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The application of the Role-Play as a technique to improve the oral expression of the English language

Submitted to:

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Contenido

Abstract

The ease and ability of acquiring a new language in middle age is sometimes considered a bit difficult in some aspects of the language. Many English language learners find it difficult to express themselves in spoken language in the target language. Students have their own problems. The purpose of this research is to investigate the use of Role plays to improve speaking skill of the students at Salvador Mendieta Public School and the factors interfering their speaking skill. The subjects of the study were 40 students from 11th grade, and 1 English teacher. We applied class observation guides, student questionnaires, and an interview to the teacher were used as data collection techniques. The students are not really conscious of the implementation of different types of role plays that benefit the speaking skill. Learning a new language means learning in an innovative way.

RESEARCH SCOPE
1.1. INTRODUCTION

This research was carried out by fifth-year students of the English Major of UNANMANAGUA University of the Saturday program. In this document we focus on the role Play as a technique of learning is secondary schools, all important issues concepts and information relevant to role play in a secondary school. Also remember that the role play includes range from guided conversations at one end of the scale, to improvised activities at another; from simple rehearsed dialogue performance to highly complex simulated scenarios. students transmit to the group the feeling of living the fact as if it were in reality.

The actors or One of the main goals of teaching English as a foreign language in Nepal is to make the students able to communicate in the target language. For the effective communication, students should be able to speak English fluently. To develop students' proficiency in speaking, different techniques of teaching have been recommended. In the speaking class, the students must be able to speak English. If the students have an inability to speak in English, they will face difficulty in expressing their ideas in classroom activities. Therefore, students must have ability to communicate and share their ideas, opinions and explanations in their classroom. Role play provides an opportunity to the students to express appropriate language functions correctly in the given roles and situation.

Role play is a technique of group dynamics. It is also known as role-playing, simulation or role-playing technique. And it has advantages such as: it increases the creativity of the student since it allows him to think his own ideas, because he teaching of this language should focus on improving the communicative skills of students it is also fun for the student as helps him to feel comfortable and that leads us to improve the student's self-esteem by reason of it helps him to have confidence and great attitude when developing in a role-playing game. We developed not only an observation guide that helped us see exactly how the teacher implements the role play in the classroom but also evaluate their way of teaching it, also to the students we made a survey of make it clear that for the students not only like this technique, if not we also realized the types of role play that was accepted by them. Work in this technique as it is the role play us more on the subject and helped us to understand it more until we encouraged to want to implement it followed as future teachers.

Tompkins (2001) defines role play as it is one of the classroom teaching techniques that encourage students to participate actively in the process of learning English. Therefore, foreign language students practice the target language in context similar to real-life situations where stress and shyness are removed. Kenneth (2008) states that role play can be defined as the type of students' behave in a certain context. In the field of managing, discrepancies in the identifying role that can be seen as role conflict which does not match for a person or by others role playing as a method of teaching which is the conscious practicing and discussion of the role in a group.

Richard (1985) defines role play as a drama-like classroom activities in which students take the roles of different participants in a situation, and, act out what might typically happen in that situation. For example, to practice how to express complains and apologies in a foreign language, students might have to role-play a situation in which a customer in a shop returns a faulty article to a salesperson. Doff (1992) states that in a role play, students imagine a role or both. Role play should be improvised; students decide exactly what to say as they go along.

The present study is only a part of an investigation project, which was conducted to study the effectiveness of role play in improving speaking skill of SEE level Nepalese students. In a speaking class, besides other oral activities like picture description, storytelling and quizzing, role play can be used to develop students' conservational skills. A role play technique not only makes the students fluent in speaking but also makes them creative and confident. As communication is not confined in one situation and a role play gives them the scope to play a series of different situational interactions in a real life situation.

1.2. PROBLEM STATEMENT

Are there reasons and challenges why role plays are effective and profitable for the success of oral proficiency in learning this language with this learning technique?

There are reasons such as students' improvement in speech ability as different activities can be supplemented with this technique. According to our research, not only students feel comfortable and satisfied with this technique, but we also see a very noticeable improvement at the moment the teacher was observation in the classroom. It is notable that there are acceptable reasons why role-playing games are effective and cost-effective for success in improving this language.

For the reason teacher has to prepare an attractive class based on innovation in the students of the high levels. Sometimes students feel bored for the way that teachers give classes. Is necessary catch the student's attention to make significative the learning process and with the use of role plays the student feels more interesting in the acquisition and practice of the foreign language.

1.3.   STATE OF THE ART/ BACKGROUND

Role-based learning involves the process whereby learners acquire skills, knowledge and understanding through the assumption of roles within real-life settings. Role-play holds potential as an effective learning strategy for children; however, there is limited research on the use of role-play as a therapy method within the field of speech-language pathology.

According to Yabarino Alata Gladys in 2021 in her research on Role-play Strategy in improving the oral production of English in secondary school students Lurín, 2021, The research aimed to establish the influence of the role-play strategy in the improvement of oral production of the English language in high school students, it was an applied research with experimental, quasi-experimental design, the sample of 62 4th grade high school students distributed in two groups; control and the other experimental, the observation technique was applied with a reliability of 0.81, concluding that the use of the role-play strategy significantly influences the improvement of oral production of 4th grade secondary school students. Julio C. Tello Rojas Educational Institution 6023, since, in the post-test, the average level of oral production of English of the students, control group was
18.23 and experimental 45.65.

Br. Judit Melisa Bellodas Ellisca in 2019 in her research the role play technique in the learning of the English language in the 2nd year of secondary school students of the I.E.P. Pamer, Los Olivos 2019 The general objective of the research was to determine how the role play technique influences the learning of the English language in the students of the I.E.P Pamer Los Olivos, 2019. According to the research methodology, it responds to the positivist paradigm, quantitative approach. The population was made up of 96 students from the 2nd year of secondary school at the I.E.P Pamer in the district of Los Olivos, and the sample was divided into two sections, section A (24 students) would be the control group and section B would be the experimental group (24 students) ... The descriptive results of the post test in the experimental group are the following: 16.7% reach the process level, 54% obtain the expected achievement level and 29% of the students reach the outstanding achievement level. Therefore, it is concluded that after the application the role play technique, in the experimental group are considerably more positive compared to the pre-test, because the majority of students reach an expected level of achievement.

Yuliana, Kristiawan and Suhartie (2014) state that the students who were taught through role play got better result than the students who were taught through information gap. It is caused by the strategy that is used. Role play gives the opportunity to the students to explore their ability to be more active in teaching and learning process. The students have opportunities for stimulating their speaking skills which they can perform easily in the front of the class. In other words, role play helps the students to improve their speaking skill.

Hedge (2000) states that a number of advantages have been claimed for role-play as a fluency activity if it is performed in pairs or groups rather than one group acting in front of the class. The students choose the role they want to play. Savignon (2003) conducts an important study on the improvement of interaction skills designed on a model of communicative competence including many basic characteristics. She defines communicative competence as the ability to function in a truly communicative setting- that is, in a dynamic exchange in which linguistic competence must adjust itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors.

1.4.
   RATIONALE:

In this highly competitive world, students' deficiency in English language proficiency is increasingly evident in the educational field. Therefore, today students find it difficult to learn this language in speech skills. This is the main reason why we decided to conduct our research to improve speech ability through Role Plays. Since with the use of these techniques' students take a greater interest in the learning process with games or dynamics learning new vocabulary through this technique such as role play. As mentioned above, it is necessary to inform the purpose of this study which is based on the improvement of speech skills through the different role plays that will be integrated into the English class.

In addition to that, it is hoped that in this research we can help the general public in the field of education to specify possible solutions to the problems encountered. we have high positive expectations for the final results of our research work; therefore, we aim to determine how effective the use of role play can be for speech ability. In addition, it is intended that teachers obtain better ideas on how to perform role play and speech in the classroom for the development of oral skills in 11th grade students of the Salvador Mendieta public school. Since there is a worrying lack of priorization in the oral skills of the students.

1.5.
HYPOTHESIS

Application of role play significantly improves to Speaking Skill, is a didactic technique that contributes to the development of skills in fluid oral communication of the English language through the active participation of the student. Are to developed in the classroom with the motivation of the student to generate the interest of learning the English language.

1.6.

OBJETIVES

1.6.1. GENERAL OBJECTIVE:

Analizar los diferentes tipos de juego de roles que contribuyen diariamente al desarrollo de la expresión oral, resaltando la efectividad de este método y observando los avances que han adquirido los estudiantes de 11° grado de secundaria.

1.6.2. SPECIFIC OBJETIVES:

• Determine the student's ability of Speaking skill to perform the different dynamics based on the proposed play role.

• Apply the techniques of role play to improve the oral expression of students and obtain better learning.

• Verify if fifth-year students show noticeable improvement in their Speaking skill after the implementation of role plays.

II.   THEORETICAL FRAMEWORK

2.1. ROLE PLAY

What is role play?

Ladousse (1987, p.) described role-play activities as ranging from guided conversations at one end of the scale to improvised activities at another, encompassing simple rehearsed dialogue performance to highly complex simulated scenarios.

But also, Role Play is a group dynamics technique. It is also known as a dramatization technique, simulation or role play. It consists of two or more people representing a specific situation or case of real life, acting according to the role assigned to them and in such a way that it becomes more lived and authentic. The objective cited is achieved not only in those who represent the roles, but in the entire group that acts as a participating observer for their rapport in the process. The actors transmit to the group the feeling of living the fact as if it were in reality.

This activity can help us to know the attitudes we have in certain situations and how they influence our work and our life, to analyze certain tensions that arise in the group process, to conveniently adapt the tolerance to stress. To value the assumable nervousness as a positive aspect to achieve our objectives.

2.2. Role Plays and Speaking

Speaking is a productive skill. Like the other skills, it involves a series of associated factors making it complex for students to acquire. According to Levinson, "Oral language proficiency is the basic form of linguistic interaction" (1989, p. 49). This interaction develops spontaneously, unpredictably, contextualized and, for the most part, informally. Having this in mind, learning to speak in English requires creativity and ingenuity on the part of teachers, who, to motivate their students must resort to different techniques and strategies which may include: songs, games, stories, and others.

Several researchers agree that Role Play significantly helps the learning of a foreign language or second language, because this technique or strategy serves to develop fluency when speaking in English, and only requires students to use their own language resources to fulfill the task, or to improvise and maintain a fluent conversation, entertaining and

understanding, and, that also amuses students Annarella (1999); Vera (2007); Rodríguez and Morón (2011).

In English language learning, students report that the ability to speak turns out to be the most difficult. Despite its importance, for many years, the teaching of speaking to unvalued state, and English teachers continue to teach speaking through exercises of repetition or memorization of dialogues. However, today's world requires that the goal of teaching speech should improve students' communication skills, for only in that way can they express and learn how to follow the appropriate social and cultural rules in every communicative circumstance.

Role Play uses different communication techniques, and develops fluency in language, promotes classroom interaction, and increases motivation. Here, peer-to-peer learning is encouraged, and shared responsibility between teacher and students takes place during the teaching-learning process (Harni, 2007, p. 20). A Role Play is a highly flexible learning activity that has a wide range of variation and imagination.

Role Play is a teaching-learning strategy, which enables the development of the ability to speak in a foreign language or second language, also stimulates creativity and increases motivation in the face of communicative situations that students face. Used correctly this strategy, it can bring some benefits, such as the improvement of the ability to speak in situations of linguistic interaction, without forgetting key extra linguistic factors, such as the increase in motivation for the study of the foreign language, because the learners are immersed in a relaxed, fun and playful atmosphere in communicative situations of interaction with peers and the teacher.

2.3. Advantages of role play in English class

Learning English is the teaching of a second language, which should focus on improving students' communication skills, since only then will they be able to learn to express themselves and follow cultural and social rules according to each communicative circumstance. According to Trinity, "Learning English through repetition exercises and memorizing dialogues has not been an efficient form of study. (2022) With this in mind, learning this second language using the different types of role play will allow you to develop communication skills because it stimulates conversation, but also reading and listening comprehension. In addition to this, it offers the following advantages:

•**Increases creativity:** Role Play in English allows students to express themselves spontaneously and use their imagination to contextualize ideas and behaviors.

•**It's fun**: With this technique student can communicate with their peers in a relaxed and playful atmosphere, and this enjoyment leads to better learning.

•**Improves self-esteem**: Many students are afraid to express themselves in English for fear of making mistakes. With Role Play, shyness is lost thanks to the relaxed atmosphere of the activity.

An example of how efficient Role Play can be in English is Trinity College London's Trinity Stars programmer. In this the students learn English through the theater, playing roles and learning their scripts in English. And once the program is completed, they can certify their level of English, which means that learning through this tool is effective.

2.4. How to learn role play in the English language?

Trinity College London Spain & Portugal (public in 2022) emphasized that mastering English involves working on four fundamental axes: reading and listening comprehension skills, as well as written and oral expression. However, thanks to learning tools such as Roleplay in English it is possible to improve oral fluency and accuracy in this language. Learning English through repetition exercises and memorization of dialogues are an efficient form of study. The teaching of this language should focus on improving the communicative skills of students, since only in this way can they learn to express themselves and follow cultural and social rules according to each communicative circumstance.

2.5. Organization of a role-play activity

According to, Design Thinking: Business Innovation by MJV Press (Author) the Steps are:

➢ Designate the roles: Choose two or more people, the 'actors', who will carry out a representation on a possible situation around your product or service

➢ Give the stage the necessary components to make it look real: Assign each of the actors a role and describe a scenario based on a real situation where they will represent their roles.

➢ Have actors interact with the product or service: It is important that the actors do not have a script and perform the session in an improvised way.

➢   <u>Ask actors to express their ailments and joys</u>: It is to empathize with your potential user / client and that, to achieve it, you must behave as he would.

For a role play to be a successful speech exercise, it is useful to know some principles about the organization of such an activity. Tips on how to conduct a role play are presented.

First of all, it is important to note that if a teacher is not condemned for the validity of using the role play, the activity itself "will fall flat on his face just as he expected" The educator has to be convinced that the role play is a technique to use and has many benefits. If the teacher is not enthusiastic about the game, the students will not do so as well (Ladousse, 1987, p. 8).

Any teaching sequence requires three vital elements: the participation, the study phase and activate the stage. First the stage of participation, the task of the teacher is to attract and maintain the attention of the students and interest in a lesson. Students' minds have than being emotionally connected to a lesson, for example, by a situation nice or a nice picture. Then students need to study the new language; can be grammar or possibility to activate both the new language and the language they have known. The students do this when they speak freely.

Having committed, introducing the new language and having practiced it, student try to activate it. Students are introduced to the new language, practice it and finally, they make an effort to produce the new language or any language. The author indicates that role play is a great way to put language into action (Harmer, 2012, p.178). Role play is not based on a dialogue in a course book or a text, the students themselves they have to decide which language to use and how to develop. Therefore, for the game to roles be a profitable activity, be essential. The educator can cause a brainstorming in the classroom about what speakers can say. Also, write messages on a board and the necessary vocabulary can guide students during the game of roles (Doff, 1988, p.237). Budden (2004) adds that the perforation of the structures that the Players would have to use is very useful, as students are equipped with an appropriate language.

It is also worth remembering that the teacher must ensure that students have understood both the situation to play and also what is on the role cards before the activity begins (Ladousse, 1987, p.12). "If the students follow the activity, then, they will have no problem carrying out the activity correctly. Of course, role cards must be readable and within

the level of the students. In addition, educators should not use role plays that are too difficult or too emotionally charged until students are advisable to use information role play. During the first role-playing game, less inhibited students may soon get used to the role play" (Ladousse, 1987, p.11).

Beyond the question, according to Doff, students will need some time to prepare for them to also test their papers in private (1988, p.237). Depending on the language level of the students, the amount of planning time may be different. Players at this stage of an activity work in groups and discuss together what they might say. At higher levels, students won't need as much help with language but will need time to get into roles. Budden (2004) states that equally important, the one who performs can help bring role play to life. For example, when playing the role of a waiter and a customer, menus and aprons. These simple accessories can make the whole process clearer. The author also has that the reorganization of the furniture helps the role play. She gives an example of playing the roles of a tour agent and a customer where inside to make it more real, students can even leave the room and then walk in knocking on the door. A desk can be put in the center of a classroom to fake a travel agency, too.

Next, Doff explains that the demonstration of role play is significant. For educators the task is not only to tell the class the situation for the teacher can also get some structures that would be used in an activity (1988). Taking into account that the teacher explained the whole task, the teacher divides the class into pairs or groups. In the end, set a strict time limit and try to do your best to stick to it. Students may be asked to make or bring to a class.

Finally, Huang proposes that the teacher evaluate the effectiveness of the roleplaying activity and examine whether students have successfully understood vocabulary, phrases, and dialogues (2008). The author adds that there are several ways to check student assessment. She suggests that students should receive oral tests and role plays. Players may be asked to answer some questions related to their roles, repeat some parts of the statements, or translate role play into their native language. Other than that, the teacher's task is to assess students' understanding while monitoring their role plays.

2.6. Types of roles plays
Role play types can be implemented in a foreign classroom; the textual material must be authentic. Objects and accessories can be brought out of the classroom. In addition, real roleplaying games fit with the desire for realism because they give students the opportunity

to practice typical activities that they are likely to carry out in real life; These are: ordering food at a restaurant, saying hello, asking for directions, booking vacations at a travel agency, etc. According to Kuśnierek, there are two types of role-playing games: real and unreal roleplaying games. Unreal role-playing games do not have a pre-designed script to guide them, but such a script will be designed based on the students' feelings and thoughts and real role-playing games fit with the desire for realism because they give students the opportunity to practice typical activities. (2002) Considering this, in order to learn a communicative speaking skill in a foreign classroom and the teacher can implement the two types of role plays.

Role-playing is an oral expression activity in which students participate as themselves or as someone in a specific situation. In this way, they can act in various interactions. Participants in this type of activity have the possibility to fantasize about different situations in which they will be involved. According to Al-Arishi states that unreal role-playing games require the imagination of the student (1994) In other words, unreal roleplaying games, unlike real ones, do not have a pre-designed script that guides the participants in the execution of the final presentation, but such a script will be designed based on the feelings and thoughts of the students. allowing greater learning when speaking or expressing oneself in that language.

2.7. Role play as a strategy for fluency in the English language

Annarella (1999); Vera (2007); Rodríguez and Morón (2011) agree that Role Play significantly helps the learning of a foreign language or second language, because this technique or strategy serves to develop fluency when speaking in English, and only requires students to use their own language resources to fulfill the task, or to improvise and maintain a fluent conversation, entertaining and understanding, and also amuses students.

Role Play uses different communication techniques, and develops language fluency, promotes classroom interaction, and increases motivation. Here, peer learning is encouraged, and shared responsibility between teacher and students takes place during the teachinglearning process (cited in Harni, 2007, p. 20). A Role Play is a highly flexible learning activity, which has a wide range of variation and imagination.

Example: When a situation is assigned to the student and they have to say the solution: *"you want to go to a party but you have to make your parents leave you saying that*

there will be no alcohol or anything that you cannot consume that is at the house of a very close friends and that they will accompany you on the night back home"

2.8. Effectiveness of Role Play in Speaking

Role play techniques can be highly effective in teaching speaking skills for several reasons: Real-life application, Contextual learning, Increased engagement, Development of communication skills, Cultural awareness, Increased confidence and others.

Feedback opportunities: Role plays provide opportunities for immediate feedback. Teachers can observe students' performance and provide constructive feedback on pronunciation, grammar, vocabulary, and overall communication skills. Peer feedback can also be incorporated, fostering a collaborative learning environment.

Variety in learning activities: Incorporating role plays adds variety to language lessons, preventing monotony and keeping students engaged. This variety helps cater to different learning styles and preferences within the classroom. Development of communication skills: Role plays encourage students to communicate effectively with their peers. They learn to express their thoughts, opinions, and ideas clearly and appropriately. This not only enhances their speaking skills but also improves their overall communication abilities.

Cultural awareness: Role plays can include scenarios that reflect cultural nuances and differences. This allows students to develop not only their language skills but also their cultural awareness and sensitivity, an important aspect of effective communication. While role play techniques can be highly effective, it's essential to integrate them thoughtfully into the overall curriculum, ensuring alignment with learning objectives and considering the comfort levels of all students. Additionally, providing clear instructions and guidance is crucial to the success of role play activities.

2.9. Use of role play in teaching

Speaking is a language skill of oral communication to express human idea, feeling, option, and thought or information which helps people to communicate one other (Chaney and Burke, 1998). This means people can express their felling and understand what the other say. Learning language does not mean just learning about structure and vocabulary but the important thing is learning how we use language for communication to one or the other person, how we speak and make the people understand what we talk.

Moreover, in developing speaking activity, the students need a good condition to increase their speaking frequency such as learner 's language environment. In addition, speaking brings massage from one person to others in the form of verbal language or orally. Furthermore, the purpose of learning speaking is to improve the capability in communication that is expressing all idea in his or her mind orally. In learning English speaking ability, the students often find some problems. The problem frequently found is the lack of motivation to practice the target language in daily conversation. There are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied including role play because many research finding say that this technique is effective to use in teaching speaking.

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. According to Stephen D. Hattings (1993:165), based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.

Communication in the second language has always been a source of frustration for language learners, yet communicative competence holds an important place in language learning. RPA is useful for learners to promote their speaking skills. Rayhan (2014) puts forwards that "speaking is significant to an individual's living processes and experiences as are the ability of seeing and walking. Speaking is also the most natural way to communicate". Thus, without speaking skills learners cannot convey their messages. The implementation of RPA in EFL classes enhances communicative competence of learners.

Finally, from the explanation of experts' theories, it concluded that application of role play gave the opportunity for the students to enable to improve their speaking. In addition, Budden (2006) said that there are some strengths and weaknesses by applying role play in the classroom by means of promoting the students to speak.

III. RESEARCH METHOD

3.1. Type of research

This is a transversal study that took places from July 5th until October 7th. Essentially, this work was based on a prolonged class observation aimed at understanding the effect of role plays on speaking skill development. In addition, the nature of this study asked for a mixed approach. In other words, the data gathered were both qualitative and quantitative. So was the analysis.

the quantitative method has to do with research that seeks to know statistical data of a certain phenomenon, which can also be social or natural. In this case, the research process will have to be more focused on the numerical results, and how they yield information on a certain problem, however a more qualitative emphasis was taken to represent the quantitative data collection.

3.2. Population and sample

a) **Population:** there was a finite population of 40 of 11th grade students from high school. Teacher in charge of the 11th grade students teaching.

b) **Sampling:** the sampling of this research was decided by convenience, including 40 11th grade students from Salvador Mendieta public school in Managua, in order to get reliable information. **3.3.Data collection techniques**

The techniques for collecting data and information were class observation guide and to the student's survey for 11th grade students. All this was applied at Salvador Mendieta public school in Managua, in the second semester 2022 in order to collect truthful information from the students and teacher

For the collection of data from this research, the following actions were carried out:

a)   It was requested with the consent of the director of the educational institution Salvador Mendieta in order to allow the realization of this research with the students of that institution.

b)   Initially it was explained that it is a role play respectively to obtain information and knowledge about the application of these methods.

c)   A survey was conducted with the group to know their appreciation of the use of the role play technique.

3.3.1. Validation of the instruments

The jury expert for this validation was MScs. Victor from the English department of UNANMANAGUA. The rating given by the jury per item was calculated as an average to make the interpretation of the validation easier.

Class observation guides.

Figure 1. *Class Observation guides*

This summary about the validation given by the judge about class observation guides designed to be validated by judges and them improved according to jury's suggestions so that they could be applied to students and teachers during the teaching learning process using the different types of role play. Especially with the purpose of knowing some studied factors in this research, which influence the development of speaking skill. The rigth chart shows the rating given by the jury experts. The coherence was 2.9 %; the clarity was 3.0%; the relevance was
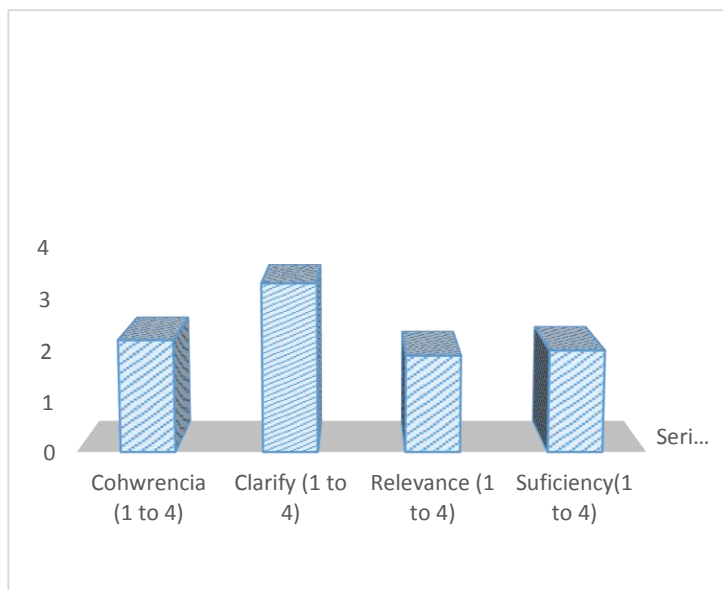
Note: Jury scoring according to factors in oral strategies, (2023). elaborated by Guillen I. Jiron G. and Ortiz J.

1.9 %, and the sufficiency was 2 %. The scale to rate was from 1 to 4. So, the validation indicated that the class observation kept the dimensions to be applied with a moderate average, needing some improvement and changes, and then be applied and get better results for students by improving speech skills.

Teacher Interview

Regarding the rating given by judge about the teacher interview that was designed to be validated by judges and then improved according to jury`s suggestions so that it could be applied to the teacher in a brief time apart from the class so that he spoke confidently and openly. Especially with the purpose of knowing how he developed the English class and got students involved. The

Figure 2. *Teacher interview*
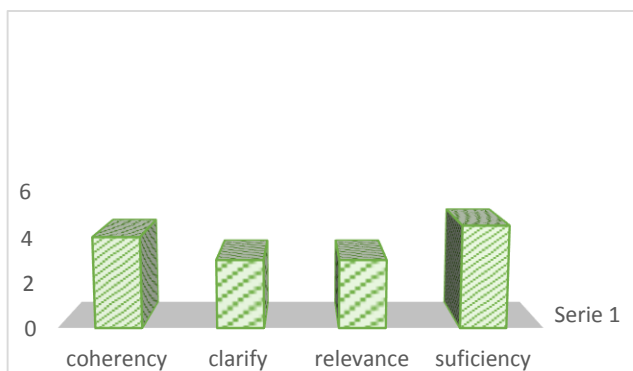
note: jury's rating of the teacher's interview. (2023). prepared by Guillen I. Jiron G. and Ortiz J.

above chart shows the rating given by the jury experts. The coherence was 3.25 %; the clarity was 3 %; the relevance was 3.63 %, and the sufficiency was 2.50 %. The scale to rate was from 1 to 4. So, the validation indicated that the teacher interview was good and pointed out the dimensions, needing some improvement, and then be applied.
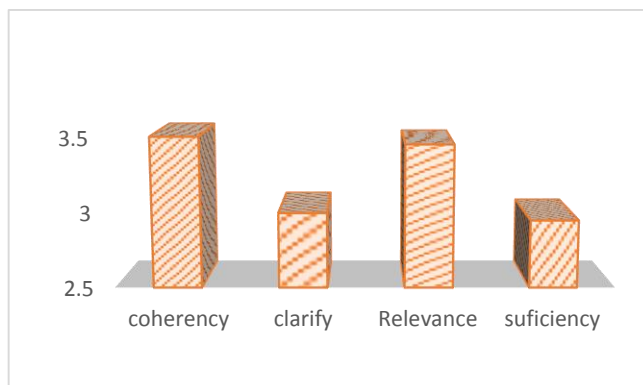
3.3.1.1. Student survey

As to the rating given by different judges about the student survey designed to be validated by judges and then improved according to jury`s suggestions so that it could be applied to 40, 11th grade students. The validation indicated that student survey was good and pointed out the dimensions of the study partly, needing some improvement in the clarity and in the

Figure 3. Student Survey

Note: Suggestion of the judges on certain factors for the improvement of the survey to be applied (2023) Prepared by Guillen, Jiron and Ortiz.

sufficiency, Once the improvements were made, it was ready to be applied.

3.4.Research Matrix

| Specific Objectives.	Variables	Sub-variables	Indicators	Instruments.
To determine student's ability to perform the different dynamics based on the proposed Role Play to improve their speaking skill,	To improvise the speaking skill	Interaction Speaking	Description of the factors	Observation guide
To apply the techniques of role plays to improve the oral expression of students and obtain better learning. .	Development of the speaking skill learning	Games Dramatizations Dialogues Songs Stories	Description and analysis	Student surveys

3.5. Data processing instrument

3.6. Results and analysis

The analysis was made in the following way: The different item results were analyzed alone, with two or three items results together to do a comparison or contrast so that variable relations with one another were described and discussed. (1)

Gender		Frequency	Percent
	Male	25	61. 3
	Female	15	38. 3
Válidos	Total	40	100. 0

The student questionnaires, (2) the class observation guides and (3) the teacher interview were briefly analyzed and discussed individually.

Figure 4. *Participants*
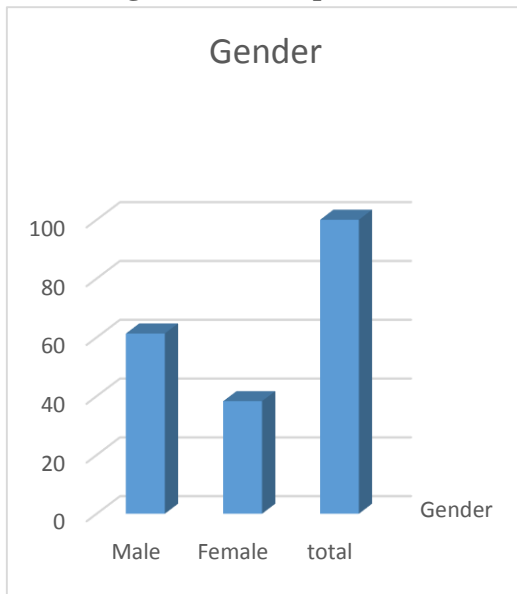
The next graphic and chart display the total participant-students in each one of the instrument used in the right chart and the left graphic show that from the 40 students involved in the research paper. 23 students were male (61.3%) and 15 students were female (38.3%). This data was taken and shown.

Note: total number of participating students (2023). by Guillen, Jiron and Ortiz.

1.   Student survey

Based on the information obtained from the survey applied to 40 students in this research paper, whose title is the application of the Role-Play as a technique to improve the oral expression of the English language of 11th grade students at Salvador Mendieta public school located in Managua city.

What activities do you like that the teacher apply in his class?			
		Frequency	Percent
Válidos	Engaging discussions	15	37.5
	Hands on projects	20	50
	Interactive learning	5	12.5
	Total	40	100

According to the results of this question#1 the activities that teacher applies in class are the followed: 40 students answered

Figure 5 *Results*

What activities do you like that the teacher apply in his class?
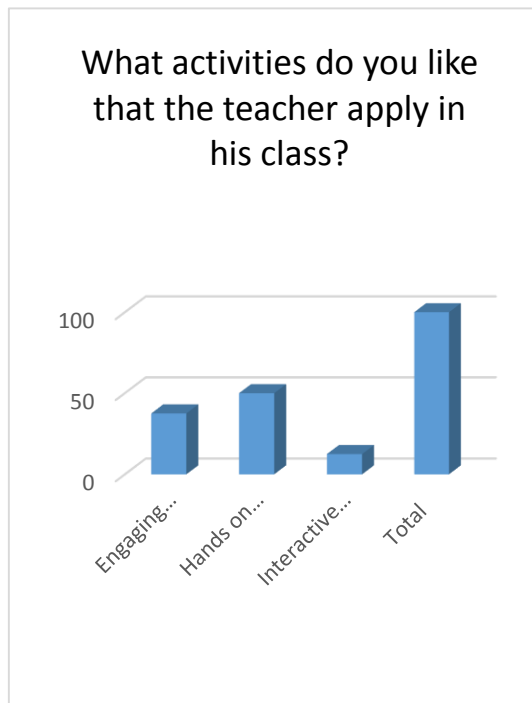
According to the results, 15 students like Engaging discussions, 20 students like Hands on projects and 5 students like Interactive learning. For that reason, we considered that students respond to the role play technique by participating in its different forms according to the tastes. The left graphic (# 1) shows the tendency that the 30 students had toward the English class in percentage.

-   15 students represent 37.5% (Engaging discussions).

-20 Students represent 50% (Hands on projects)

-5 Students represent 12.5 % (Percent)

The figure in this graph represents the tendency that the 40 students had toward the English class in percent.

Note: results of student surveys on teacher-applied strategies score (2023). by Guillen, Jiron and Ortiz.
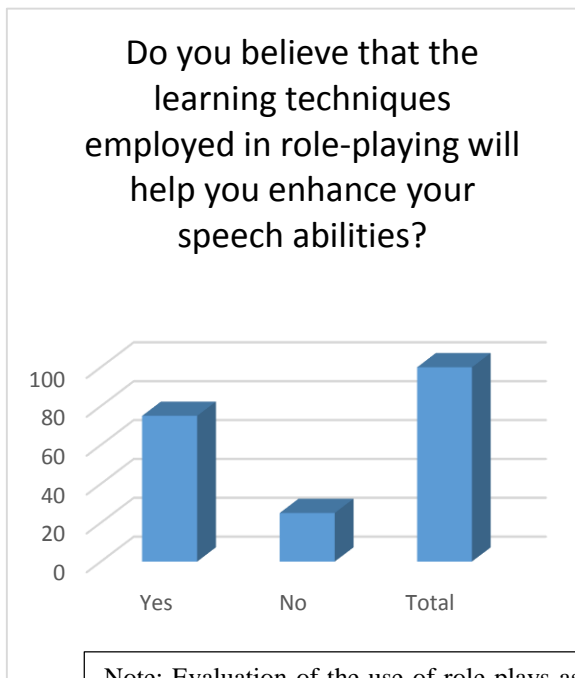
☐ 40 is the total number of students surveyed. They agreed that all the techniques of the role play exposed in the survey are carried out by the teacher in the classroom.

These results show that despite not having an absolute improvement of the students, there is commitment on the part of the teacher towards the students.

From the question #2 (left chart). It was obtained that 30 students consider that the techniques used for the teacher develop their speaking skill. 10 students consider that they don't improve their speaking skill using the role plays in English class.

Do you believe that the learning techniques employed in role-playing will help you enhance your speech abilities?			
		Frequency	Percent
Válidos	Yes	30	75
	No	10	25
	Total	40	100.0

Figure 6. *Salvador Mendieta school survey*

Do you believe that the learning techniques employed in role-playing will help you enhance your speech abilities?

Note: Evaluation of the use of role plays as a technique to improve oral expression skills. by Guillen, Jiron and Ortiz.
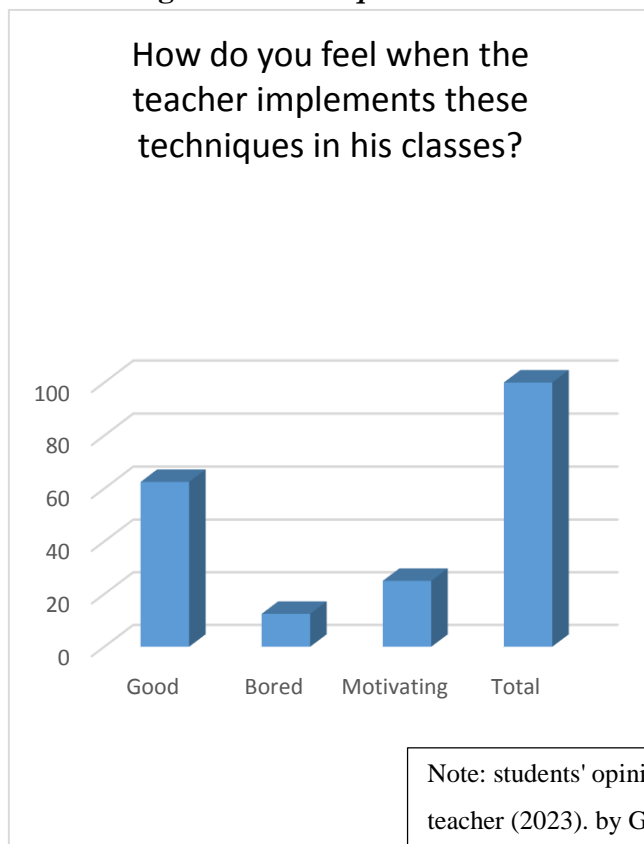
According to the figure in this graph we show the results of the majority of the students of 11th grade of the school Salvador Mendieta. 75% of students consider that using the role plays as a technique help them to improve their speaking skill. 25% of the students consider unnecessary the use of role plays. These results show that students improve their speaking skill using these role play techniques in the classroom.

From this question. It was obtained that 25 students consider that their feel good for the technique implement in the classroom, 5 students consider bored the technique implementing in the classroom, 10 student consider that the technique was motivating to improve the speaking skill using different type of the Role Play in the classroom, worth mentioning the technique that the teacher use is a dialogue in which they used grammar, all the student participated in this

How do you feel when the teacher implements these techniques in his classes?			
		Frequency	Percent
Válidos	Good	25	62.5
	Bored	5	12.5
	Motivating	10	25
	Total	40	100.0

activity, however, what was already reflected in the graph was noticed, as some were excited, others were bored, and others were motivate to learn more.

Figure 7. *Techniques in classes*

How do you feel when the teacher implements these techniques in his classes?

According to the figure in this graph #3 we show the results of the majority of the students of 11th grade of the school Salvador Mendieta.

-25 students represent 62.5 (good)

-5 students represent 12.5 (Bored)

-10 students represent 25 (motivating)

Note: students' opinions about the techniques used by the teacher (2023). by Guillen, Jiron and Ortiz.

This chart combines three questions (1, 4 and 8) so that application of the Role-Play background can be analyzed in the way it affects the development of the speaking skill

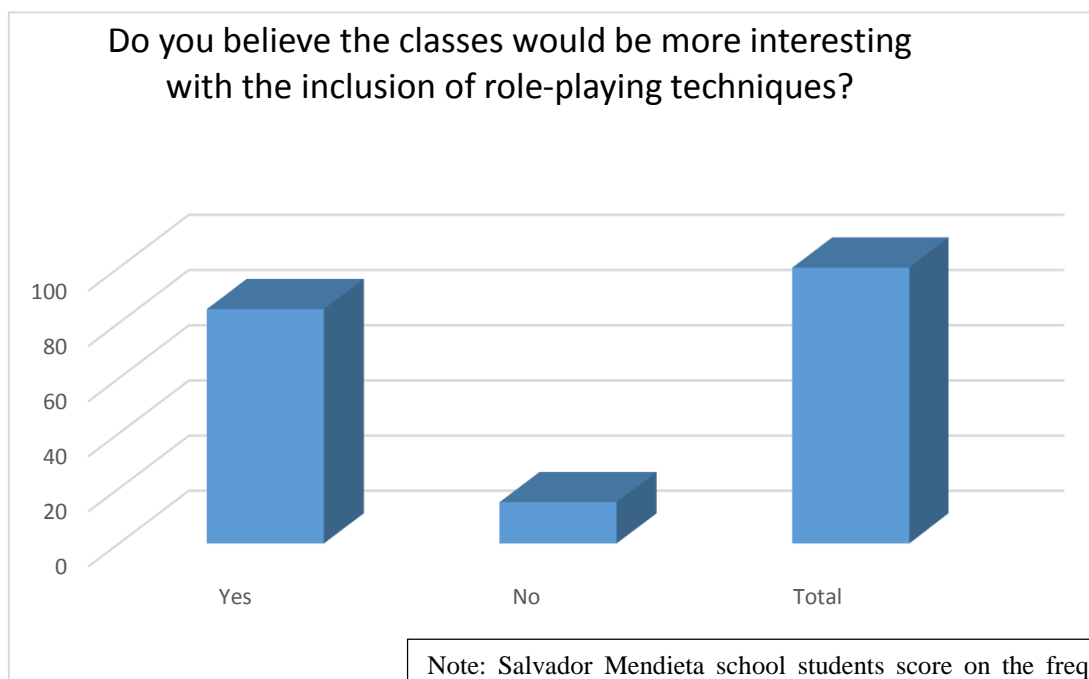| Estadisticos				
		Do you notice any difference in your level of participation and attention when using role play techniques compared to other methodologies?	Have you noticed improvements in your pronunciation and intonation through role play activities?	Do you think role play has helped you expand your vocabulary and improve your verbal fluency?
N	VALIDOS	40	40	40
	PERDIDOS	0	0	0

By combining these three questions. We obtain the necessary data to know that through the application of role play, students significantly improve their skills when speaking English in the classroom.

Do you believe the classes would be more interesting with the inclusion of role-playing techniques?			
		Frequency	Percent
Válidos	Yes	34	85
	No	6	15
	Total	40	100

From the questions #3 From this question (left chart). It was obtained that 34 students consider that English class are interesting with the use of techniques of the role play in the development of their speaking skill and 6 students consider that is not interesting apply the role plays in English.

According to the figure in this graph we appreciate with quality that the results of the majority of the students of 11th grade of the school Salvador Mendieta would seem interesting even 85% will be applied frequently mind this technique, to a 15% they would not like that it was applied much more frequently, likewise the results show that the students are obtaining an average level to improve their speech ability with these techniques. These results show that students would like teachers to implement these role-play techniques for their improvement of speech skills.

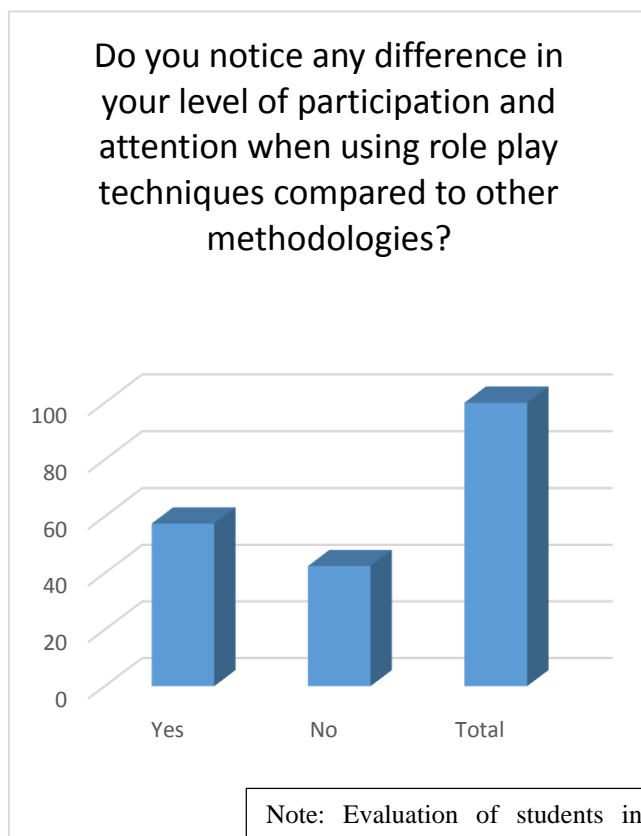**Figure 8.** *Frequency of application of techniques*

Note: Salvador Mendieta school students score on the frequency with which these role-playing techniques should be applied. By Guillen, Jiron and Ortiz.

From this question# 4 (left chart). It was obtained that 23 students consider that can see difference in their level of English in the participation and attention in the English class and 17 students no can see difference in their level of English in the participation and attention in the English class.

Do you notice any difference in your level of participation and attention when using role play techniques compared to other methodologies?		Frequency	Percent
Values	Yes	23	57.5
	No	17	42.5
	Total	40	100

Figure 9. *Activities used by the teacher*

Do you notice any difference in your level of participation and attention when using role play techniques compared to other methodologies?

Note: Evaluation of students in the activities applied at Salvador Mendieta School. By Guillen, Jiron and Ortiz
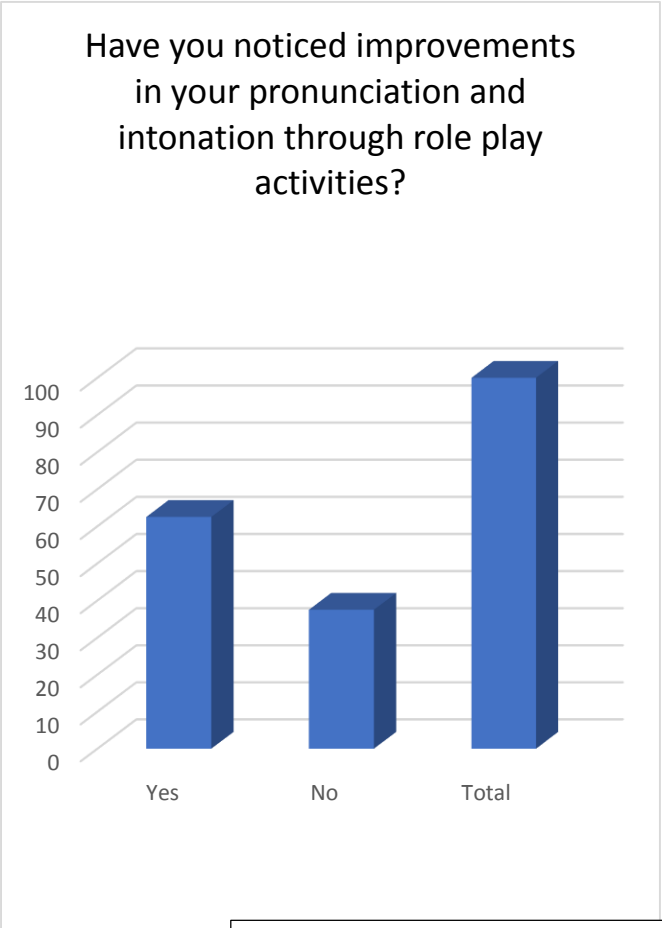
According to this graph with respect to the survey applied to the group of the school Salvador Mendieta can be seen that these activities used by the teacher liked 23 students that they are implement improve the attention for the class and the participation in the class and 17 students that they are not implement improve the attention for the class and the participation in the class. These results show that students get more involved in class with use of role play technique, this was the most accepted by the students of 11th grade of secondary school at Salvador Mendieta Institute.

From this question#5 It was obtained that 25 students consider that can be improving their level of English in the pronunciation and intonation in the class with a use of role play technique and 15 cannot be improving their level of English in the pronunciation and intonation in the class with a use of role play technique.

Have you noticed improvements in your pronunciation and intonation through role play activities?		Frequency	Percent
		Frequency	Percent
Values	Yes	25	62.5
	No	15	37.5
	Total	40	100

Figure 10. *Improvements pronunciation, intonation.*

Note: Evaluation of students in the activities applied at Salvador Mendieta School. By Guillen, Jiron and Ortiz
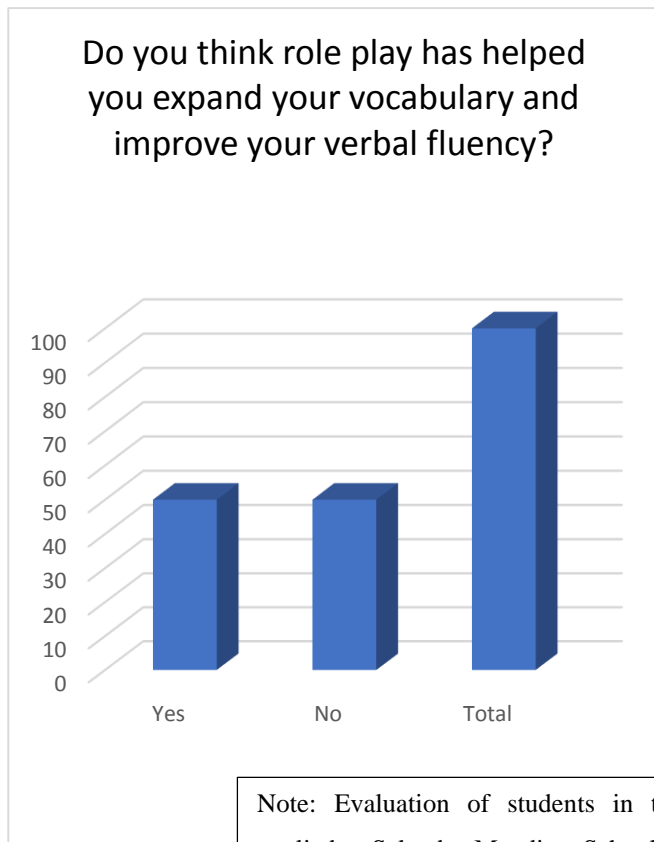
According to this graph with respect to the improvement of pronunciation school students can show that get better pronunciation and intonation because for the role play technique the students have more this was the most 11th grade at Salvador e and 37.5 students graph show get better pronunciation and intonation.

From this question It was obtained that 20 students consider that can be improving their vocabulary and improve your verbal fluency in the class with a use of role play technique and 20 students answer that they can't improving their vocabulary and improve your verbal fluency in the class.

Do you think role play has helped you expand your vocabulary and improve your verbal fluency?		Frequency	Percent
		Frequency	Percent
Values	Yes	20	50
	No	20	50
	Total	40	100

Figure 11. *Improvements vocabulary,*

Do you think role play has helped you expand your vocabulary and improve your verbal fluency?

cording to this graph with respect to the improvement the vocabulary and fluency of the school Salvador Mendieta 20 can be seen that these graph show that get better fluency in the speaking skill and remember more vocabulary because for the role play technique the students retain the vocabulary provided this technique makes the student more interested and causes retention due to student participation in the class, this was the most accepted by the students of 11th of secondary school at Salvador institute.

Note: Evaluation of students in the activities applied at Salvador Mendieta School. By Guillen, Jiron and Ortiz

2. Class Observation Guides

Based on the class observation guides during some English classes, the following was obtained by inference and observation:

- The teacher did use rewarding words such as: good job or excellent during the class activities (role plays) to motivate the students in the learning process. The activities assigned to be done in class were easy according to the student's level. They did not strengthen enough the students' self-confidence to speak English without fear of making mistakes.

- In the classroom English was not the predominant language because students can´t comprehend and understand all the language. Despite of the teacher implement some interactives activities to help students to feel comfortable to share opinions in English and use less their native language.

- The strategies applying in role plays observed in the English classes were spoken prompts.

- School resources were so limited and did not provide students or teacher to access to tools to facilitate a better learning for the reason with aids of activities (roles plays) teacher provides to students a significative learning in an innovative way.

To sum up, the implementation of interactive activities as the role plays in the 11th grade students at Salvador Mendieta public school did have a great deal of impact on the students to develop and improve the speaking skill.

3. Teacher Interview

Based on the interview done to the teacher Luis Francisco Sevilla Dinarte, the following was obtained according to teacher´s answers:

- The class is taught basically in foreign language, English. Students develop short conversations.
- Students' motivation is around 60% and involved in the English activities in the classroom. Nevertheless, compared with the class observation guides, and students survey. Some students did not show much motivation but they interact with others in the activities (roles plays).
- The teacher considers English should be the predominant language in the class. However, it is difficult to develop the class totally in English. English is used as much as possible in the class.
- The teacher mentioned that he uses some roles plays activities as a dialogues, stories or descriptions and small conversations to motivate the student to interact in class.

To sum up, from the teacher´s answer we consider that the implementation of interactive activities as the roles plays help to students to involved in class to practice and develop their skills. Teacher´s initiative is the main factor to create an attractive class.

IV. CONCLUSION

To conclude, it has been clearly proven that, with the application of role-plays, it significantly influences the improvement of oral expression in the area of English in students, the importance of the application of role play is that the student understands and assimilates the English language and find a way for the student to feel comfortable interacting with the role-playing technique, during this research the following results were found:

The viability of role plays was verified in a secondary school, resulting in:

1.   Through a survey of students with the objective of noticing the assimilation of this technique in students, it was concluded that there is acceptance in a large percentage of students.

2.   By using this technique, you can see improvements in learning the English language and improve of speaking ability because there is more participation among students by applying role plays.

4.   There was a good interaction between the students and the teacher, causing a healthy and pleasant environment in which the students' improvement in their speaking skills was observed.

5.   The students are not aware of the influence this technique has on them for classroom skills. The teacher, on the other hand, is very aware and it was possible to observe when he applied this technique and encouraged them with words of encouragement as well as strengthening comments. towards the students.

6.   We also conclude that from our own experience as English teachers in both public and private schools, we can assure that the application of role plays to improve speaking skills is very effective because when applying the different types of role plays we find We realized that students not only improve their confidence in speaking the language but also improve the language because role-playing not only supports the student's confidence and motivation, it also helps the student improve their grammar and vocabulary.

Our research clarifies the veracity of role plays, this research is supported by previous research in which it was proven that improvements were seen with this technique and we confirmed it not only in the observations of the classes that were made but also by listening to the student. with a survey of them and also with an opinion from a teacher plus the teacher from the Salvador Mendieta public school, who explained to us the benefits that he has found and mentioned the positive changes in his students.

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VI. ATTACHMENT

https://drive.google.com/drive/folders/1-47uX4tk95x5zxOEQL48Wlsp8VVqCtng?usp=sharing