criollo, 2018) argues that:

There is an intrinsic sequence for learning them. They are presented as follows, first listening, second speaking, third reading, and fourth writing. Taking this into account, it has been argued that before paying attention to the spelling of new words, they should be repeated as many times as possible by the students. Besides, before they practice reading and writing skills, they should practice speaking; it could be helpful to achieve the right pronunciation of words.

Therefore, it can be stated that English language skills are composed of listening, speaking, reading, and writing. These language skills are an essential part of the communication process, as they enable the message to be received and transmitted between interlocutors. Therefore, all language skills should be emphasized and practiced constantly, not only in the classroom but also in everyday situations.

6.2.5.2 Productive Skills

According to, Bashrin (2013)

> The productive skills are speaking and writing because learners need to articulate words and write to produce language. Learners receive language by listening to conversation, music, video, and also by reading comprehension, newspapers, poems, books, etc. Then they move on to the next stage where they produce the language to express their thoughts by using productive skills. Speaking is an oral production of language.

Golkova & Hubackova (2014) claim that:

> Speaking is one of the main objectives when learning English or any other language as a foreign language. There are favorite activities that are considered suitable even for beginners. To name a few and to demonstrate that speaking and writing are mutually related, we can begin by writing or listing a list of words related to a given topic, and/or simultaneously writing and using everyday phrases in brief face-to-face conversational exchanges, role-playing in telephone conversations, and picture games in ESL/EFL classrooms.

For this reason, as the aforementioned authors argue, it can be said that productive language skills, speaking, and writing, are clear evidence of language acquisition. The more the speaker or writer produces adequate and coherent language, the more evidence we have of progress in the learner's language system. In addition, the teaching of productive skills is necessary because written and oral communication are basic skills that are used daily. Often people have to inform, convince or share ideas, and sometimes they also have to take notes, refill forms and write emails, letters, reports, or stories.

6.2.6 Speaking Skill

Speaking is probably the language skill that language learners need to develop the most. Speaking is more common than writing. The primary function of spoken language is to socialize with people. Moreover, it is produced and processed in real-time; for both the speaker and the listener. They have limited time to plan and produce what they want to say, as well as to understand what they hear. It also relies on body languages, such as gestures or facial expressions (often called nonverbal communication).

According to, Rao (2019):

> Among the four basic English language skills, the speaking skill seems to be difficult because speakers have to produce sentences on the spot. It is very complicated for foreign or second language learners to produce sentences without learning grammatical structures and having adequate knowledge of vocabulary. Therefore, EFL/ESL English learners face many problems in speaking grammatical sentences in English. Since speaking plays a dominant role in communication, people try to learn these skills to communicate well with the whole community all over the world.

In addition, the ability to speak has been essential to engage in dialogue connections globally. Communication being the main objective proposed in the Ecuadorian English Curriculum of the Ministry of Education, 2016, speaking skills must be mastered by students. Furthermore, Hossain (2015) claim that:

> Speaking is important if we want to ask for something to be done, find out information, ask for and give instructions. Speaking skill is a process in which the learner constructs and shares meaning through verbal and nonverbal symbols in various contexts. However, some English teachers have continued to teach speaking only as repetition of drills or memorization of dialogues.

In this way, it can be defined that mastering the ability to speak in the process of acquiring the foreign language of English is the skill that allows establishing a connection with people from other countries and cultures. At the same time, for many second language learners, developing the ability to speak can be very difficult because they have to produce sentences at the time, so the lack of vocabulary or fluency can create conflicts in developing the communication process.

For this reason, teachers should move away from traditional methods such as repetition and memorization exercises.

6.2.7 Speaking Components

6.2.7.1 Pronunciation

Communication is a process of transmitting ideas, information, and messages, in which knowledge, skills, and attitudes are integrated, such as knowing how to speak, read, argue, write, listen, interact and socialize with others, which favors modes of approval and participation in problem-solving, as well as effectiveness in personal, academic, work and social performance. Therefore, pronunciation should be considered as more than the correct production of individual sounds or words. It should be seen as an important part of communication that is incorporated into classroom activities. Furthermore, the teaching of pronunciation in English should not be considered as something extra but should be taught like grammar, vocabulary, or any other aspect of the language.

Gilakjani (2016) claim that:

> Pronunciation instruction should aim at intelligible pronunciation and teachers can actively encourage their learners' actual production, foster pronunciation awareness, and practice. Pronunciation teaching is very important because it is the main source of comprehension. If learners cannot pronounce the correct version of a word, they will not be able to communicate correctly. Pronunciation instruction helps learners better understand native speakers and improves their ability to communicate easily and effectively.

According to Dictionary at Oxford Learners (2022) defines: "pronunciation is how a language or a particular word or sound is pronounced". As mentioned by the authors, pronunciation is one of the essential components of the communicative process to take place, so pronunciation cannot go unnoticed in the process of teaching a foreign language. Since, if students do not pronounce a word correctly, it can damage the message or simply the communication process cannot develop.

6.2.7.2 Grammar

The study of grammar is not only about studying or memorizing the rules to become an expert writer-listener of a foreign language. According to, Dutta & Mukherjee, (2019) "concept of grammar can (apparently) be defined as a set of rules based on the structure of any language that helps to learn proper usage and covers all possible forms, such as sentences, clauses, words, phonetics, etc" (p.20).

Therefore, grammar is essential for oral or written presentations. A language cannot be presented in its written or oral format if there are no certain rules for doing so. Therefore, grammar is very essential in the process of acquiring a foreign language.

6.2.7.3 Vocabulary

In learning a foreign language, vocabulary is the most fundamental component, along with phonetics/pronunciation and grammar, necessary to learn a foreign language in a way that: Afzal mention that "vocabulary is the foundation of the language skills of listening, speaking, reading, and writing. Without learning vocabulary, it is difficult to achieve any linguistic competence and, therefore, it is more difficult to master the foreign language" (2019, p.82). This is why vocabulary knowledge is an integral part of the language; it is vital for communicative competence. Low vocabulary knowledge poses serious problems for your students, which consequently impedes English language learning.

6.2.7.4 Fluency

According to Coutinho (2020) claim that:

> In the context of second language learning, fluency is considered proficiency. When a learner says that someone speaks fluently, it means that this person has an adequate level of oral proficiency in the target language. But, learners misunderstand this concept because they think that fluency is the ability to speak quickly, so when they learn a language and speak quickly, they think they are fluent in that language (p.7).

For this reason, fluency is associated with speed, but it is not only this aspect that must be taken into account. It is also related to the accuracy of expressing ideas clearly and simply, whether written or spoken, taking into account the context in which the communication process takes place.

6.2.8 Classroom Speaking Activities

Currently, many linguists and English teachers agree that students learn to speak the second language by interacting in a way that "Communicative language and collaborative learning are best suited for this purpose. Communication is based on real-life situations that require people to interact. Thus, this method allows learners to communicate with each other in the target language" (Mir Khodjaeva, 2015, p.1).

In other words, English Language Teachers (ELT) must create a classroom environment in which students have real-life communication, authentic activities, and meaningful tasks that promote speaking skills. This occurs when students collaborate in groups to achieve a goal or complete a task. Riofrio (2019) propose several activities for developing speaking in the classroom:

Role-play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-playing activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" furthermore, González (2020) in his research mentions that:

> Unlike traditional approaches in which learning another language was limited to the study of its grammar and vocabulary, today teaching English from a communicative approach proposes various strategies that promote the development of true speaking skills. One of these strategies is role-playing, a technique that comes from psychotherapy and that favors the development of oral skills since students practice their communication through meaningful activities that take place in different social contexts and in which they can interpret different social roles (p.140).

Student presentations

In addition, we have the presentations of the students in which the teacher must give them enough time to prepare their presentations. They could talk about their personal information, their families, jobs, hobbies, different things of interest, etc. This can be for about a minute. And if the teacher wishes, the time can be progressively increased.

Interviews

Students can conduct interviews on a variety of topics with different people. It is helpful for the teacher to provide a rubric for students so they know what kinds of questions they can ask or which way to go, but students should prepare their interview questions. This activity allows students to practice their speaking skills not only in class but also outside of class and helps them socialize. In addition, students can interview each other and "introduce" their partner to the class. That is why Sianipar et al., (2014) claim that:

> The interview can be an effective technique for motivating students to speak, allowing students to have the confidence to express their ideas in English, allowing them to demonstrate that they communicate freely in English. There are reasons to apply this technique. Students have time to express their ideas and then practice their oral skills in an interview. With this technique, students can improve their speaking with expressions such as asking for an opinion, giving an opinion, agreeing or disagreeing with an opinion (p. 3).

Information gap

For this activity, students should work in pairs. One of the students will have the information that the other partner does not have, and the partners will share their information. These activities serve many purposes, such as solving a problem or gathering information. In addition, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everyone has the opportunity to speak extensively in the target language. For this reason, Defrioka, Andri (2017) mention that:

> "Information Gap" seems very beneficial for those trying to practice interaction in their classrooms. It is a type of activity that requires learners to use language to exchange information and convey meaning. It draws learners' attention away from grammatical form and toward meaning. In other words, it makes learners perform a task by using language by focusing on the meaning rather than the structure of the language, so learners learn by doing (p.613)

Picture Describing.

Another way to use pictures in a speaking activity is to give students a single picture and ask them to describe what is in it. For this activity, students can form groups and each group is given a different picture. Students discuss the image with their groups and then a spokesperson from each group describes the image to the whole class. This activity encourages students' creativity and imagination, as well as their public speaking skills. Murni (2018) claim that:

> The image is a tool to create an interesting teaching-learning process because it can present a real situation. Students can imagine the abstract of the illustrated situation. Consequently, it makes learners enjoy learning English. In addition, it makes it easy for them to speak when they see the pictures. It is hoped that the picture can help learners grasp ideas when they speak in English.

It is worth mentioning that, all the activities mentioned above have as a fundamental objective that students can develop the ability to speak, for this reason, these activities can be implemented in different contexts and adapted for any age of students, whether they are children, youth or adults. In addition, English Language Teachers (ELT) should consider that they should be a guide by providing the necessary resources so that students can perform these activities and thus fulfill the objective of the activity or class.

6.2.9 Organizing Group Work

The term group work is usually defined as a joint activity in which two or more students work together to complete an activity in a given time. Students use critical thinking, problem-solving and each member plays an important role in completing the activity smoothly.

Jebur & AL-Azzawi (2019) mention that:

> The concept of group work is used by many teachers and university professors around the world. The reason university teachers use group work is that it is an effective method that enhances the student's ability to use critical thinking and be able to judge and reason why they have chosen that answer. The other reason is that it is teamwork that involves the student working in a group and being able to exchange ideas so that the task is completed in a given time (p.3).

Thus, working in a group helps students because it improves social relations among peers, they can write a story as a group or act out a situation that involves the participation of all team

members. It is recommended to work with a group that is not too large; five is a good number because all members can participate. Encourage students' autonomy by allowing them to make their own decisions in the group without the need for teacher intervention.

6.2.10 Assessing Speaking

6.2.10.1 Assessment

According to, Herrera (2013) defines that "assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes, and beliefs, also assessment can be focused on the individual learner, the learning community such as class, workshop, or other organized groups of learners, as the institution, or the educational system as a whole" (p.16).

Speaking should be assessed directly when speakers interact orally in the various assigned activities. When grading learners' speaking skills, some assessment indicators should be examined, so teachers do not follow the procedures for assessing learners' speaking skills. Therefore, the needs and problems of teachers in applying the assessment.

6.2.10.2 Authentic Assessment

Zaim, M, Refnaldi & Arsyad (2020) claim:

A solution must be proposed by creating an authentic assessment model that suits the needs of teachers. In the assessment of oral expression, authentic assessment is the precise method for measuring learners' ability to communicate in the language being learned orally. It demonstrates students' learning through their performance and allows them to apply their knowledge, skills, and attitudes in a practical context (p.588).

In addition, Mukhaiyar & Syahriati, (2017) claim that:

authentic assessments are performance-based tasks that are conducted in an environment that approximates the real world. In applying authentic assessment to student learning and achievement, the teacher applies criteria related to knowledge construction, disciplined inquiry, and the value of achievement beyond the school. Assessment is that which occurs continuously in the context of a meaningful learning environment and reflects real and valued learning experiences. Students that use authentic assessment achieve to solve problems in real-life effectively.

6.2.10.3 Self-Assessment:

Herrera (2013) claims that:

> The fact is that people constantly evaluate the success of their communication. In addition, it states what students talk about, and everything they say could affect a person's appearance and behavior. In addition, a relevant aspect that is named is that the learner is in the best position to say how good he/she is at speaking because when a person is studying he/she can realize his/her effort, noticing that every day the learner is trying his/her best to improve his/her knowledge or the learner is trying to communicate in the foreign language (p.34).

According to Ross (2006), Teachers include self-assessment in their student assessment repertoires because they like to involve students in the assessment of their work, allowing them to contribute to the criteria on which that work will be based. They say that being judged increases student participation in assessment tasks. He also mentions that self-assessment contributes to a variety of assessment methods, and maintains the interest and attention of students. In addition to having several distinctive features that merit its use. For example, provides information regarding the effort students put into preparing for the task.

6.2.10.4 Progressive Assessment:

Harmer (2007) claim that:

> Refers to progressive assessment as a test given by the teacher to students every few weeks to see how well they are doing their work during classes; also, he adds that if students have new materials, it does not only measure the learning that they have but also it can measure their general proficiency in languages, for example, to be able to comprehend new vocabulary. After, the student recognizes their mistakes by herself; the teacher is the second person who can assess the student because most teachers are who have experience in English (p.380).

Taking into account the types of evaluation mentioned, it is important to highlight that, in an oral test all students in the world feel anxious or nervous in front of a teacher, but when the student is with his partner he can lower his level of anxiety and nerves, so he can develop the proposed activity with more tranquility since he is talking to someone who is at the same level as him, consequently, students demonstrate their competence in a better way, and the confidence between them helps to improve communication.

7. METHODOLOGY

The research has a quantitative approach because a systematic instrument has been applied, such as the survey. According to Bryman (2004) "Quantitative research considers that knowledge must be objective, and that it is generated from a deductive process in which, through numerical measurement and inferential statistical analysis, previously formulated hypotheses are tested" (p. 19).

This approach bases its research on this type of case, intending to obtain results that allow generalizations to be made. Therefore, the development of this project focuses on the identification of the different perceptions of students about the use of role-playing games through analysis. Provide the necessary information on the use of the role play technique and promote its use in the classroom, to solve the problem of communication in English as a foreign language.

According to Malhotra (2004), he says that "Surveys are interviews with a large number of people using a pre-designed questionnaire, said questionnaire is designed to obtain specific information." (p. 115) As a collection instrument, a survey already carried out in another investigation was taken and adapted, which was validated by the project tutor. This survey was written in Spanish due to the level of the students and to obtain valid and more reliable information from them. It was used to collect data regarding the perception of the use of the role-play technique to improve communicative ability in English speaking.

The survey was applied to gather information regarding communication skills and was made up of questions related to the ability to speak and the role-playing technique. Once the results of the survey were obtained, the analysis of each question was carried out to make the respective interpretation; after this process, it was possible to discuss the results of the perception of different authors related to the results obtained.

According to Selltiz 1980 (as cited by Hernández, Fernández & Baptista, 2010) define a population is the set of all cases that coincide with certain specifications or features. The population selected for this research was the Technical University of Cotopaxi is a public institution that offers several professional careers and requires its students to have a certain level of English to meet their academic goals. To this end, there is a Language Center that offers a three-level English learning program: Basic A1, Intermediate A2, and Superior B1, which are

applied by the international standards of the Common European Framework, looking for students to discuss familiar topics and interact with a degree of fluency.

The following investigation will be focused on basic level university students whose classes will last two hours from Monday to Thursday. We were assigned a group from 9 to 11 in the morning that corresponds to class "T", being a population with a total of 20 students between 19 and 27 years of age, divided into 10 men and 10 women, each one studying different careers. within the university at the basic level A1.

The sample was determined by non-probabilistic sampling that according to Canal (2006) are those in which we do not know the probability that an element of the population becomes part of the sample since the selection of the sample elements depends on the great measure of the criterion or judgment of the researcher. Specifically, the convenience sample technique was used, since with this technique the researcher decides which individuals in the population become part of the sample based on their availability, and in our case, we were assigned a class according to the availability to conduct the investigation.
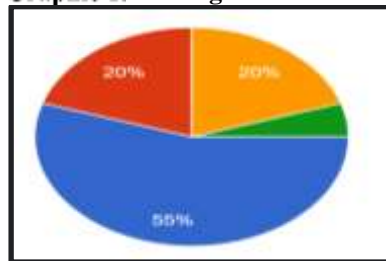
8. ANALYSIS AND DISCUSSION OF RESULTS

Question No1. In English, which skills do you consider the most difficult to develop?

Chart 1. **English skills**

OPTIONS	FREQUENCY	PORCENTAJE
Speak	11	55
Read	4	20
Write	4	20
Listen	1	5
Total	20	100%

Source: survey applied to A1 students of the UTC Language Center.

Graphic 1. **English skills**

Source: survey applied to A1 students of the UTC Language Center.

According to the first question, 11 students, representing 55% of the population, perceive that the ability to speak is the most difficult skill to develop. 4 students, corresponding to 20% consider that the ability to read is the most difficult skill to develop. Similarly, 4 students, corresponding to 20%, perceive writing as the most difficult skill to develop. Finally, 1 student, representing 5%, considers that the ability to listen is the most difficult skill to develop.

Based on this we can identify that the majority of students consider that they have problems with their speaking skills while the rest have problems with their listening and writing skills, therefore activities should be taken into account to help improve skills in which have problems, as well as Gilbert (2009), argues that, in many cases, EFL students may not have confidence in themselves to speak in class because they do not know how to pronounce a certain word properly. In addition, they may be worried about being subjected to evaluation and criticism by their peers or teachers.
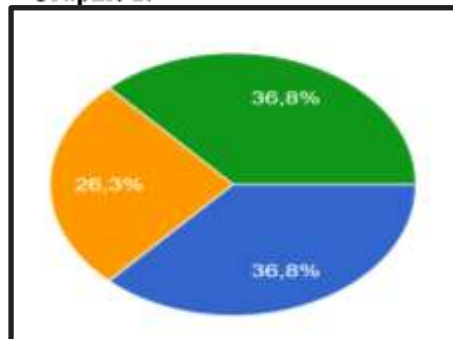
Question No2. Do you consider that you have problems communicating orally in English?

Chart 2. Oral Communication

OPTIONS	FREQUENCY	PORCENTAJE
Definitely yes	7	36,8
Undecided	5	26,3
Probably no	7	36,8
Definitely no	0	0
Total	20	100%

Source: survey applied to A1 students of the UTC Language Center.

Graphic 2. Oral Communication

Source: survey applied to A1 students of the UTC Language Center.

In the second question, 7 students representing 36.8% of the surveyed population consider that they have problems communicating in English, 5 students representing 26.3% consider that they may have problems communicating orally, 7 students representing 36.8% consider that they have problems communicating orally depending on the topic of conversation.

The opinion of the students is divided as half of them consider that they do have problems communicating orally in English while the other half think that they have problems communicating orally depending on the topic of conversation presented, perhaps due to lack of information about it or lack of practice or knowledge of vocabulary, grammar, etc. As also mentioned by Rahayu (2015) "student's problem faced in speaking English daily language program includes; fear about making mistake, incorrect pronunciation, lack of understanding of grammatical patterns, limited of vocabulary mastery, minimum opportunities, students interest, mother tongue use, seldom to practice and less discipline" (p. 88).
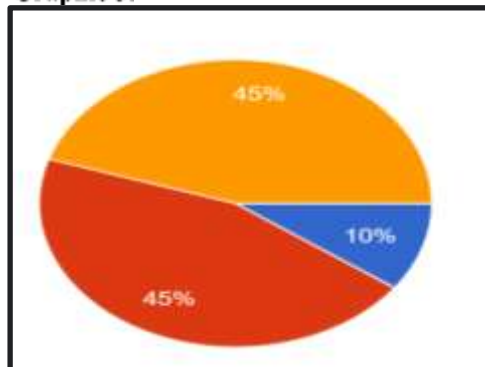
Question No3. How would you rate your current level of English communication skills?

Chart 3.   Level of communication skill

OPTIONS	FREQUENCY	PORCENTAJE
Excellent	2	10
Well	9	45
Regular	9	45
Bad	0	0
Total	20	100%

Source: survey applied to A1 students of the UTC Language Center.

Graphic 3.   Level of communication skill

Source: survey applied to A1 students of the UTC Language Center.

In the third question, 2 students representing 10% of the surveyed population believe that their level of communication in English is very good, 9 students representing 45% of the population believe that the level of communication in English is good. On the other hand, 9 students representing 45% are aware that the level of communication in English is not very good.

According to the results obtained, only two people consider that they have a good level of English, while the majority of students mention a deficit in expressing themselves in the English language, this may be due to lack of practice, vocabulary and motivation to develop speaking activities.

According to Myles (2009) communicative ability involves more than just knowledge of grammar and vocabulary. It implies the ability to express oneself clearly and appropriately according to the situation, interlocutors, topic, time, and place.
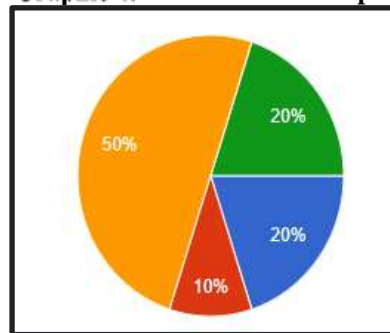
Question No 4. When speaking in English, difficulties are encountered in:

Chart 4. Difficulties when speaking.

OPTIONS	FREQUENCY	PORCENTAJE
Fluency	4	20
Grammar	2	10
Pronunciation	10	50
Vocabulary	4	20
Total	20	100%

Source: survey applied to A1 students of the UTC Language Center.

Graphic 4. Difficulties when speaking.

Source: survey applied to A1 students of the UTC Language Center.

This question shows that 4 students representing 20% of the surveyed population have difficulties in communicating in terms of fluency, 2 students representing 10% have problems in terms of grammar, 10 students representing 50% have problems in pronunciation and 4 students represent 20% have problems with vocabulary.

Most students believe that they face pronunciation difficulties when speaking English. This means that they take into account what they say and how they say it, perhaps they do not make themselves understood. On the other hand, vocabulary and fluency are also difficulties that these students face.

According to Gilakjani (2016)" Teachers can create awareness of pronunciation and practice. pronunciation should be emphasized since it is the main source of comprehension. If learners cannot pronounce the correct version of a word, they will not be able to communicate correctly" (p. 5). It is important to mention that, pronunciation is one of the essential components for communication to take place, that is why this skill cannot be neglected but should be given the same importance as the other English skills (listening, speaking, reading, and writing).
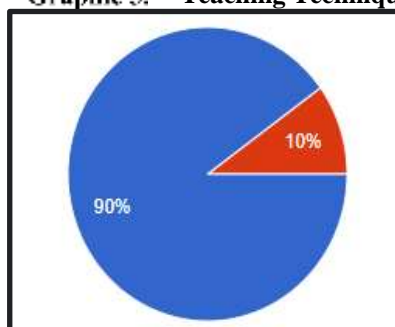
Question No5. Do you think that the teaching techniques employed by the teacher have allowed you to improve your English level?

Chart 5.   Teaching Techniques

OPTIONS	FREQUENCY	PORCENTAJE
Yes	18	90
No	2	10
Total	20	100%

Source: survey applied to A1 students of the UTC Language Center.

Graphic 5.   Teaching Techniques

Source: survey applied to A1 students of the UTC Language Center.

About this question, 18 students corresponding to 90% of the respondents believe that the techniques implemented by the teacher have allowed them to improve their level of English while 2 students representing 10% of the respondents think that the techniques implemented by the teacher have not been adequate to improve their level of English.

In this case, most of the students agree that their English level has improved because the techniques used by the teacher have been of contribution to improving English language communicative skills. According to Sultan (2015) "language teachers and researchers have focused their attention on observing and developing approaches and strategies that lead to an effective learning process in English language acquisition" (p. 979). Several language teaching techniques help students to understand clearly and participate more actively in the learning process. therefore the most appropriate techniques should be taken into account adapting to the needs of the students.
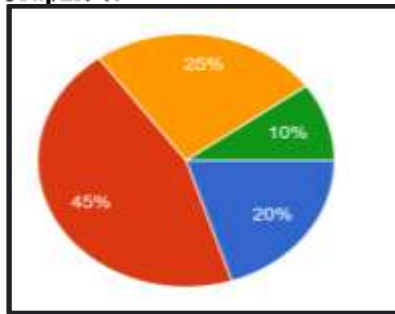
Question No 6. How often do you like to participate in activities that involve English language communication skills?

Chart 6.   Communication Skills

OPTIONS	FREQUENCY	PORCENTAJE
Often	4	20
Sometimes	9	45
Rarely	5	25
Never	2	10
Total	20	100%

Source: survey applied to A1 students of the UTC Language Center.

Graphic 6. Communication skills

Source: survey applied to A1 students of the UTC Language Center.

Regarding this question, 4 students who represent 20% say that they really like to participate in activities that involve communication skills, 9 students who represent 45% say that they like these activities sometimes, 5 students who represent 25% rarely Sometimes like these activities and 2 students who represent 10% say that they never like to participate. Most of the students stated that they "sometimes" like to participate in this type of activity related to communicative skills in English and there are even students who "never" participate.

This can happen because students have no motivation to learn the language, fear making a mistake, or simply lack knowledge. That is why Harina (2019) mentions that the main barrier of the students were the individual ones; nervousness, lack of vocabulary, feeling unable to speak accurately, underestimating the presentation of information, and lack of confidence. Being the individual barrier the main ones they faced, followed by language, environment, and interpersonal barriers. Since they did not feel able to speak English and think about how to pronounce and use grammatical structures correctly. For this reason, English language education professionals must encourage students to overcome barriers, to understand that mistakes are inevitable in any learning process and that people always learn from their mistakes.
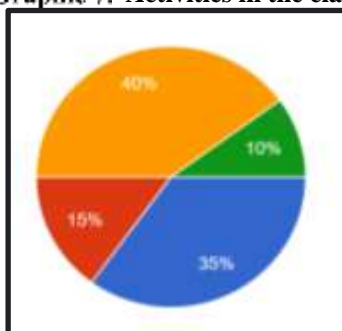
Question No 7. Has your teacher used any of the following activities in the classroom?

Chart 7.   Activities in the classroom

OPTIONS	FREQUENCY	PORCENTAJE
Discussion	7	35
Roleplay	3	15
Interview	8	40
None	2	10
Total	20	100%

Source: survey applied to A1 students of the UTC Language Center.

Graphic 7. Activities in the classroom

Source: survey applied to A1 students of the UTC Language Center.

In this question, 7 students representing 35% state that their teacher has used discussion as an activity in the classroom, 3 students representing 15% say that role-play is used, 8 students representing 40% say that the activity used is the interview, and 2 students representing 10% state that none of these activities has been used. According to the students' perception, role-playing is an activity little used in the classroom because preference is given to other activities such as interviews and debates. This may occur because there are already established activities to evaluate or develop in class without taking into account the benefits of role-playing and the contributions to the development of the communicative ability of the English language.

In this context, Kovács (2014), most language teachers are convinced that role-playing games can help students become more interested and involved in classroom activities, integrate newly acquired knowledge through creative activities to address different problems and alternatives to solve them. It is important to mention that all activities that involve speaking skills allow English learners to improve their oral expression, but role-playing is a motivating technique that promotes creativity and can be adapted to any context where learners feel more comfortable. to carry out any activity. Therefore, teachers must take this technique into account in their planning.
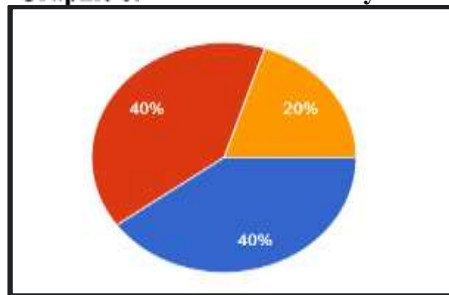
Question No 8. Have you heard of or used "Role-Play" as a technique for learning a new language (English)?

Chart 8. Use of Role-Play

OPTIONS	FREQUENCY	PORCENTAJE
Very much in agreement	8	40
Agree	4	20
Strongly disagree	8	40
Total	20	100%

Source: survey applied to A1 students of the UTC Language Center.

Graphic 8.   Use of Role-Play

Source: survey applied to A1 students of the UTC Language Center.

In the results of this question, 8 students representing 40% of the population have heard or used role-Play as a technique for learning the English language, while 8 students representing 40% of the students have not heard or used role-Play, but it is also worth mentioning that 4 students representing 20% of the students at some point in their teaching and learning process of the English language may have heard or used role-Play

Within the process of teaching and learning a foreign language it is necessary to apply techniques that allow students to develop the ability to communicate because in this particular case most of them have not used or perhaps at some point in the teaching process they used role-play. On the other hand, some students used the mentioned technique because they can be a guide for the rest of the students when performing any activity related to role play.

Juvrianto (2018), states that role-play is a method that makes students feel like one more person in a given situation, improvising and inventing the real world in another situation in oral practice. But not all students have had the opportunity to participate in this activity, for this reason, this technique must be implemented at least once in English classes so that students can learn and enjoy, in addition to practicing speaking or actively interacting with others.

Question No 9. Do you consider that "Role-Play" is an entertaining way that allows you to develop the ability to speak?

Chart 9.   Role-Play is an entertaining way to learn

OPTIONS	FREQUENCY	PORCENTAJE
Strongly agree	5	25
In agreement	13	65
In disagreement	2	10
Strongly disagree	0	0
Total	20	100%

Source: survey applied to A1 students of the UTC Language Center.

Graphic 9. **Role-Play is an entertaining way to learn**
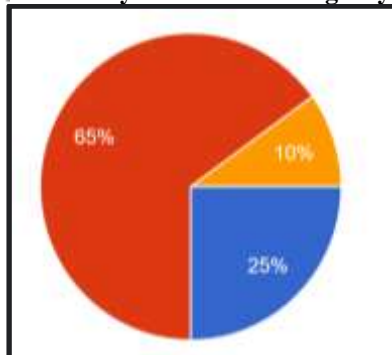
Source: survey applied to A1 students of the UTC Language Center.

In this question, 5 students representing 25% of the surveyed population strongly agree that role-play is a very entertaining activity to develop the ability to speak, 13 students representing 65% of the population say they agree that roleplay is fun, 2 students representing 10% disagree that this activity is fun**.**

All students agree that role-playing is an entertaining technique to develop oral skills, therefore, English teachers should implement this technique in the classroom to provide students with different activities in different situations to make English classes more dynamic and entertaining.

Question No 10. How often does your teacher use Role-Play during class?

Chart 10.   Frequency of Roleplay use

OPTIONS	FREQUENCY	PORCENTAJE
Always	2	10
Almost always	6	30
Sometimes	6	30
Never	6	30
Total	20	100%

Source: survey applied to A1 students of the UTC Language Center.

Graphic 10.   **Frequency of Roleplay use**
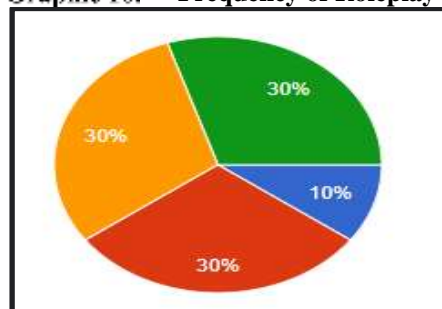
Source: survey applied to A1 students of the UTC Language Center.

Regarding this question, 2 students representing 10% of the surveyed population mentioned that their teacher always uses role-play in class, 6 students representing 30% of the population mentioned that role-play is usually used, 6 students representing 30% of the population mentioned that role-play is sometimes used, and 6 students representing 30% say that role-play is never used during class.

The results obtained in this question are divided because some have had more contact with this technique than others, but it can be understood that the role-playing technique is not used frequently in the classroom, perhaps due to lack of time. or by the preference for other activities, but this is merely a decision of the teachers when and how to use it.

According to Mani, Vijayakanthi, Vasanthi, Bertheu, and Parimalam (2008) state that "this technique can be used with large classes, and role-plays can be based on topics and activities found in the textbook" (p.19). Besides, the literature does not specify how often the role-playing technique should be used in classes, since this decision corresponds to the teacher in charge, who must assess when it is necessary to implement it, how necessary it is to develop communication skills, and how long this will last exercise.

Question No 11. Do you think that the roleplay:

Chart 11.   Benefits of roleplay

OPTIONS	FREQUENCY	PORCENTAJE
Increase my motivation and interest in the language	4	20
Help to improve and enrich my vocabulary	6	30
Facilitate my learning	4	20
It allows me to practice and test my ability to communicate	4	20
All of the above	4	10
Total	20	100%

Source: survey applied to A1 students of the UTC Language Center.

Graphic 11.   **Benefits of roleplay**
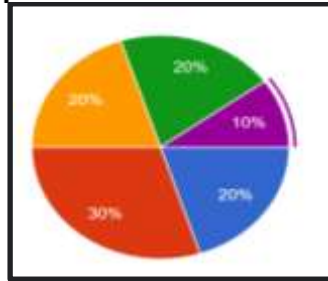
Source: survey applied to A1 students of the UTC Language Center.

In this last question, 4 students representing 20% believe that role-play increases motivation and interest in the language, 6 students representing 20% believe that helps to improve and enrich vocabulary, 4 students representing 20% believe that facilitates the process of learning the foreign language, 4 students representing 20% believe that allows them to practice and test. All students have very high expectations of role-playing and believe that using this technique provides them with a variety of benefits in terms of their learning of English and development of speaking skills, as all of the options of this question are aimed at improving them.

In this context, Harmer (2001) says that role-playing has three advantages. Activities can be fun and motivating, shy learners may become more involved working in groups than alone, and classroom vocabulary might increase over a wider range compared to task-focused activities because students are exposed to world events. real. Apart from the benefits published, the one that is fundamental for this research is the role-playing technique to achieve good language learning and communication.

9. RESEARCH IMPACTS

Educative impact

In the development of this project, the different perceptions that students have about the use that the teacher gives in the classroom role-playing games as a technique to improve the communicative ability of the English language were evidenced. This research reveals relevant information that generates interest in role-playing games on the part of teachers and students, in addition to the benefits they can obtain, and thus consider their use within the teaching-learning process since different dynamics can be implemented in the different contexts in which students can develop.

Furthermore, the knowledge acquired in class is put into practice and communication skills are improved. Taking into account that in the learning process of a student about a new language it is essential to develop the ability to speak so that he/she can manage in different environments, and through the use of this technique, it is possible to expose it in different situations and make students and teachers feel more motivated to use it, thus providing meaningful learning.

Finally, it offers a great contribution at an educational level, also to society, since the development of speech skills serves as a means of communication that allows interaction with other people, such as being able to help tourists. Students, teachers, and trainee teachers will benefit from this project because they will be able to adapt their plans to the role-playing game and devote more time to its successful teaching.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusions

In the present research, an exhaustive bibliographic review was carried out with the criteria of different authors. It can be determined that the use of role-playing provides several benefits to students such as the opportunity to work in groups and interact with their peers, losing the fear of expressing themselves because they feel in an environment of trust, it activates their spontaneous participation, in addition to the role play is such a versatile technique that it can be adapted to any context assuming different situations of daily life allowing creativity to be developed, what is learned in class, also applied and they learn from their own mistakes when they are exposed to the second language, this allows them to use English without fear, in this way the paradigms of traditional education are broken to put aside the methods of memorization, in addition to developing different skills, among them the communicative one.

Through the applied survey and the analysis of the information obtained, it was found that the students consider that the ability to speak is the most difficult to develop in the English language, in addition, they think that they have difficulty communicating orally in English in terms of fluency and pronunciation, and their participation is limited since they believe that their level of English is not good enough to get involved in the activities proposed by the teacher.

Finally, based on the students' perceptions about role-playing, it was found that there is little knowledge about role-playing, the teacher also uses certain activities either to evaluate or for the participation of students in the class (discussion and interview) for this reason, this technique is not used in the process of acquiring the English language. On the other hand, some students believe that role-play is an entertaining technique that would help them a lot in their learning, they also consider that there are several benefits that this technique offers them, such as developing their speaking ability.

10.2 Recommendations

Based on the bibliographic review and the topics covered in this research, it is recommended that teachers apply role-playing as a teaching-learning technique for the English language since it has some benefits such as: stimulating the development of communication in students, improve other foreign languages. skills, fostering creativity and favoring problem-solving by simulating situations in a real context. In this way, teachers can include this activity in the classroom adapting it to different contexts to achieve the objectives set for the class.

With the results obtained from the applied survey, teachers are recommended to emphasize activities that involve speech exercises so that students can produce the language, leaving the students' imagination free. In addition, this will encourage the participation of students in the classroom, since they will do it with their classmates and in this way, it will contribute to the improvement of their fluency and pronunciation problems when they use the English language to communicate. In addition, feedback should be provided at the end of the activities to resolve doubts.

The use of role-playing is recommended since students have high expectations regarding this technique because through its use they can improve their English levels. In addition, some students have already used it, and can be a guide for those who have not had this experience in this type of activity, increasing motivation in language learning. This is why it is very feasible to use this teaching-learning technique in the students of the Language Center of the Technical University of Cotopaxi.

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12. ANNEXES

12.1 Annex 1. An approval document for the research project.

12.2 Annex 2. Research Instrument for Application

https://forms.gle/8m99HA4MuSbSajrp8