UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

CUR– MATAGALPA

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA

UNAN-MANAGUA

DEPARTAMENTO DE CIENCIAS DE LA EDUCACIÓN Y HUMANIDADES

GRADUATE SEMINAR

Submitted to the National Autonomous University of Nicaragua in fulfillment of the requirements for the Bachelor of Arts degree in English Teaching

General topic:

TOWARDS TEFL EXCELLENCE IN MATAGALPA: A STUDY OF EF ECTIVE INSTRUCTIONAL PRACTICES FOR ELEMENTARY AND SECONDARY SCHOOLS IN THE SECOND SEMESTER OF 2024

Specific topic:

Impact of role-playing on ninth-grade students' confidence and fluency in spoken English at Institute Padre José Bartocci in Muy-Muy Matagalpa during the second semester 2024

Authors:

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MSc. César Enrique López

Matagalpa Nicaragua, November 2024

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DEDICATION

This note is addressed first and foremost to God, who has given us the spiritual and physical strength to continue on this long path. This dedication is addressed to all those who provided considerable and essential support during the course of our research.

To our parents, who are the moral and spiritual support necessary to continue when difficulties arose, we greatly appreciate our tutor who was a guide and intellectual support in this graduation seminar process, without that support this would not have been possible. Thank you for your effort, patience, and consideration.

We dedicate this research work to the ninth-grade teacher of the Padre Jose Bartocci Institute who gave us the opportunity to obtain great knowledge in the educational field through the implementation of our strategy and likewise to the students who had their time and trust.

GRATITUDE

To God

For having allowed us to reach this moment, for giving us health, strength, bravery and courage to face each challenge that was imposed during our research process.

To our parents

We thank our parents who have always given us their unconditional support to be able to meet all our personal and academic goals. They are the ones who, with their love, have always encouraged us to pursue my goals and never abandon them in the face of adversity. They are also the ones who have given us the material and economic support to be able to concentrate on our studies and never abandon them.

To our tutor

We deeply thank our Msc tutor: Cesar Enrique Lopez for his dedication and patience, without his words and precise corrections we would not have been able to reach this much desired stage. Thank you for being a guide and we always have all your advice recorded in our memory for our professional future.

Furthermore, to our colleagues

"Thank you to all our colleagues, many of whom have become friends, accomplices and brothers. Thank you for the hours shared, the work done together and the stories lived.

Tutor Validation

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UNAN - MANAGUA

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por los Bachilleres: **1.** Erick William Montoya Granados **Carnet:** 19608377, **Cedula:** 441-180900-1008N. **2.** Francis Tamara Barrera Sáenz carnet: 19608520, **Cédula**: 441-191101-1008X. **3.** Santos Dionisio Hernández, **Carnet:** 20602129 **Cédula:** 441-201103-1001G, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema:

Impact of role-playing on ninth-grade students' confidence and fluency in spoken English at Institute Padre José Bartocci in Muy-Muy Matagalpa during the second semester 2024 responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua –UNAN Managua/CUR Matagalpa con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de los resultados se realizó tomando en cuenta las variables del estudio, los objetivos, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó así mismo la elaboración de análisis y discusión de resultados, y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.

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ABSTRACT

Role-playing games are important because generate great impacts that benefit the student in the constant improvement in the development of linguistic skills of the English language. Likewise, they help face various challenges to generate fluidity and confidence on stage. A challenge through which the insecurity that exists when establishing a conversation can be addressed, taking into account that the topics must be in accordance with the levels, needs and interests of the students. The researchers explored the various phenomena to determine the appropriateness for the examination and evaluation of the impact of this strategy. It is for this reason that in this research a sample of 28 students from the Padre José Bartocci Institute of Muy Muy Matagalpa is taken, where a guide was applied observation and interview to teacher and students for the collection and analysis of information, generating results on how this strategy impacts and how they encourage the individual to improve, being a tool to strengthen and develop confidence and fluency in oral communication based on authentic scenarios. In the classroom, was evidenced that the promoting benefits such as the acquisition of vocabulary, the development of critical thinking or the use of body language as essential tools to establish communication with others.

Keywords: impact of role play, benefits, exploration, confidence, fluency, language skills, analysis, evaluation.

I. INTRODUCTION

This research addresses the impact of role-playing on the confidence and fluency in spoken English of ninth-grade students at the Padre José Bartocci Institute in Muy Muy Matagalpa, during the second semester of 2024, since the lack of confidence and fluency was evident when they develop linguistic skills, therefore impact of applying the strategy in the classroom were investigated with the purpose of strengthening the linguistic skills.

As part of the background that precedes this study, mention is made of the study titled Role-Playing as a Tool to Facilitate Learning, Self-Reflection and Social Awareness in Teacher Education, carried out by Peter Kilgour, Daniel Reynaud, Maria Northcote, & Marion Shields for International Journal of Innovative Interdisciplinary Research where they state that Role-plays are one type of active and participatory learning activity that creates interaction between students and a simulated scenario. This reality can serve to open the minds of participants to issues they need to be able to deal with in their chosen careers (Kilgour, Reynaud, & Shields, 2015)

On the other hand, it is worth highlighting the study carried out by Thuraya A. Alabsi from the Department of Curricula and Institution, Taibah University, Madinah, Saudi Arabia, carried out in 2016 where she found that Role-play potentially offers an enjoyable way to encourage students to use vocabulary appropriately in simulated authentic situations. In a quasi-experimental study in a girls' secondary school in Al-Madinah, pre and post-test comparisons were made of vocabulary test achievement between two first year classes. One (experimented) taught two units of their English course book through role play, the other (control) taught by traditional methods. T –test revealed no significant difference in vocabulary proficiency in the pre-test; however, in the post-test, the mean score of the experimental group was significantly higher than that of the control. The evidence supports the beneficial effect of incorporating role-play in EFL teaching. (Alabsi, 2016)

On the other hand, as an essential part of this study according to (Goldstean, 2021)"Design research is the process of gathering, analyzing and interpreting data and insights to inspire, guide and provide context for designs. It's a research

discipline that applies both quantitative and qualitative research methods to help make well-informed design decisions"

Therefore this study is designed with a qualitative approach because non-numerical data has been collected and analyzed to understand behaviors and experiences according to the strategy, likewise, it is including a descriptive study because it is demonstrating and determines the phenomenon and for that purpose it was take a population of 83 students and a sample of 28 who have been the protagonists in this research.

This investigative work, it was carried out with the technique of observation, which was essential to detect facts and phenomena, as well as to know what is really happening and why; therefore, it recognizes and takes information and records it for later analysis. The observation guide and questionnaires were the key instruments of this research, designed with items aimed addressed to the teacher and students to know their ideas about the impact of role-playing strategy in the learning process in the development of linguistic language.

Digital tools make this investigation effective, so Word and Power Point programs were of great support, as well as digital books, computers and telephones for collecting evidence, where data was collected, organized and evaluated to obtain information according to the strategy to then be analyzed, to subsequently make decisions or actions in favor of the improvement and development of linguistic skills.

II. JUSTIFICATION

Investigating the impact of the role-play strategy on the development of confidence and fluency in English language learning allows, so the purpose is to explore in depth the benefits that can be generated by applying this strategy in the classroom, so the impact is that might provide tools for personal and professional development within the linguistic field, improving the linguistic skills through this strategy.

The lack of confidence and fluency is a gap that must be filled through developing necessary strategies so this strategy allows to identify the achievements that can be obtained by developing of role-playing. In which the student faces situations related to the real life and

This research process would benefit to the students, developing of linguistic skills, creating autonomy to face the diverse circumstances in the life, and for the teacher might allow him to have control over the difficulties and implement the appropriate process for the development of oral skills in the English language, giving flexibility, better work environment, achievement of specific objectives and improve the teaching experience in the classroom.

Statement questions.

What is the impact of the role-playing strategy, to develop confidence and fluency in spoken English with students of Ninth grade at institute Padre Jose Bartocci in Muy Muy Matagalpa, during the second semester 2024?

III.   OBJECTIVES

3.1. Aim

Analyze the impact of Role-playing strategy on Ninth-grade students´ confidence and fluency in spoken English at institute Padre Jose Bartocci in Muy Muy Matagalpa, during the second semester 2024.

3.2 Specific Objectives

1.   Examine the impact of role-playing strategy applied at the context of oral communication in the classroom through the creation of authentic scenarios or the provision of feedback.

2.   Identify the different benefits of Role-playing such as improved pronunciation, vocabulary acquisition, or critical thinking skills, during the learning process.

3.   Assess the effectiveness of role-playing strategy through self-assessment, teacher interview and observations to develop confidence and fluency in spoken English

IV. THEORICAL FRAMEWORK

4.1 Roll playing strategy

"Role play is an activity where children, take on different roles or play different characters that either mimic real-life or imaginary experiences". (Lewis, 2023) In other words, you can simulate as if you are other person in other context trying to solve some situation; this is an activity that can help to develop knowledge or skills about different areas in the life. This can provide ideas to put into practice different techniques or different tools to establish communication and engage conversations in the English spoken and acquire the necessary competences in the learning of English language.

When the teachers apply this strategy, students have an opportunity to put into practice their creativity; they develop self-confidence with the practice and learn new things, for example, new vocabulary about different contents that they can apply in real life; also learn different aspects that are present when someone gives a message because speaking is not only to produce words with our mouth but is to provoke different signals that the other person is going to interpret as body language, intonation, and the self-confidence of the person who talking.

4.1.1 Types of Role-playing

According to (Bell, 2014) in classrooms there are 4 main role-playing games for teaching the English language, which help strengthen confidence and fluency in speaking English skills.

1. The conflict role play: puts participants on a collision course and asks them to deal with this as best they can.

2. The cooperative role play: takes the opposite tack and requires participants to work together for the common good.

3. Information gap role plays: are based around filling in holes in the participants' knowledge.

4. Task-based role plays: Require participants to complete a set activity such as checking into a hotel, giving directions to a taxi driver, ordering a meal, or

getting the phone number of a potential love interest.

Figure 1 Use of Role-Playing strategy

Through this graph, the results obtained during the lesson were the next:

Teacher uses role-playing strategy to develop linguistic skill in English class.

■ Yes ■ No ■ Sometimes

Illustration 1 Use of Role-Playing strategy

Through the corresponding graph you can identify the three relevant aspects to examine the frequency with which the strategy is applied by the teacher in the classroom in the section. The "sometimes" option predominates, which is why we can identify it as a cause of poor performance in the development of the skills of the learning process.

4.1.2   Importance of Role-playing.

This process not only enhances their language skills but also boosts their confidence in verbal communication. Assuming different roles, they can explore different social dynamics and experiment with different ways of interacting with others. This form of play encourages cooperation, sharing, and turn-taking, as children work together to create and act out imaginative scenarios. (Lewis, 2023)

Exchanging ideas on different topics provides the opportunity to foster the creation of free-flowing conversations. In English language learning, it is essential to be able to have ideas that allow the development of the different skills involved in this process. Therefore, it is in this process where role playing as a strategy helps to develop many fundamental aspects of the language learning process.

In the school where the present study was developed, the strategy was used as a way to promote the development of contents that were part of the

programming that the Ministry of Education has in its curriculum. An example of this content was: jobs and skills, where the participating students had the opportunity to exchange information about the different jobs that some people close to them had and the professions in which they would like to work.

4.1.3 Benefits

There are different benefits that can be generated by applying role playing as a learning strategy; the following are mentioned below.

4.1.3.1 **Strengthens listening comprehension**. Listening comprehension is the process of transforming a spoken utterance, such as a conversational turn, into a likely sequence of linguistic forms (words, phrases, sentences), and with these linguistic forms, into the meanings that the speaker intended to convey. (Massaro & Bernstein, 2023)

Through listening comprehension, it is possible to interpret the messages that the other person sends, since by listening attentively one is able to decipher each sentence and each word. This allows those involved to exchange ideas and foster strong opinions. Through the processing of information, but to be able to process this information; it is necessary to listen actively and decipher the message, and, in this way, we will be exchanging information effectively.

In the ninth-grade students of the Father Josse Bartocci School, the students had the opportunity to test this benefit that can be generated through the implementation of this strategy. However, in the process, it became evident that when it comes to learning a new language, the process becomes more complex, because, in order for the students to maximize their skills it is necessary to have knowledge of vocabulary and context of the topic to be discussed. In this case the students were able to exchange ideas but with a basic level of English.

4.1.3.2 **Improve English pronunciation.** "Many people discovering how to learn English as a second language come up against a very frustrating problem! They study hard to speak with correct grammar, accurate vocabulary, and relevant expressions" (Perks, 2024, p. 10) however, to other people, it is easier to learn how to communicate effectively since they use natural mimics that help them to share ideas. (Perks, 2024)

In relation to the before mentioned idea, there are different ways that students can communicate them, as by, showing body language and stress words appropriate to the context. However, it is necessary to clear that for students to achieve these abilities, the teacher must propose an adequate strategy such as role playing, even if the students naturally have dexterity to express their ideas.

4.1.3.3 **Acquire new vocabulary.** Vocabulary acquisition refers to the process of learning and acquiring unfamiliar words and their meanings, either through direct instruction or through exposure to language in different contexts. Defining components of the vocabulary acquisition model are pronunciation, definition, and use. It involves expanding one's vocabulary and developing a deeper understanding of words and their nuances, which is essential for effective communication, comprehension, and expression (Jenkins, 2023).

Therefore, through role-playing, the learner can engage in conversation from different real-life situations and learn vocabulary about real or imaginary aspects. In addition, this requires them to acquire self-confidence to perform in different dialogues, for example, in a job, when traveling, or when having a situation where they have to talk to a native English speaker. However, the process of acquiring these skills could be through a continuous process where the learner has the opportunity to establish a rhythm that allows them to adapt to the new vocabulary and the appropriate context where it can be used.

It is necessary to address that although this strategy opens the possibilities for students to learn more vocabulary in different contexts, the students observed live in a context that is often limited by time and motivation situations for the

acquisition of language skills. This leads to students acquiring basic language skills and not being motivated to reach their full potential.

4.1.3.4 **Engage in conversation**. A great conversation is made up of several factors. Here are some of those aspects that can keep those awkward silences at bay, for example, active listening, asking and answering questions, finding mutual interests and similarities, and having an intention for the conversation, (Elizabeth Perry, 2021).

When the student has the ability to start a conversation, he puts into practice different conversations and produces more ideas and, therefore, connects better because it allows him to connect with the thoughts and ideas of the other person in a more effective way. Actively paying attention and using techniques to keep the conversation going is extremely necessary. Techniques such as the short questions mentioned above can give the conversation the opportunity to sustain and generate interest for longer.

Engaging a conversation in ninth grade students is a process that requires giving them certain tools. One of the tools that must be given beforehand is to give them the appropriate vocabulary for the topic that will be studied. The group that carried out this strategy had already been taught the necessary words to be able to engage in conversations freely.

4.1.3.5 **Develop interaction skills.** One of the first steps in developing our communication skills is to understand that how we communicate can be greatly impacted by our audience and those around us. Communication is an interpersonal skill that doesn't rely exclusively on us but on our opponent(s) too (Techslang, 2022)

Participate in the transmission of information. It happens daily for most people, and usually with a wide range of different people. Communication is not always verbal; it covers body language, facial expressions, and sometimes sign language or gestures, so developing social interaction skills is a process in which countless aspects are immersed that will serve as a basis for the person to create connections with other people.

As it is another language, the process of social interaction of the students becomes more complex. However, being in a learning process, they are able to generate certain skills, such as facial expressions, when they express phrases in English that involve an emotion, for example, Making a statement about something about it is not the same as asking a question and, therefore, it is necessary that they are able to express those gestures and, in the same way, many body language gestures, such as the movement of the hands when they ask for something or want to express something.

4.1.3.6 Ability to develop appropriate context. Context […] refers to the environment or setting in which something (whether words or events) exists. When we say that something is contextualized, we mean that it is placed in an appropriate setting, one in which it may be properly considered. (merriam-webster, s.f.)

Appropriate context in this study refers to using the appropriate vocabulary in English for the correct situation or context that is presented. For example, using vocabulary about a subject such as natural sciences is not the same as using business vocabulary that is known to be used in a company, and it would be somewhat confusing to mix them in depth in a context that is not appropriate. Although of course this does not mean that an imaginary practice of situations cannot be carried out that allows the development of skills in mixed contexts.

Previously, it was mentioned that it was necessary to adapt to the appropriate context, which is why the students were intended to develop linguistic skills that prepare them to face different situations and that is why role playing was carried out as a strategy, which exposes them to situations. Imaginary and therefore forces them to develop skills such as vocabulary related to different topics. Given this situation, it is necessary to verify that the students of this study have knowledge of some topics but with a basic level of knowledge to be applied.

4.1.3.7 Adaptation to the English language. Linguistic adaptation is a phenomenon where language representations change in response to linguistic input. Adaptation can occur on multiple linguistic levels, such as phonology (tuning of phonotactic constraints), words (repetition priming), and syntax (structural priming). (Franklin Chang, 2012)

This means that there are different levels to which the student can adapt as his level in the language advances. The persistent nature of these adaptations suggests that they may be a form of implicit learning. There is no need to ask constant questions since the student learns through observation and repetition. As he interacts and practices more, he becomes familiar adapting to the English language.

4.1.3.8 Develop fluency and coherence skills. "Fluency is the ability to speak naturally and easily without much hesitation. Coherence refers to how ideas flow in a logical, organized, and connected manner" (wong, 2023) Fluency is the ability to speak smoothly without having to pause, self-correct, or repeat yourself. Note that fluency does not mean the ability to speak quickly. The student may score better on fluency by speaking calmly and smoothly rather than rushing their ideas, which may result in a loss of coherence.

In English classes, students talk between them but present difficulties organizing the ideas at the moment to express them. This does not mean that they can't achieve a good level of knowledge, but they need a constant process that allows them to reach the necessary competences in the learning of the English language.

4.2   Spoken English.

Speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio-lingualism (Fattah Torky, 2006, p. 33).

According to what the author states, it can be deduced that spoken English contains a set of aspects that are evident at the time of linguistic production,

examples such as body language, tone of voice, and rhythm. All these aspects help ideas to be expressed; therefore, these elements allow those involved to understand the different ideas and be able to establish communication.

Linguistic skills are fundamental parts of a language to share ideas effectively between the teacher and students since they are the main protagonists in developing this skill through the role-playing strategy, also generating security and confidence in the students when expressing their ideas effectively and successfully.

The following results can be observed in the following graph:

Teacher is able to maintain a short conversation with your students

■ Yes ■ No ■ Depend of the context
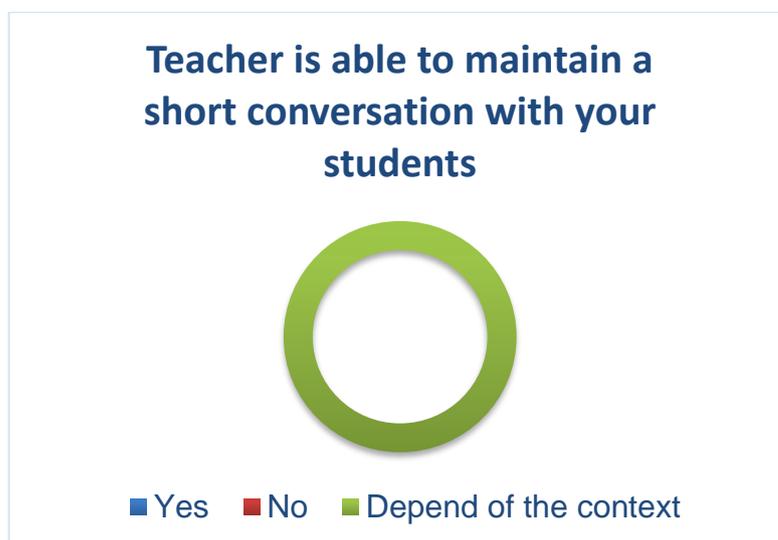
Illustration 2 Short conversations.

In this graph, the option "depends on the context" predominates since not all students master all the skills at the same time, so the teacher goes through applying English depending on the circumstances of the moment in which learning and interaction is developed when explaining the topics of interesting classes applying the role-playing strategy.

4.2.1. Confidence

According to (Merriam-Webster, s.f.) Confidence means "a state of mind or a manner marked by easy coolness and freedom from uncertainty, diffidence, or embarrassment." Therefore, to acquire different skills and knowledge, you

must adopt an attitude of confidence that allows you to develop perseverance, despite the fact that at times errors occur in the learning process, and in this way generate self-confidence, taking into account the strengths and skills that are possessed. Knowing what the main strengths and weaknesses are when learning a language helps to generate a challenge in the face of the needs of aspects to learn to develop the skills in demand, such as learning about a certain topic and being able to establish conversations with another person on the topic in question, and once you are in the process of developing your knowledge, you can share it with others.

Role-playing allows the student to focus on enhancing the ability to speak, which is one of the skills that plays a very important role when transmitting ideas, and that little by little helps them generate more confidence when it comes to speaking. Communicate. So, speaking with confidence allows you to explain different topics more confidently, but also when talking about different situations. Therefore, to convince another person, you have to speak with confidence.

4.2.1.1   Importance. The most important aspect of speaking confidence is to understand that words and language are just means to get our thoughts across. Once we know what we want to say in an orderly manner, it helps build the confidence in us to deliver the speech or presentation. (sukastudio, 2022)

Confident speakers are fully present. They listen attentively to have the opportunity to clarify doubts and generate a response that meets the other speaker's demand. They present their ideas clearly and speak respectfully. They explain each idea confidently, but most importantly, they explain each aspect of their ideas confidently.

When someone is just starting to speak in English, it is sometimes difficult to develop the skill of speaking confidently because there is not enough vocabulary and it causes them to have no ideas to establish a successful role-play with another person, which is why with students it is necessary to do a continuous process since we know that the context where they live does not

contain an environment that gives them the opportunity to learn the language routinely on a daily basis.

4.2.1.2 Characteristics. There are different characteristics that might allow the student to develop much better communication skills and thus be able to appropriate a fluent conversation that will bring learning benefits to all the people involved.

The characteristics are the following:

- ❖ Maintain eye contact with your audience
- ❖ Throw away filler words and phrases
- ❖ Speak slowly and clearly
- ❖ Project your voice
- ❖ Practice nonverbal communication
- ❖ Remember to smile
- ❖ Use pauses for emphasis
- ❖ Work on active listening
- ❖ Incorporate concrete examples

Hence, students when making presentations do not need to raise their voices if it is not necessary, since that would be a lack of respect for the person with whom they are interacting. Role play as a strategy should be taken as an opportunity to develop speaking skills, enhance them and generate benefits by putting them into practice.

4.2.2 Fluency.

When researchers study fluency, they use two fairly simple measurements; one is the rate of speech, how many syllables you produce over a given time, and the second is the length of utterances, how many words you can produce in a continued string of speech without hesitation or pauses. This gives us a clear idea of what fluency in speech sounds like. But it's not enough

to measure speed and length; we also need to measure coherence and effectiveness. (Jones, 2020)

The teacher must develop different activities in the classroom that allow the student to test their knowledge on different topics that have been taught. Role-playing, for its part, allows them to generate an environment where they can practice different topics of interest or topics necessary for the development of the institution's curricular themes but that in the end will impact the learning process.

When learners are sharing knowledge, the confidence they show might allow the classmate to trust the skills or abilities they have, because the confidence with which they speak allows them to trust, that is, it assures them that the knowledge provided by the other person is very valuable and can provide them with the ability to continue learning. In the case of the students who were observed for the present study, it was possible to identify that the students are capable of developing short conversations with a basic vocabulary of the topics that were being developed.

The development of English language skills is an area that requires different aspects for the learner to develop the necessary skills. For example, it is necessary for the learner to know enough vocabulary on the topic to be developed, and furthermore, to have self-confidence in the goal of wanting to develop the language, since this will allow him to face the fears he has, about the knowledge gaps he has and therefore he will be open to being coached and also to listening and being able to carry out different role-playing games that will help him develop his spoken English.

The following results can be observed in the following graph:

Teacher´s accuracy and pace when speaking to students

yes ■ No. ■ Depends of the topic ■ Depends of the context
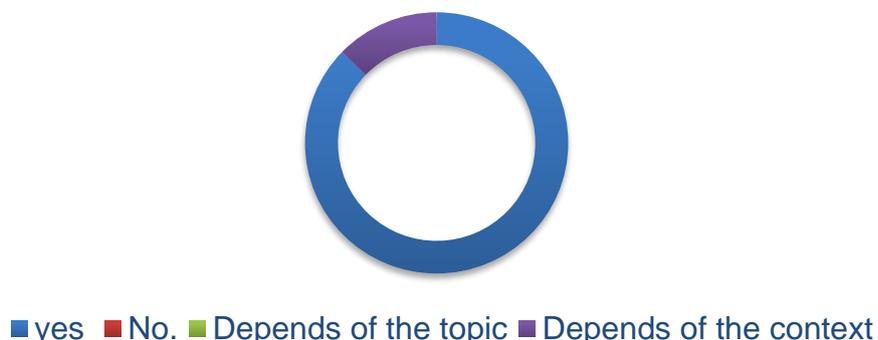
Illustration 3: Speak clearly and accurately.

This graphic is aimed at the teacher where he expresses that he really speaks clearly and adequately when explaining a given topic, with the objective of transmitting confidence when expressing ideas, the second point that predominates is "it depends on the context, since there are always difficulties with the attention of some students and therefore require some special explanation, therefore, it is also necessary to address that an important factor is the interest and motivation that they have in learning the language.

The following results can be observed in the following graph:

Teacher pronounce and accentuate words correctly when speak with student

■ Yes ■ No ■ Some Words are difficult

Illustration 4: Pronunciation and accentuation.

The teacher is always constantly updating according to the topics and unknown words to transmit a clear and specific message; therefore, the answer

is "yes," although "some words are difficult" in terms of pronunciation since it may be due to the size or combination of the phonetic sounds of words.

4.2.2.1   Characteristics

❖ Pausing. This refers to how students are reading the punctuation.

❖ Phrasing. Refers to the way words are put together into groups or phrases.

❖ Stress. It refers to the emphasis placed on certain words.

❖ Intonation. Refers to tone and volume to reflect meaning.

❖ Rate. Refers to the rhythm at which words are pronounced.

Given the above, it is necessary to say that the ninth-grade students of the Padre José Bartocci Institute have speaking skills that still need to be reinforced to reach an adequate level. Likewise, continue strengthening the role-playing strategies that allow them to create scenarios and contexts where they can expand the boundaries of knowledge they have of the English language and thus be able to reach an adequate level.

V.   ANALYSIS AND INTERPRETATION OF RESULTS

Regarding specific objective 1.

Examine the impact of role-playing strategy applied in the context of oral communication in the classroom through the creation of authentic scenarios or the provision of feedback. Through the interview conducted to the teacher and the observation guide applied to the ninth-grade students at the Padre José Bartocci Institute, (see in Annexes the graph number 1 of the interview to the teacher and the observation guide) where the data obtained reveal that the teacher only develops the role-playing games sometimes as part of the learning process.

These results might suggest that this It is an activity that is not widely practiced in the classroom and therefore is an activity that students are not used to having as part of the learning process; however   (Abdessallam, Mohamed, & Ghouati, 2023) argue that role-playing, which is one of "the communicative teaching methods, is believed to develop learners' speaking competence and help them learn the language in an authentic context" This is one of the reasons why role-playing games should be done more frequently in the classroom, as this strategy allows the development of English language skills, mainly in speaking.

Something important to highlight is that as part of the study process, the strategy was carried out, showing that the most evident impact was on the students' behavior when faced with an activity and scenarios that were somewhat out of the ordinary for them.

According to other authors (Massaro 2023, Perks 2024, Jenkis 2023) it was examined that the strategy has a positive impact given that if it is based on the strength and knowledge of the students, it is possible to develop the theme with the students, as long as the processes that each strategy entails are respected. When applying it, it is also necessary to highlight the frequencies with which it is implemented since this allows for good consolidation of the learning process.

"For this reason, also based on the results of the observation guide and interview, it was examined that the strategy did not manage to have a significant

impact as other authors propose on the ninth grade students of the Padre José Bartoccci Institute of Very since it is not applied so frequently and that implies that the student is not consolidated with this strategy, in addition, it is necessary to take into account the knowledge and skills of the students to start from there and thus be able to generate greater participation in the context."

The first objective is answered because it is examined through instruments, were obtain different results, here is commitment as part of the teacher to provide education and that students can acquire and develop knowledge, however although the author express that the strategy have good result, these achieve cannot be appreciate, since it require incentive, practice and commitment as part of the students, in order to generate competences through role-playing, and be able to have a level of appropriation on the stage, and be able to clearly achieve evidence of the impact of role playing strategy when develop topics of interest.

Regarding specific objective 2

Identify the different benefits of role-playing such as improved pronunciation, vocabulary acquisition, or critical thinking skills, during the learning process. Consequently, through the Interview carried out with the teacher, it was possible to identify that:

According to the interview:

The teacher uses the role-playing strategy in the classroom only sometimes. Which represents a challenge at the time of the acquisition of vocabulary since the students do not maintain frequent contact with a strategy that allows them to acquire more vocabulary.

The teacher maintains conversations with the students. Promoting the ability to improve pronunciation. Depending on the context, it helps that they have challenges, but only in the contexts that are most comfortable for them.

According to the observation guide carried out on ninth grade students, it was possible to identify that,

Statement 3

In the case of speaking, he pronounces but does not correctly accentuate some words, which consists of a lack of practice to transmit what we want to communicate effectively. Therefore, some students feel insecure or incapable when communicating. And others do it in bad ways, generating phrases with an out-of-tune rhythm, sometimes leading to confusion when grasping the message they want to convey.

Statement 4

The student is able to maintain a short conversation with someone else, but in a short time, due to the lack of vocabulary and understanding, where interest on the part of the student influences.

Statement 7 and 8

The student maintains a level of communication according to the level of the listener; this is in order to be able to transmit the message and so that the conversation can move forward. Where the objective is to share ideas, knowledge, and information in the most understandable way for the recipient of the message, taking into account the management of emotions and active listening.

Statement 10

Students recognize the importance of having vocabulary that is related to the scenario they are simulating because that benefits them in the flow of the conversation, whether for their own or collective benefit.

Statement 12

They did not show fluency when starting conversations, showing difficulties when generating ideas spontaneously; but managing to exchange ideas in a basic way. In terms of body language, they were more affected by a context of anxiety, nervous, and fears; however, it is necessary to mention that they made a great effort and little by little they managed to establish short conversations.

Statement 13

In the case of body language, some of the students who have more knowledge and more confidence when speaking used it to convey ideas; however, the majority were nervous, showing a lack of appropriate use of body language.

It should be noted that according to (Dramacube, 2022) role play is essential as it enables them to communicate and practice their language skills with others.   Confidence is gained ¨ […] allowed to experiment with new situations, explore, and investigate the world around them. This is why putting role-playing games into practice in the classroom helps students strengthen their listening and speaking skills and achieve better results in the learning process.

Therefore, and according to the interview and guide observation instrument, it has been determined that there is little preparation and application of what has been learned by the students since they only interact with the English language on repeated occasions or when they are going to present. Furthermore, there is little habit of always using the English language as part of the class to strengthen knowledge and apply it when speaking; likewise, the lack of teaching resources and creativity by the majority of students is a weakness in the classroom."

This objective it is complied because according to the results between both instruments, it is interpreted that on certain occasions it is not possible to give a true focus and development to the strategy, according to the objectives set by the teacher, since strategy can be used for integrate, for teach, or just for get out of a bind, however an effort is observed to take into account the strategy to develop the linguistic skill, it is worth highlighting the learning pace in each students, therefore, the benefits are acquire according to the frequency, practice and interest in those who wish to improve through role-playing strategy.

Regarding specific objective 3

Assess the effectiveness of role-playing strategy through self-assessment surveys and teacher observations to develop confidence and fluency in spoken English. For this purpose, two types of instruments were designed: one of them was the observation guide directed to the students, and the other instrument was the interview addressed to the teacher (see annexes) according to (Teachers College, Columbia University, s.f.) A research instrument is a tool used to collect, measure, and analyze data related to your research interests.

Therefore, according to the objectives designed for this research, it was decided to observe the development of the strategy when it was applied and, in this way, explore the impact it had on the class. Therefore, with the designed instruments, it was possible to evaluate the role-playing strategy, showing that the strategy can promote learning but, it is necessary to be open to new teaching routes, both to the teacher and students, in addition to monitoring, application, and research in the process. Continuous learning will strengthen effectiveness, taking into account the interests and needs in the context and the creativity with which it is applied.

This objective it is complied because according to the results, it is discussed that the majority of protagonist are aware that is necessary for students to acquire the skills for promotion to the next level, however, the effectiveness of the strategy is reflected in minorities of students who put their efforts and interest in learning, since it is influenced by little interest, poorly applied methodology or distractors, although the effort is made to transmit the clear message by the teacher, ag greater frequency of application is required and thus the role-playing strategy takes relevance and can obtain an excellent effect in which it allow significant learning for the future.

5.1 Conclusion

The role plays have been of great importance to continue amplifying and acquiring information about confidence and fluency in the development of language skills, which is valuable data for teachers and student researchers.

What is the impact of the role-playing strategy, to develop confidence and fluency in spoken English with students of Ninth grade at institute Padre Jose Bartocci in Muy Muy Matagalpa, during the second semester 2024?

According to the question, it is concluded that:

The lack of practice and application of this strategy causes an imbalance in the acquisition of confidence and fluency in students. Role plays have a great impact on any aspect that is applied as long as the due procedure is carried out, where both parties are open to acquiring and updating knowledge through this strategy.

The strategy allows students to learn quickly and effectively, developing linguistic skills and becoming part of the learning process.

Collective collaboration (application of values) and the benefits generated by role plays are evident; this is in accordance with the level, need, and interest of the student and teacher.

As a final summary, it has been observed that role plays provide opportunities that help improve language skills. However, this is a process that cannot be achieved quickly but rather has to be a continuous process.

The context and methods used in the classrooms are one of the main obstacles that do not allow students to reach the desired level in the learning process, since a continuous process is needed that focuses on strengthening on a large scale. Each of the skills for the English language process.

5.2   Recommendations

It is recommended to follow up on the role-playing strategy since it is of utmost importance for the development of linguistic skills in learning the English language, and if it is applied in an early age, the necessary skills can be developed from an environment of more trust since they have been adapting to these challenges since they were little.

Students are encouraged to contribute to the development of role plays through innovation and research, which is necessary to create students with skills and abilities who are willing to explore the areas of knowledge of their interests and thus put the strategy into practice and knowledge that strengthens academic skills in language learning and personal knowledge.

To obtain a satisfactory result when applying this strategy, it is recommended to carry out an exhaustive examination and application of the strategy in a timely manner to know the interests of the students and to know the strengths in terms of the knowledge they possess, since that would serve as a basis to continue strengthening the knowledge in which you have the greatest weakness. In addition, it is also important to ask for advice from teachers who have put this type of strategy into practice in order to design a pleasant methodology according to the needs of the group and in this way obtain satisfactory results and acquire new knowledge. "The impact of role-playing" is a study that provides knowledge to strengthen confidence and fluency in speaking skills in the English language.

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ANNEXES

Appendix 1 Operationalization of variables.

Specific Topic.						
The impact of Role-playing strategy on Ninth grade students´ confidence and fluency in spoken English at institute Padre Jose Bartocci in Muy Muy Matagalpa, during the second semester 2024						
Problem statement.						
What is the impact of role-playing strategy, to develop confidence and fluency in spoken English with students of Ninth grade at institute Padre Jose Bartocci in Muy Muy Matagalpa, during the second semester 2024?						
Operationalization of variable.						
Variable	**Concepts/ Dimensions**	**Indicator**	**Scale**	**Question**	**Technique**	**Addressed to**
Roll playing strategy	Benefits	Strengthens listening comprehension	close	Understands the English language when communicating orally in class **Do you** use **the English language when communicating orally in class with**	observation guide Interview	student

			your students? a) yes b) No c) Only Some words		
		Improve pronunciation	close	Speaks clearly. **Do you Speak clearly and accurately when you are talking with students?** a) yes b) No c) Depend on the topic d) Depend of the context	observation guide Interview	student/Teacher

		acquire new vocabulary	close	He/she pronounces and accentuate words correctly	observation guide	student/Teacher
				Do you pronounce and accentuate words correctly?	Interview	
				a) yes		
				b) No		
				c) Some words are difficult		
		Engaging in conversations	close	He/she can maintain a short conversation with someone else	observation guide	student/Teacher
				Are you able to maintain a		

				conversation with students? a) yes b) No c) Depend of the context	Interview	
		Develops interaction skills	close	He or she can answer and formulate questions when speaking in English **Do you use the role-playing strategy to develop linguistic skill?** a) yes b) No c) Sometimes	observation guide Interview	student/Teacher

		Ability to develop appropriate contexts	close	He/she shows the importance taking into account the appropriate context when speaking **Do you consider important consider the appropriate context when speaking?** a) yes b) No c)Just in class d) Always	observatio n guide Interview	Student/Teacher
		Adaptations to the English Language	close	uses the English language according to the listener's level	observation guide	student
		Develops fluency and coherence skills.	close	Recognize the importance of speaking smoothly and coherently	observatio n guide	student

Spoken English	**Confidence**	confidence	Close	Shows confidence when speak	observation guide	Student/Teacher
				Do you Show confidence when speak in English language? a) Yes b) No c) I have anxiety d) when it's necessary	Interview	
		Importance	Close	Recognize the importance to develop vocabulary related to the context.	observation guide	student/Teacher
				Do you appropriate of conversation when you talk with some else	Interview	

				about different topics? a) yes b) No c) It´s informal d) I appropriate if know about the topic		
		Characteristics.	Close	Shows capacity and appropriation of stage.	observation guide	Student
	Fluency	Importance	Close	Recognize the importance of fluency. **Do you have fluency when speak in**	observation guide Interview	student

				English language? a) Yes b) No c) Just in explaining d) All time		
		Characteristics	Close	Use body language when speaking **Do you think that is important the body language when speaking with some else?** a) yes b) No c) Sometimes d) when is necessary	observation guide Interview	Student/Teacher

Faculty Regional Multidisciplinary FAREM – Matagalpa

Interview implemented for teacher

I. Objective:

To obtain data to explore the impact of role-playing strategy on Ninth-grade students´ confidence and fluency in spoken English at institute Padre Jose Bartocci in Muy Muy Matagalpa, during the second semester 2024.

II. General Data:

Date: _____

School´s Name:

_____

Teacher's name:

_____

III. Development:

Mark with a "✓" the answers as you consider convenient

1. Do you use the English language when communicating orally in class?

a) Yes ☐   b) No ☐   c) Sometimes   ☐   d) Always

2. Do you speak clearly and accurately when you are talking with students?

a) Yes   ☐   d) depends on the topic   ☐

c) No   ☐   d) Depend of the context   ☐

3. Do you pronounce and accentuate words correctly?

a) Yes ☐   b) No ☐   c) some words are difficult

4. Is the teacher able to maintain a short conversation with the students?

a) Yes ☐   b) No ☐   c) Depend of the context ☐

5. Do you use the role-playing strategy to develop linguistic skill?

a) Yes ☐   b) No ☐   c) Sometimes ☐

6. Do you consider important take into account the appropriate context when speaking?

a) Yes ☐   b) No ☐   c) just in class ☐   d) Always ☐

7. Do you Show self-confidence when speak?

a) Yes ☐   d) I have anxiety ☐

c) No ☐   e) when it's necessary ☐

8. Do you appropriate of conversation when you talk with some else about different topics?

a) Yes ☐   d) it's informal ☐

c) No ☐   e) I appropriate if I know about the topic ☐

9. Do you have fluency when speaking to the students?

a) Yes ☐   d) Just in the explaining ☐

c) No ☐   e) all time ☐

10. Do you think that is important the use of body language, when speaking with some else?

a) Yes ☐   d) Sometimes ☐

c) No ☐   e) When is necessary ☐

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UNAN-MANAGUA

Observation guide to student

I.   **General Data**

School Name: _____

Address: _____

Director's name and surname: _____

Turn: _____ Modality: _____Grade: _____Content: _____

Student numbers: V: __M _____ Disciplines observed: _____

II.   **Objective:** Explore the impact generated by role-playing games on the development of confidence and fluency in spoken English.

III.   **Introduction:** Observations are intended to identify the ways in which the learning process is directed by the protagonists; In relation to what was observed, and explore the impact of the role-playing strategy, as well examine the learning process in the students with students of Ninth grade at institute Padre Jose Bartocci in Muy Muy Matagalpa, during the second semester 2024

No.	Aspect to evaluate	Yes	No	Observations
Student demonstrate:				
1.	He/she understands the English language when communicating orally	yes		Using basic vocabulary
2	He/She speaks clearly	yes		

		yes	No	
2	He/She pronounces and accentuate words correctly	yes		Pronounce but don´t accentuate
3	He/She can maintain a short conversation with someone else.	yes		In short time
4	He/She can answer and formulate questions when speaking in English	yes		With some mistake of grammar
5	He/She shows the importance of taking into account the appropriate context when speaking	yes		
6	He/She uses the English language according to the listener's level	yes		
7	He/She recognizes the importance of speaking smoothly and coherently	Yes		
8	He/she shows confidence when speak		No	
9	He/She recognizes the importance to develop vocabulary related to the context	Yes		
10	He/She shows capacity and appropriation of stage		No	They have difficulties with the stage.
11	He/She shows of fluency.at the conversation		No	
12	He/She Uses body language when speaking	yes		Out of context (anxiety)

General observations

_____

Appendix 4 Illustrations of teacher interview results.

Illustration 5 Frequency of use of English language to communicate.

Do you use the English language when communicating orally in class?

■ yes ■ No ■ Sometimes

Illustration 6 Use of appropriate context

Do you consider important take into account the appropriate context when speaking?

■ Yes ■ No ■ Just in class ■ Always

Illustration 7 Fluency and confidence to speak

Do you have fluency when speaking to the students?

■ Yes   ■ No   ■ Just in the explaining   ■ All the time
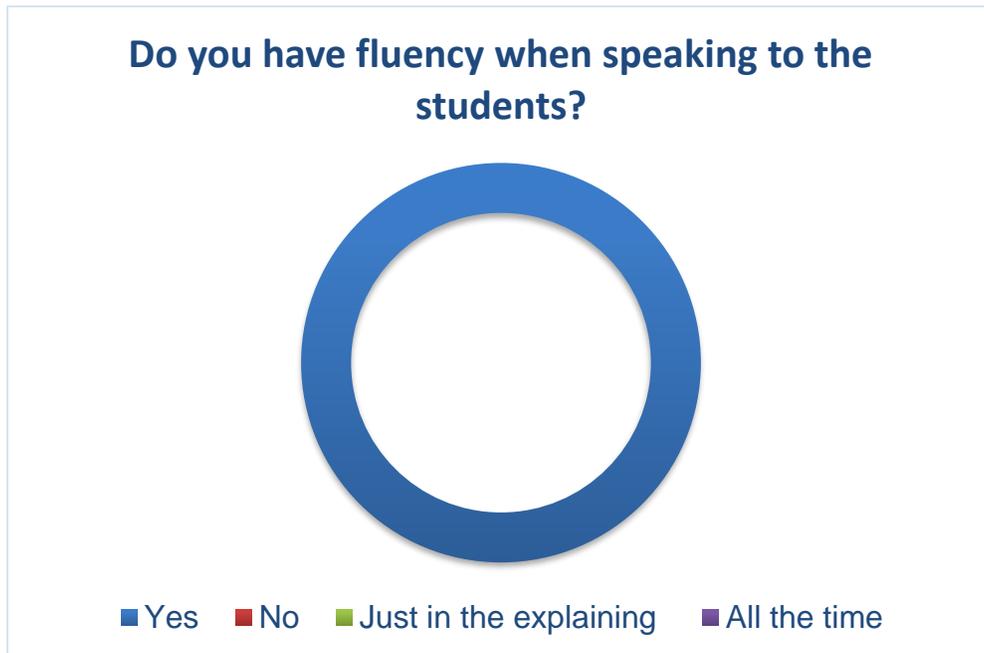
Illustration 8 Use of body language to communicate.

Do you think that is important the use of body language, when speaking with some else?
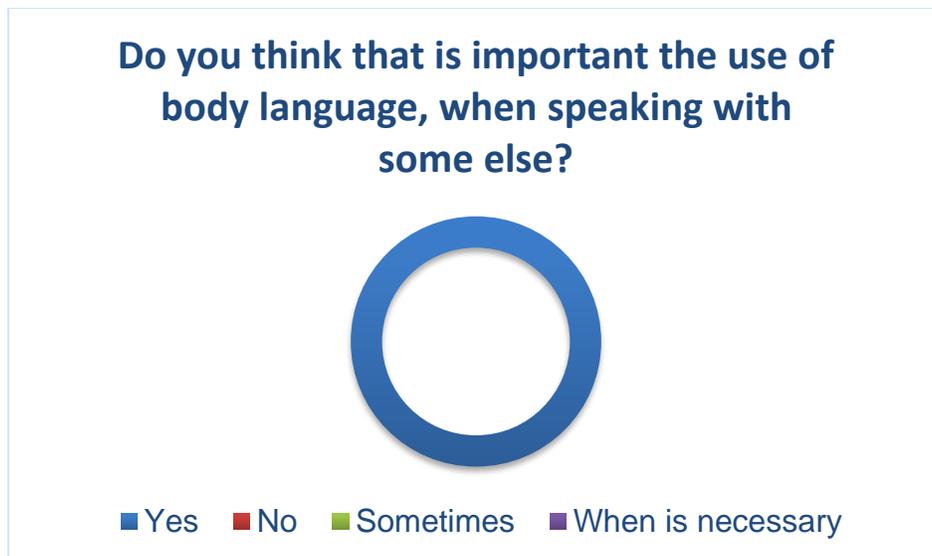

■ Yes   ■ No   ■ Sometimes   ■ When is necessary

Illustration 1 Student of ninth grade doing Role-Playing