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**THE USE OF ROLE-PLAY AS A MOTIVATION STRATEGY TO
IMPROVE THE PRONUNCIATION AND FLUENCY ON EIGHT
GRADERS AT LICEO DE ASERRI DURING THE SECOND
QUARTER OF 2024.**

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Dedication

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Abstract

Nowadays the English language is a fundamental communication tool, since it is the most used language worldwide. In the Costa Rican educational system, opportunities to develop this skill in the classroom are few due to the limited number of class hours for this subject. Oral production is a challenge for students as it requires language knowledge and overcoming fear and embarrassment when communicating. The present research reports on the results obtained by implementing a didactic sequence based on the dramatic technique of role play in order to promote fluency, pronunciation, improvement in the grammatical part and tone of voice, as well as the implementation of new vocabulary, which was carried out with 20 eighth grade secondary school students from a public institution in Costa Rica. At the beginning, a perception survey about the language and the role-play technique was applied to the students. Likewise, different activities were applied putting the technique into practice. The criteria were measured with an analytical rubric of oral performance both at the beginning and at the end of the intervention. To verify whether the improvement in scores between both rubrics was significant, a pre-test and a post-test were applied. The results showed that fluency, pronunciation and grammar significantly increased their scores at the end of the intervention. Therefore, confidence when speaking in English, enjoyment of the subject, and self-perception of oral competence increased after implementation.

Resumen

Hoy en día el idioma inglés es una herramienta de comunicación fundamental, ya que es el idioma más utilizado a nivel mundial. En el sistema educacional costarricense las oportunidades para desarrollar esta habilidad en el aula son pocas debido a la escasa cantidad de horas de clase de esta asignatura. La producción oral es un desafío para los alumnos pues requiere de conocimientos idiomáticos y de la superación del miedo y la vergüenza al comunicarse. La presente investigación da cuenta de los resultados obtenidos al implementar una secuencia didáctica sustentada en la técnica dramática del role play con el fin de promover la fluidez, pronunciación, la mejora en la parte gramatical y de tono de voz, así como también la implementación de nuevo vocabulario, lo que se llevó a cabo en 20 alumnos de octavo grado de secundaria de una institución pública de Costa Rica. Al comienzo se aplicó una encuesta de percepción acerca del idioma y la técnica de role play a los estudiantes. Asimismo se aplicaron diferentes actividades poniendo en práctica la técnica. Los criterios fueron medidos con una rúbrica analítica de desempeño oral tanto al inicio como al final de la intervención. Para verificar si la mejora en las puntuaciones entre ambas rúbricas fue significativa se aplicó un pre test y un post test. Los resultados mostraron que tanto la fluidez como la pronunciación y gramática incrementaron significativamente su puntuación al final de la intervención. Por lo que la seguridad al hablar en inglés, el gusto por la asignatura y la autopercepción de la competencia oral aumentaron después de la implementación.

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Chapter I

Introductory Framework

Speaking is one of the most important skills to develop while learning English. According to Harmer (2007), a language learner uses all the language he knows when he communicates; therefore, there has always been a demand for research on teaching and learning to improve speaking skills, which enables learners to communicate. This is in line with Nunan (1995), who argues that speaking is an important aspect of language learning, whether it is as a second or foreign language, and the ability to use the language as a means of communication often judges one's success in speaking class in language learning. Speaking is also considered a productive skill related to the competence of processing information during a conversation with others (Jeremy et al.; H., 1997). In order to speak the English language accurately, learners should master phonological rules, be aware of the various sounds and their pronunciations, and know the stress, intonation, and pitch of the language since these aspects play a crucial role in effective communication and comprehension. In English, stress refers to emphasizing certain syllables within words and certain words within sentences. Understanding stress patterns helps learners to pronounce words correctly and to convey meaning accurately. Incorrect stress placement can lead to misunderstandings or difficulties in comprehension, while intonation regards the rising and falling patterns of pitch in speech. It conveys nuances such as mood, attitude, emphasis, and grammatical structure. For example, rising intonation at the end of a sentence can indicate a question, while falling intonation can indicate a statement. Intonation also helps convey emotions and intentions, making speech more engaging and natural-sounding.

Moreover, pitch refers to the highness or lowness of a sound. In English, pitch variations contribute to meaning, particularly distinguishing between words or expressing different

grammatical functions. All of these elements help learners speak the English language easily and effectively. Teachers and textbooks use either direct approaches that concentrate on particular aspects of oral interaction, such as turn-taking and topic management, or indirect approaches, which make situations for oral interaction by group work, task work, and other strategies (Richards, 1990), which contributes to sound more natural and fluent in spoken English Language learners.

1.1 Problem Statement

In Second Language Learning, speaking has a very important role. Despite its importance, speaking has been overlooked in schools and universities for different reasons, like emphasis on grammar and unfavorable teacher-student proportions. According to Harmer (2007) and Pourhosein (2016), human communication is complex. People need communication when they want to say something and transmit information. Speaking is one of the most important skills of all four language skills because individuals who learn a language are referred to as speakers of that language. However, language learners cannot communicate fluently and accurately because they do not have enough knowledge in this field. It is known that speaking requires learners to produce language in real-time, without the luxury of time for careful consideration or planning, unlike reading or writing. This can be daunting for learners, especially when they feel pressured to respond quickly in conversations. Many learners state that they have spent many years studying English but cannot speak it appropriately and understandably (Bueno et al., 2006). Common factors that interfere with accomplishing a good level of this skill are the need for more general knowledge, lack of speaking practice, and fear of mistakes since many language learners fear making mistakes or being judged when speaking. This fear of embarrassment or sounding unintelligent can hinder their confidence and willingness to speak

up. Also, factors like lack of word usage and grammar practice, low motivation, low participation, reading laziness, shyness, less dictionary usage, nervousness, fear of criticism, and unfamiliar word pronunciation. To overcome these problems, regular practice is crucial. Speaking has been absent from testing because of the problem of assessing it objectively and the time it takes to carry out speaking tests (Clifford, 1987). Therefore, speaking tasks using efficient techniques when teaching the English language are fundamental for students to develop the skill to express their thoughts. Role-playing activities are well known for being an excellent instrument to help improve speaking skills. However, this thesis will investigate the effect of role-playing as a motivation strategy to improve the pronunciation and fluency of eighth graders at Liceo de Aserri during the second quarter of 2024.

1.2 Objectives of the Investigation

1.2.1 General Objectives

To analyze the effect of Role-Playing as a strategy to develop the speaking skills of eighth graders at Liceo de Aserri during the second quarter of 2024

1.2.2 Specific Objectives

To identify speaking problems presented in the eighth-grade group at Liceo de Aserri during the second quarter of 2024

To apply Role-Playing in the classroom to develop the speaking skills of eighth graders at Liceo de Aserri during the second quarter of 2024

To evaluate the outcome of using Role-Playing as a strategy to improve the speaking skills of eighth graders at Liceo de Aserri during the second quarter of 2024

1.2 Justification of the Study

Speaking is the key to human communication. It enables people to express their feelings and opinions and communicate with others worldwide. However, as people used to say, English is the universal language. This investigation aims to discover, analyze, and improve the problems in learning to speak, such as vocabulary, grammar, fluency, comprehension, and pronunciation that English students face. Also, to study an already known technique of Role-Playing, which teachers can use as a great teaching method to improve all the components that involve speaking skills. Speaking is the heart of second language learning among the four language skills (Egan, 1990).

The benefit of this investigation is that it is related to English students, but it represents a common interest on both sides, students and teachers. Since English is a second language, one encounters four skills; speaking is one of the most important and most difficult to develop for many people. Some people have dedicated years of their lives to learning this language, and they have not learned it yet, but why is this so common? Many students are not good at speaking English since they need more vocabulary resources, have poor pronunciation, and need to learn how to use appropriate words in different contexts, significantly communication problems.

That is what the Role-Playing technique tries to cover: the implementation of vocabulary, coherence, and freedom to express their thoughts, pushing themselves to acquire the knowledge they need in order to communicate. In particular, the Role-Play technique not only makes the students fluent in speaking but also makes them creative and confident. In other words, it is a group of dynamics techniques, also known as dramatization, simulation, or role-playing technique. Speaking is a productive skill in the oral form. This skill, developed along with

listening, is more complex than it seems since it involves more than just pronouncing words (Rahelcynthia, 2013).

All language skills are important for effective communication. However, speaking is considered one of the most useful and essential language skills for communication. Role Play teaching technique was selected for application in this research study because, as it is well said, it can help enhance the speaking communicative abilities of the target group or, in its absence, help learners gain self-confidence; it mostly helps in their English speaking, but also with their body language and tone of voice. Therefore, they would acquire the basic elements of effective communication in the Foreign Language.

1.3 Antecedents

English has become a world language because people in other countries give a special credence to English, even though they do not speak it as a first language. This special status given to English by other countries can be in the form of using English as a second language. Nowadays, learning English is a goal for many people worldwide, and teaching techniques must improve. It is already a fact that using the Role-Playing technique is one of the best ways to improve speaking skills. It helps students' motivation, and it makes them build confidence, develop fluency and pronunciation, and create better interaction in the class. As Littlewood (2017) states, "In role playing techniques learners are asked to imagine themselves in situation which occur outside the classroom, they are asked to adopt a specific role in this situation, they are asked to behave as if the situation really existed ."The importance of English has gained much attention from many people worldwide. The emphasis is not only on the competence of the language learners but also on developing learners' communicative ability. The teacher must be

creative in teaching the target language, making the students feel active and interested in learning. Besides, it motivates the students to speak English confidently.

Self-confidence is an aspect to point out in the Role Playing technique since the students are tested through different real-life situations presented throughout the classes. Role-playing ensures that the language is acquired and used for the accomplishment of the actual function of language and stimulates learners' creativity and thinking by permitting students to learn and practice, creating the necessary motivation and participation to enable learning to occur.

According to Nathir (2023), self-confident people have better pronunciation, vocabulary, and grammar, essential for English communication. Self-confidence and English language proficiency are complex and affected by individual traits, cultural history, and language acquisition experiences. Effective treatments to improve language learning confidence are needed for optimal results.

Moreover, Role plays are effective at improving English speaking, listening, reading, and writing. Speaking is a productive skill in the oral form. This skill, developed along with listening, is more complex than it seems since it involves more than just pronouncing words (Rahelcynthia, 2013). Communication occurs where there is speech. Without speech, we cannot communicate with one another. Hence, speaking skills are important. Without speech, language is minimized to a simple script. The use of language is an activity that takes place within the community in a variety of situations.

Due to the inability of English learners to engage in conversation, an International thesis called *The Use of Role Play Technique to Improve Student's Speaking Skills at the Eleventh Grade of SMK Al-Qodiri* (2024) emphasizes speaking as an effective skill in the verbal mode, it can be

more complicated than it seems at begin with, and it involves more than just pronouncing words correctly. Based on this research, it can be concluded that role play is a strategy that requires students to play a role that is appropriate to the given situation and enables students to become anyone or imagine a specific situation, which learners may improvise dialogue or create their own utterances and scenario like in a real life. Role play was important in teaching speaking because it allowed students to practice communicating in different social contexts and roles. Students learn to express ideas, opinions, or feelings to others using sound articulation. Richard and Renandya (2018) state that learners study English to develop their speaking ability. It is used for various purposes, such as to express an opinion, describe something, complain about something, persuade someone, or make polite requests. Speaking is an interactive task, and it happens under real-time processing constraints.

A National thesis presented by Rodrigo Zumbado Sancho (2019) states, "Enhancement of Speaking Skill Through Communicative Tasks with Eighth Graders." a good way to develop students speaking skills is through different kinds of class activities such as simulations, information gaps, storytelling, interviews, etc. However, one of them that calls immediate attention is the Role-Playing Technique, which he defines as a given situation that students should respond to as if they were the characters of that specific scenario so that the teacher would give the name of a person in a specific place and environment. The other two or their peers should respond and develop to generate conversation. This activity needs more action and interaction from students, while others are focused on helping the teacher develop the class. "It is essential that language teachers' pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired." (Kayi, 2018). Teachers can improve their teaching techniques by

implementing activities instead of just data theory to stimulate different brain parts. By involving more of the brain, more is learned and memorized. Therefore, students who can learn in various ways are more effective learners.

A National article about How to Help EFL Beginner Students to Communicate Fluently by Jorge Luis Espinoza Campos (2014) makes reference to the barriers that beginner-level students face when they start their English studies. In the past, speeches were the activity that students disliked the most because of some factors, such as speaking in front of the class, the fear of making mistakes, insecurity, and nervousness, among others. However, now teachers have more creatives and push the students to experiment with new activities that help develop their confidence and self-thinking. Some students think that role plays are not attractive to those not good at improvising; they say that they do not like role plays or dialogues because they get lost easily, acting weird, and asking questions is very difficult. It is supported by Spolsky (1989), who stated that "anxious learners generally speak, write, and participate less in the language classroom," and Ely (1986) "reports that anxious learners were less likely to take risks in the language class." Furthermore, this mindset needs to be changed by using methods in which teachers can make students feel safe and confident while implementing these speaking techniques.

1.5 Scope

To develop skills for accurate communication

Effective communication requires paying attention to the entire process, not just the content of the message. When a message is in process, potential barriers at several stages should be considered that can keep the intended audience from receiving the message. As long as

accurate communication exists, the possibility of misunderstandings, misinterpretations, and even poor decisions is radically reduced.

To determine basic elements when speaking in public

It is an interactive process, a transaction or exchange among people in public rather than interpersonal settings. The four basic elements are the speaker, the message, the listener, and the context. The speaker is the primary communication in the public speaking situation. As the source of the message, the speaker brings an individual perspective and experiences to the communication transaction, which leads to the responsibility of learning how to speak correctly.

To develop self-confidence

The technique in discussion is an interactive and imaginative activity that can help children explore and practice social and emotional skills, express themselves, build self-assuredness, and develop a deeper understanding of themselves and others. Build their confidence by teaching them to set achievable goals within their abilities. Playing with and encouraging students, you will be able to develop their positive self-talk and build their confidence while helping them perceive which goals are the most attainable.

To improve the critical thinking of the students

Immerse students in real-world problem scenarios by having them partake in project-based learning. Engaging in hands-on projects where students collaborate, communicate, analyze information, and find solutions to challenges is a great way to develop their critical thinking skills. Role-playing exercises encourage students to think more critically about complex and

controversial subjects and see situations differently. When properly employed, role plays can motivate students in a fun and engaging way.

To get to know the essential qualities of a good speaker

Becoming a good speaker is a skill that can be developed with practice and dedication. While some individuals may have a natural inclination toward speaking, anyone can improve their speaking abilities through training, coaching, and experience. Speaking not only reduces anxiety and nervousness but also boosts self-esteem and builds up confidence. It is important for students because these values are respected and desired as part of workplace skills and are certain to augment their career paths as they progress in life.

Chapter II

Theoretical Framework

Communicative competence in English has become relevant within new technologies, job profiles, and intercultural interactions. Among the productive and communicative skills are written and oral expressions in the foreign language. Due to the nature of this action research, the focus will be on oral skills. In this regard, Mineduc (2013) establishes that: “By developing English language communication skills, our students will have the possibility of acquiring the necessary tools to access information and participate in communicative situations in this language, both through conversations and reading and writing.” Role-plays actively engage students in speaking and listening, two of the most crucial skills in language acquisition. Students learn to express themselves fluently and understand others in various social situations by participating in roleplays. It is well known that the more symbolic the roles are, the more they tend to occupy more personal space and allow a greater scope for creativity. That creativity will

be healthy and socially effective as long as it promotes a greater balance between the authenticity of the person and the demands of the role. Both role and person are not free of diseases that contaminate their updating and exercise. Exploring the inner and outer world is a task facilitated by the proper use of roleplaying that will become increasingly urgent and necessary in a changing and innovative world.

2.1 Roleplay

The technique chosen to promote oral fluency and precision in English students is the dramatic roleplay technique. They are called dramatizations or simulations. However, Porter (1989) distinguishes between role play and simulation, stating that the latter involves complex, long, and inflexible tasks, while role play can be simple, brief to organize, and more flexible, giving more scope to initiative and imagination. Likewise, the author adds that the participants are assigned a situation (with a problem or a task) and a role. Roleplay becomes a useful activity in learning communication skills because it gives the apprentices opportunities to practice communicating in different social contexts and various social roles. Through roleplay, students are involved in a safe environment that allows them to learn oral skills. They participate by playing imaginary roles without tension or shyness while providing equal opportunities to practice the target language. Adequate training that expands awareness in personal interaction will allow adequate psychosocial adaptation and even success and personal integration with fidelity to the authentic self and creativity for human relationships that varied roles, contemporaneously lived moderately and they request. Roleplaying is a very useful medium in its vertical dimension; the script is existential and horizontal, which means personal and group interaction. Effective interpersonal relations and social performances with partners are developed when roleplaying/simulation is practiced as an activity to make progress in the target language

above all the speaking skills. The foundations of the communicative approach indicate that composing and executing meaningful roleplay activities within the framework of English class is vital to cultivating students' communicative competence. In roleplay activities, students imagine themselves in a role and a context and improvise a conversation of varying length. Role play is usually done in pairs, although sometimes it involves an interaction between five or more different roles. Doff (1990) defines this technique as follows: "Role play is a way of bringing real-life situations into the classroom." From this perspective, the tasks framed in the roleplay must be close to the students' context, and this didactic sequence considers this aspect. Qing (2011) points out that "roleplay is the typical social communicative activity within a communicative approach. The benefits of using dramatic techniques are varied.

On the other hand, these techniques help relax students in a less inhibitory environment where they are more receptive than in other environments. Likewise, Maley and Duff (2005) support those above by pointing out that "this helps to lower the threshold of unconscious resistance to learning a foreign language and to foster more open, creative work in subsequent activities." Both authors also point out that dramatic techniques help develop security and cooperation in interaction with others.

2.1.1 Types of Role Play

Role play can be grouped into two forms: scripted and unscripted role play. In the next paragraph, according to Byrne (2001), these two types of roleplay will be described in a way in which the scripted roleplay involves interpreting either the textbook dialogue or reading text in the form of speech. The function of the text, after all, is to convey the meaning of language items in a memorable way. Scripted role-play is undoubtedly an excellent way of beginning the

preparation for communicative activities since language is presented in a meaningful context. In contrast to scripted roleplay, unscripted roleplay does not lean on textbooks. It is known as an improvisation or free role play. The students themselves have to decide how the conversation should develop. It requires good preparation from both teachers and students. Roleplay activities can be categorized into four types, starting with roleplaying controlled through cued dialogues. Roleplaying offers precise turn-by-turn cueing on individual role cards that students use as support to produce their utterances. It suits learners who cannot engage in a completely free activity. Also, roleplaying is controlled through cues and information: individual role cards containing specific aims, prompts of things to say, and charts of information. It is a more flexible framework that suits people's needs to gather information or obtain a service. Another kind is Roleplaying controlled through situations and goals: it gives learners greater responsibility for creating the interaction themselves; it is now directed at the higher level of the situation and the goals that learners have to achieve through communication; the learners are initially aware only of the overall situation and their own goals in it, and interaction must be negotiated.

Moreover, roleplaying in debate or discussion, including background information and individual role cards, leads to debate. The situation is a debate or discussion about a real or simulated issue. It is suitable for intermediate or advanced students to use language creatively and productively.

2.1.2 Learning

Role play can be an extremely exciting way to learn, but it needs to be well-managed and organized to be most beneficial. Resources must be appropriate and valued for both adults and children. It is important to think about how to give children access to the resources, whether they

will always be available, and where they will be kept. The value of the play can be seen in children's concentration and the depth of their exploration. Children learn best when they are interested in what they are doing, and role play allows them to become completely absorbed. Learners can experience many situations in which they will use the language. As they develop a sense of mastery, they should be able to apply the language more easily to new situations.

Holden (1982) stated that role play aims for students to make up short dialogues using appropriate language and gestures. Effective interpersonal relations and social performances with partners are developed when roleplaying/simulation is practiced to progress in the target language above all the speaking skills. Jones (1982, p. 113) states, "For a simulation to occur, the participants must accept the duties and responsibilities of their roles and functions and do the best they can in the situation in which they find themselves."

2.1.3 Evaluation

Assessment is an integral aspect of the pedagogical process of designing lessons, implementing them, and evaluating success. With an assessment component in every lesson, every unit, and every course, it could determine the attainment of objectives and goals. Concerning how students can be assessed in speaking, both informally and formally, assessment occurs at the beginning and the end of most language courses and at various times during the course. Thornbury (2005) mentions the relevance of incorporating oral testing procedures into language courses, which are usually the same activities applied to practice speaking without interrupting the classroom practice. Therefore, the challenge is more in making decisions to apply satisfactory assessment criteria and classifying interviews, live monologues, role plays, collaborative tasks, and discussions as the most commonly used spoken test types.

Regarding the features of speaking ability, as quoted by Dewi (2010), some important components of speaking skills are recognized in analyses of the speech process. First, pronunciation is how students produce clearer language when they speak. It deals with the phonological process of determining how sounds vary and patterns in language. Second, grammar is needed for students to arrange a correct sentence in conversation, and the student's ability to manipulate the structure and distinguish appropriate grammatical forms from inappropriate ones is also needed. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. Third, fluency (the ease and speed of the flow of the speech) can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and 'ums' or 'errs.' These signs indicate that the speaker can spend less time searching for the language items needed to express the message. Then, vocabulary means the appropriate diction used in communication since one can only communicate effectively or express their ideas in both oral and written form if they have sufficient vocabulary. Moreover, it is important to understand what both the tester and the tested are talking about, or the ability to respond to a speech and initiate it, as well as comprehension, because oral communication certainly requires a subject to respond to speech acts and initiate it.

3.1. Motivation

Motivation is closely linked to the field of education. Within motivation, we find a set of processes involved in school behavior's activation, direction, and persistence. "motivation" is often used frequently but with little precision. Classically, motivation is understood as the processes involved in behavior activation, direction, and persistence (Woolfolk, 1996). While some students get excited easily, activation occurs but gives in quickly and does not persist;

others activate and persist but go in the wrong direction. A good student works well on all three levels: they are easily excited about something, persist, and know how to walk in the right direction.

Motivational processes are linked to emotion since this is a basic component of motivation, which shares a series of aspects with emotion. There are three fundamental components or dimensions that are usually considered in academic motivation (González Pienda, González, Nuñez, and Valle, 2002). The first dimension is the motivational component of value: the motives, purposes, or reasons to get involved in an activity. Then, the expectation component encompasses individual perceptions and knowledge about the ability to perform a task. Finally, the emotional component encompasses the feelings and affective reactions produced by the performance of a task. According to Fernández–Abascal (1997), motivational and emotional processes share.

Both functional processes allow people to adapt and respond to the environment; they are closely interrelated because while achieving the goals for which a person is motivated generates positive emotional reactions, their non-achievement produces negative reactions. Both processes maintain important relationships with other relevant psychological processes (perception, attention, memory, and learning). Emotions are present in all processes in their initial and culmination phases. As Damasio (1992) indicates, "without emotion, there is no worthwhile project."

Students learn and achieve what they set out to do when they face a task motivated from within because they want to. De Charms thinks that no one changes, in the long run, if they do not want to change and considers that profound change only occurs if the subject assumes the objectives to be achieved as their own, which makes them feel autonomous (entrepreneur/origin),

otherwise he only assumes these objectives under obligation, which makes him experience himself as a puppet. Woolfolk (1983) believes that “schools should create environments where students have many opportunities to act as origins.”

Motivation is also one of the most important factors that affect the pronunciation of a second language, but if it is used positively, it can lead to favorable results (Dörnyei, 1998). According to Shaaban (2002), this element determines the success of developing skills in a second or foreign language. In addition, other factors such as self-confidence, intelligence, and goals play important roles in forming motivation (Meléndez, 2006). As an external factor, there is the role of the teacher. Pronunciation is a very complex component of language learning. A second language teacher must be at home in the phonetics and phonology of that particular second language. In terms of the English language, an English language teacher needs to have appropriate knowledge and information about its phonetics and phonology to correct the pronunciation of language learners (Susmitha, 2014). There are many tasks for the language teacher. Firstly, it helps learners hear and produce sounds from a second language point of view, and secondly, it distinguishes the features of sound to which attention should be paid. Thirdly, the selection of classroom activities according to different learning styles and aspects that influence pronunciation learning (Šebestová, 2007). Language Teaching Pedagogies. The history of language teaching, empirical research, and theoretical theories show that language teaching pedagogies shape the most favorable outcome. Correct use of English language pedagogy in the language classroom can help learners to improve their pronunciation. Longman Dictionary of Applied Linguistics defines pedagogy as "the study of the practices and procedures used in teaching, and the principles and beliefs that underlie them" (Richard & Schmidt, 2010). Also, the classroom environment can improve the pronunciation of the English language in non-native

English-speaking countries. How a learner perceives his proximal educational environment may shape the learning paths (Dörnyei, 2005) along with the learning outcomes (Williams & Burden, 1997). It has been observed that if an English language learner is not living in an English-speaking country, he will not be able to get suitable opportunities to speak English, except in the classroom environment. In that case, the learner would be unable to learn and improve his pronunciation based on real-life situations and interactions. In such a scenario, the school must provide enough space, activities, and exposure to substitute real-life situations where a learner can learn by involving himself willingly (Szyszka, 2018), such as the main strategy for this thesis: Roleplaying.

3.1.1 C's of motivation

The 4 C's of motivation are important concepts to understand intrinsic motivation. These include competence, connection, choice, and control. Competence means a feeling of self-confidence and self-esteem that comes from mastering tasks and skills. It is important for motivation because individuals need to feel capable of completing a task to be motivated to do it. Competency makes them more likely to be motivated to take on tasks and learn new skills. Connection is also important because belonging or feeling valued by others is a special motivation factor. This can take different forms, such as having strong relationships with family, friends, or colleagues. Human connection is crucial for motivation because people look for a sense of belonging and want to feel valued by others. The third C is choice, which means the ability to have a say in what tasks are performed and how they are completed. It is a significant motivational factor because having a choice can give individuals a sense of control and autonomy over their work. This can lead to increased engagement and motivation, as people are more committed to tasks where they have a say.

Finally, control means the ability to influence the environment around us and can help motivate individuals. Whether it is control over personal workspace, work hours, or other factors, having a sense of control can provide a feeling of agency and ownership over one's work. This can lead to greater engagement and motivation, as individuals feel empowered to make decisions and influence their surroundings.

Learning about motivation can be an extremely practical and worthwhile undertaking. Knowing where motivation comes from can be useful. According to Reeve (2018), Understanding motivation and emotion offers a reliable pathway to valued outcomes, such as greater effort, improved performance, a sense of purpose, personal growth, and enhanced well-being.

3.1.2 Types of motivation

After three decades of research on motivation in humans, Deci and Ryan (2002) proposed a model widely applicable in the academic field that distinguishes three types of motivation: motivation, extrinsic motivation, and intrinsic motivation. Each is differentiated by the degree of self-regulation the student shows concerning his behavior: from the lack of regulation that implies demotivation to internal regulation that involves intrinsic motivation. Demotivation (or motivation) implies a lack of intention to act and a sense of personal causation, which can lead to disillusionment with academic activities and even abandoning studies. In line with the theory that is being discussed, some of its triggers may be the following: beliefs about the lack of ability to perform tasks, which can appear in both students with high abilities and those with lower than average, the lack of adequate strategies to deal with tasks, or the idea of that those that are being used will not allow us to achieve the stated objective, previous failures in similar tasks that lead

to the belief that these are too difficult for the student, preventing them from achieving success, the perception that the results do not depend on oneself and one's efforts, but are outside one's control, and the fact of not giving value to the task because it is not perceived as related with one's own goals. On the other hand, extrinsic motivation is considered multidimensional, and four types have been differentiated: motivation by external regulation. The behaviors are carried out to obtain a prize or satisfy an external demand, generally from parents and teachers. Thus, students are perceived as dependent and in need of much attention. They would say, For example, "I study during exam time because, if I do not, my "Parents give me the talk." Second, the motivation by introjected regulation. You act out of pressure, to avoid guilt or anxiety, or to increase self-esteem (but based on the statements of others). Involves self-regulation instability. For example, "I study because I feel bad if I do not "could indicate this type of motivation—the motivation by identified regulation. The student recognizes the value of a task and accepts it, even if it is unpleasant for him, but this is still a means to achieve something. It is usually associated with confidence in one's possibilities and adequate coping with failure. The affirmation «Improving my level of English will help me get a better job, so I have to get on with it" could reflect this motivation.

Lastly, there is motivation for integrated regulation. In this case, the student identifies with the task and assumes it as his own, but for him, it still has an instrumental value distinct from the task itself; this differentiates it from intrinsic motivation. An example would be a student who leaves to play soccer with his friends because he has to prepare for an exam. The promotion of this integrated regulation is carried out through the theory of self-determination so that it is the student himself who decides autonomously to engage in a task when the reasons are explained for this, although the effectiveness of this technique depends on cognitive ability,

previous experiences, and environmental circumstances. From the empirical point of view, in research with university students in which they were given different reasons for getting involved in a task (based on the different types of extrinsic motivation), it was found that students tried harder when they were motivated by integrated regulation, despite the little interest that this task caused them to all. Finally, intrinsic motivation assumes that behavior is carried out because the activity is considered interesting for its own sake and inherent satisfaction, without any external reinforcement being necessary. According to Andaur and Berger, C. (2018), three types of internal motivation have been differentiated. The first is motivation to know, which implies satisfaction from learning something new. It is related to curiosity and the desire for exploration. The second is achievement motivation. It refers to the desire to improve oneself and achieve success in what one sets out to do. In this case, achievement is an end in itself, and what is important is the process and the feelings of personal competence it generates. Finally, motivation is needed to experience stimulation. It is related to activities that produce pleasant sensations and feelings. It has been studied less in academia but is related to solving problems or creativity. To promote intrinsic motivation, it is necessary to feed feelings of autonomy, self-determination, and competence related to the task in question and give the student positive feedback about his behavior whenever appropriate.

3.1.3 Motivation strategies

In the educational field, motivation is closely linked to overall well-being. Motivated students tend to experience higher satisfaction, happiness, and fulfillment. Motivated students are better equipped to overcome challenges and setbacks. They have a growth mindset, viewing obstacles as opportunities for learning and growth rather than insurmountable barriers; implementing effective motivation strategies in high school is essential for nurturing students'

success and personal development. The teacher can carry out different strategies to encourage students' motivation when learning. According to self-determination theory, three basic psychological needs are fundamental for motivation (Ryan & Deci, 2020): autonomy, competence, and relatedness. However, for a strategy to be successful, it must first be taken into account that four basic needs must be met in the classroom: the class must have good organization, without interruptions or constant deviations, the teacher should be a patient, supportive person who never punishes, criticizes or shames students for mistakes, everyone in the class must consider mistakes as opportunities for learning, and the work should be challenging, but reasonable. Students will need more motivation to learn if the work is easy enough and easy. They will focus on finishing, not learning; learning tasks must be authentic (connected to practice). “Motivational processes are personal/internal influences that lead to outcomes such as choice, effort, persistence, achievement, and environmental regulation” (Schunk & DiBenedetto, 2020). Also, the teacher must create positive expectations such as beginning the work at the student level and advancing through short steps, ensuring that learning goals are clear, specific, and possible to achieve shortly, and emphasizing comparison with oneself, not with others.

The teacher must use intrinsic and extrinsic motivation strategies to communicate the learning task's value. For example, intrinsic motivation is about linking class activities with the student's interests, arousing curiosity, pointing out astonishing discrepancies between students' beliefs and facts, and making the first learning task fun. One possibility is to teach lessons through simulations or games and use new and familiar concepts. It can help to vary the structure of the goals of the tasks (cooperative, competitive, and individualistic), as well as use different teaching aids. Furthermore, Extrinsic Motivation (utility or “instrumental” value of the tasks)

happens when these relationships are not evident; the relationships must be explained to the students. Also, in some situations, teachers need to provide incentives and rewards for learning. However, giving rewards when students are already interested in the activity can affect intrinsic motivation. Teachers must use difficult structure problems and authentic tasks—associate problems at school with real problems outside.

Motivation interrelates cognitive, affective, social, and academic aspects concerning interactions between students and teachers. Specifically, Academic Motivation is a psycho-educational factor that impacts teaching and learning processes. In this sense, motivation manifests, explicitly or implicitly, in pedagogical and learning practices, which is why researchers analyze the events and characteristics of educational actors: teachers and students.

It can be said that "Motivational Development" mediates the student's way of thinking, the goals they establish, the commitment they express, the study strategies they use, and, generally, the structuring of knowledge in a specific area (Truwind, 2010). Motives are hypothetical constructs used to explain the reasons for human actions. According to Brophy (2004), "Motives are distinguished from related constructs, such as goals (the immediate objectives of certain sequences of behavior) and strategies (the methods used to achieve the goals and, therefore, to satisfy the needs)."

4.1 Pronunciation

Pronunciation is viewed as a sub-skill of speaking. According to Brown (2004), pronunciation was a key to gaining full communicative competence. Hornby (2005) says, "Pronunciation is a way in which a language is spoken, people's way of speaking a language or word of language." Tennant (2022) also said, "Pronunciation is not just about producing the right

sounds or stressing the right syllable; it is also about helping students understand what they hear." The statement above shows that pronunciation is about producing sounds, stressing, and other things as a language is spoken. In other words, pronunciation is making speech sounds for communication. It means that by knowing how to pronounce words of the language, the learners can speak the language well. English has four skills that play the same important role in communication: listening, speaking, reading, and writing. Speaking is an important part of learning English. This is supported by Thornbury (2005), who states that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words daily, although some, like auctioneers or politicians, may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language. This means the students' speaking ability can be improved if they are confident in practicing speaking English daily. Speaking is a productive skill in the oral mode.

In teaching a language, pronunciation is an important aspect of speaking. Pronunciation is a way in which a language is spoken, people's way of speaking a language, or words of language. In order to learn English well, both the language skills and language aspects are interrelated each other. In order to master English as a foreign language, we should master its pronunciation. Pronunciation is one of the most important parts of English for communicating with others since there are differences in symbols and sounds. At school, English is a subject that aims to develop students' communication competence. With proper oral communication, they can improve their competence. Tennant (2022) says, "Quite clearly, pronunciation is incredibly complex and an important area for teaching and learning. Pronunciation is not just about

producing the right sounds or stressing the right syllable, it is also about helping students understand what they hear."

4.1.1 Factors of Pronunciation

Gaining accuracy in pronunciation is an area of great interest and concern in the study of second language acquisition, and it is also an area of great debate and discussion among researchers. According to Morely (1998), "bad and incomprehensible pronunciation makes communication unpleasant and creates confusion for both speakers and listeners." Furthermore, it is obvious that poor pronunciation makes learners lose their self-assurance and negatively influences their credibility and abilities. Pronunciation has gleaned a renewed focus on intelligibility, which is found when a speaker produces sound patterns recognizable as English. On the other hand, comprehensibility refers to when the listener can understand the meaning of what is said. Lastly, interpretability refers to the listener's understanding of the purpose of what is said.

In recent discussions about English language teaching, the unrealistic idea that learners should sound and speak like native speakers has been disappearing rapidly. Burns (2003) states, "A learner must achieve intelligibility, comprehensibility, and interpretability." Learners who want to learn English as a second language strive to speak English accurately and fluently. Over time, different studies on pronunciation epitomized that several factors affect the pronunciation of English as a second language (L2). Kenworthy (1987) conducted a study and concluded that age, exposure, innate phonetic ability, identity, language ego, motivation, and learner's interest affect pronunciation during second language acquisition.

Moreover, Eliot (1995) described that a learner's attitude toward pronunciation is known as the Pronunciation Attitude Inventory (PAI) and is the main variable in acquiring English as a second language. Overall, providing a complete list of factors affecting pronunciation during second language acquisition takes work. Therefore, linguists have divided these factors into two main types: internal and external. Internal factors such as Age. It is a frequently observed observation of ESL classroom teachers that young learners are more likely to acquire the correct pronunciation of English. They face less difficulty understanding and uttering novel sounds, whereas older learners face more trouble fixing their pronunciation. This relationship of language acquisition with the variable 'age' is known as the Critical Period Hypothesis. CPH has been the subject of endless debate in linguistics and language acquisition. It was first proposed by Lenneberg (1967). Therefore, it is concluded that age greatly affects the pronunciation of English.

On the other hand, some researchers like Marinova, Marshall Snow, Johnson, and Newport suggested that second language learners go through different developmental stages, and their learning depends on their cognitive maturity and neurological factors (Bista, 2009). Then, the brain: A child seems to have less difficulty acquiring native-like pronunciation than an adult learner because a child's brain is plastic compared to an adult's brain (Harmer, 2001, p.37). After nine years, a child's brain matures, functions are assigned to the left and right hemispheres, and it becomes difficult for the child to acquire native-like pronunciation. Lenneberg suggested that lateralization is a slow process; it starts at age two and ends during puberty. At an early age, the brain needs to be sufficiently developed. However, after puberty, the brain is sufficiently developed to lose its plasticity, and it causes the lateralization of the language function

(Lenneberg, 1967). Therefore, it is hard for an older learner to acquire native-like pronunciation in a second language.

Moreover, finally, aptitude. It has been observed in ESL classrooms that some students seemingly progress in acquiring pronunciation compared to others. Research and studies showed that learners with a more positive attitude towards English language learning can quickly acquire English pronunciation and improve a lot. Seeing the magic of the right aptitude in an ESL classroom is amazing.

4.1.2 Elements of pronunciation

Correct English pronunciation is essential to any language-learning process, particularly when learning English. The voice can significantly influence whether people understand your speech and their first impression of your personality. According to Seidlhofer (2010), when talking about pronunciation in language learning, we mean the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use. This comprises the production and perception of segmental sounds, stressed and unstressed syllables, and the 'speech melody' or intonation. Also, how we sound is influenced greatly by factors such as voice quality, speech rate, and overall loudness. Whenever we say something, all these aspects are present simultaneously from the very start, even in a two-syllable utterance such as Hello! The problem with pronunciation is that it is not just a matter of mastering the art of speech, but an actual skill is practiced regularly. In order to achieve good pronunciation, there are some aspects to consider, such as the word stress. Words are unintelligible if the stress is on the wrong syllable, so it is important to learn some general principles of word stress; many “everyday” or “conversational” nouns receive their stress on the first syllable, for example, while

related verbs do on the second syllable for example; the "effect" and to "affect," related noun and verb pronounced the same except for the stress. Also, a big difference in meaning between the two words is often in the word stress: "Give the teacher a message" versus "Give the teacher a massage." Assessing students' understanding of word stress to find areas to focus on for instruction is therefore important. Then there is declarative sentence stress, which refers to a good understanding of spoken English and requires control of the stress of declarative sentences, as in sentences that are not questions. A sentence in spoken English has a definite pattern of alternating stressed and unstressed syllables, with the major content words, the words that carry meaning, receiving the most stress, while "grammar words" without much individual meaning like "the," "a" and "and" are unstressed and reduced. In addition, the question intonation is important because students typically have many questions; they should also learn correct intonation patterns for English "Yes/no questions" that are questions that may be answered "yes" or "no" have a rising intonation, for example; "Do you want coffee?" The intonation starts low with "Do" and proceeds up the scale to finish with "coffee" on the highest note. The intonation pattern is so distinct that I could say "Coffee?" with rising intonation. My listener will correctly interpret this as a question: "Do you want coffee?"

On the other hand, the information questions are those questions that cannot be answered "yes" or "no" but rather with some information: "How do you take your coffee?" The intonation in this question rises and then falls at the end, with the highest pitch typically on the next-to-last syllable: "How do you take your coffee?" Finally, the liaison, which involves connecting words in a predictable pattern, "Do you want coffee?" comes out in conversation more like "Duhyuhwan coffee?" It is a mark of a native speaker to use liaison effortlessly. However, with practice, ESL students can achieve the same control.

Your English communication will become much simpler and easier with good English pronunciation. Very few English learners know this, so they often pay attention to grammar or vocabulary first and forget the importance of pronunciation. Pronunciation skills are a solid foundation to help you listen, speak, read, and write more effectively.

4.1.3 Teaching pronunciation

English is rich in its variants. Several accents have been generally accepted as standard forms for certain native speakers, even if not all accents have been accepted as pronunciation models for non-native speakers (Janicka et al., 2005). The accent is a characteristic feature that the speaker is aware of and the source of pride (Bércecs, 2008; Yule, 2010). Some speakers would never accommodate their pronunciation to their listeners and would prefer to remain acoustically divergent from their listeners. Current research into teachers' attitudes towards pronunciation teaching indicates that teachers generally (McDonald, 2000; Foote et al., 2016) do not favor teaching it. Teachers find themselves theoretically underprepared and practically untrained in pronunciation teaching techniques; however, this trend does not seem relatively new. The International Phonetic Association, an umbrella association of phoneticians from all around the world, was established at the end of the 19th century thanks to the activities of language teachers who were aware of the pronunciation importance but lacked official materials that would allow them to teach foreign languages in all their complexity, including the correct acoustic form (Crystal, 2010).

The main approaches and methods of a foreign language, in general, treat pronunciation differently – while the Direct Method, Audiolingual Method, or Silent Way Approach focuses on pronunciation errors in order to correct them based on repetition and drill, Grammar-Translation

Method, Total Physical Response Approach or Communicative Approach do not view pronunciation as the key component of language teaching (Celce-Murcia, 2010). The last of the mentioned approaches, the communicative approach, has been the dominant approach to foreign language teaching since the end of the 20th century and views pronunciation as a competence that can be taught in the background of teaching other aspects of communication. The main techniques and practices include role-playing, phonetic training based on descriptions of articulation and phonetic transcription, listening and imitating a model, using minimal pairs in a sentence context, visual aids used to make cues of target sounds, tongue twisters, the practice of vowel and stress shifts in words with affixes, reading aloud, recording of learners' production for self-, peer and teacher evaluation.

The techniques and practices mentioned above were listed by Celce-Murcia et al. (2010), and they are a selection of partial techniques from previous approaches and methods to foreign language teaching. Based on the communicative approach, there are two main approaches to pronunciation teaching: focus-on-form and focus-on-form. The difference between the two approaches lies in the focus of the instruction – while the focus-on-form (FonF) is based on the use of the communicative value of pronunciation that is trained in meaningful contexts with minimal attention to the description of pronunciation features, focus-on-forms (FonFS) is based on theoretical teaching of pronunciation features. This approach presents a certain shift in pronunciation improvement, as it allows integrating pronunciation into language improvement classes.

5.1 Fluency

To encourage participation in communicative situations, it is necessary to provide practice options in the classroom. According to Mineduc (2013), the levels of difficulty in

interaction are modified concerning "the fluency with which students express themselves, the functions communication methods they use, the amount of support received and the number of interactions or the time of an oral expression" (p.13). The aspects above support the methodological proposal of the present action research since they are the guidelines awarded by the Chilean national curriculum in English. In this context of promoting oral expression, an approach that prioritizes the ability of oral expression through interaction and contextualized communicative tasks is Communicative Language Teaching (CLT). (Nunan, 1991) states that this approach contains "an emphasis on learning to communicate through interaction in the target language" [an emphasis on learning to communicate through interaction in the target language] (p. 279). However, such interaction cannot be decontextualized and must be fostered in a communicative situation that involves the student's reality. One of the determinants of the complexity of oral messages in a second language is the fluency with which students express themselves. Oral fluency in English learners. It is one of the main objectives of communication in this language. However, the concept of oral fluency has various meanings. (Gatbonton and Segalowitz, 2005) coin the term automatic fluency, which refers to "the smooth and rapid production of utterances, without undue hesitations and pauses, that results from constant use and repetitive practice" the rapid and uncomplicated production of statements, without excessive hesitation or pauses that result from constant use and repetitive practice. Both authors only focus on two aspects of fluency: the speed with which the message is expressed and its pauses.

5.1.1 Fluency types

The first type refers to cognitive mechanisms that transform a message into spoken language, the mechanisms for articulating the message. The second type is the perception that the receiver has based on the fluidity of the utterance. The third type is utterance fluency, which

refers to speech properties such as speed, pauses, hesitations, repetitions, and reformulation. This study is based on perceived fluency by Skehan (2009) who is the author that encompasses some of the main indicators to measure fluency, including speed, which refers to the number of syllables per minute, breakdown fluency, which means the number and length of pauses and fluency repair that evolves reformulation, repetition, false starts and word replacement.

Contrasts in rhythm – as well as contrasts in voice and accent modulation – are of great importance to give expressiveness and meaning to our words and more easily retain the listener's attention. Contrasts in rhythm, voice, and accent modulation can emphasize key points or ideas. For example, slowing down, speeding up the pace of speech, or modulating the tone and volume of the voice, can highlight important information or emotions. Contrasts capture attention and maintain engagement. Just as in music, where changes in rhythm create interest, variations in speech rhythm and cadence can draw listeners in and keep them interested in what is being communicated. In essence, contrasts in rhythm, voice, and accent modulation are powerful tools for effective communication, enabling speakers to engage, emphasize, clarify, express, and connect with their audience more effectively. Clarity is also used for verbal language that reflects what is meant, presenting logically sequenced ideas and with vocabulary available to everyone. Bad pronunciation habits not corrected in time are the cause of defective diction. This failure in communication cannot be attributed to nervousness or the sender's emotional state, since the defective diction is also defective when there is no reason to justify the tension typical of nervousness. It is necessary to speak slowly to articulate clearly; when the jaw, tongue, and lips have greater flexibility and precision of movement, the time has come to increase speed, but until then, you must remain calm.

Furthermore, finally the argumentation is a logical reasoning used to argue or counter argue in defense of a point of view, and they also aim to persuade the listener. According to De Zubiría, argumentation is: "the ability to provide reasons to defend a position, a certain perspective. People argue when they believe they should support or refute an idea or issue. For this reason, argumentation is part of our daily life, it occurs in various communicative situations (friend, family, professional)."

5.1.2 Fluency problems

Fluency problems in speech, commonly referred to as speech fluency disorders, encompass conditions such as stuttering and cluttering. Stuttering involves disruptions in the flow of speech, characterized by involuntary repetitions of sounds, syllables, or words, prolongations of sounds, and blocks in speech production. Conversely, cluttering involves rapid and disorganized speech with frequent breaks, resulting in difficulties with speech clarity and intelligibility. Generally, Spanish learners need help with the words that include silent phonemes. They tend to pronounce every single letter or phoneme because the pronunciation is much easier and straightforward in Spanish. To overcome these linguistic difficulties is a challenging task; the older a person is, the more challenging it becomes to deal with them. However, once the problems are identified, it becomes easier to focus additional efforts on eradicating them. According to Ceri Jones (2020) one thing is being able to produce a string of words, another is that the string of words is comprehensible to someone listening. So fluency is flow, but it is flow with meaning. This also introduces another factor, the listener. In order to be effective in our communication. Today, English pronunciation continues to be dynamic, with variations in pronunciation found not only between different English-speaking countries but also within regions and communities. Factors such as globalization, migration, and the influence of digital

communication contribute to ongoing changes in pronunciation. The pronunciation of English has undergone significant changes over time, influenced by various factors such as historical events, migration patterns, cultural exchanges, and the integration of words from other languages. Many learners recognize one aspect in English as one of the most challenging features when first starting. The unique sound/phonetic system used in English imposes linguistic obstacles on the learning process for many people. In short, the number of sounds in the English language exceeds the number of vowels, consonants and their combinations that exist in the language.

Consequently, one letter, a diphthong or any combination could be pronounced surprisingly differently in various words. Correct pronunciation and spelling is an ongoing issue not only for non-native learners but also for those who are native speakers. Perhaps not surprising, considering English has 205 spellings for its 44 sounds.

5.1.3 Typical Problems Spanish Speakers Face

Plenty of learners make the same pronunciation and, thus, spelling or orthography, mistakes. The fact that young children learn their first language with such speed and competence must mean that if the process can be better understood, it should be possible to design experiences through which children learn a second language in much the same way as they learn their first language (Tough, 1984). There are some identifiable issues that most Spanish speakers need help with in their quest for English fluency. First of all the phonetic differences, Spanish has fewer vowel and consonant sounds than English. Spanish speakers may struggle with English sounds that do not exist in Spanish, such as the "th" sounds in words like "think" and "this," the "v" sound, or the distinction between short and long vowels. Then, there is stress and rhythm

since English is a stress-timed language, meaning that stressed syllables occur at regular intervals. At the same time, Spanish is syllable-timed, with each syllable having equal prominence. Spanish speakers may have difficulty adjusting to English words and sentences' stress patterns and rhythm. The consonant clusters are because English frequently uses consonant clusters that are sequences of consonants without intervening vowels at the beginning and end of words, which can be challenging for Spanish speakers accustomed to syllable-final consonants, apart from the word endings that can be pronounced differently depending on context, while Spanish has more consistent pronunciation rules. Spanish speakers may struggle with the pronunciation of English word endings such as "-ed" as in "walked" or "played" or "-s" as in "cats" or "dogs". In addition, intonation and pitch patterns can convey subtle meanings and emotions that may differ from Spanish ones. Spanish speakers may find it challenging to master the intonation patterns of English, including rising and falling pitch, emphasis, and tone.

Another typical problem people faced is the silent letters, which can be confusing for Spanish speakers accustomed to pronouncing all letters in a word. Examples include the silent "h" in "hour" or the silent "k" in "knight." Furthermore, eventually linking and reduction it is caused when speakers frequently link words together and reduce certain sounds in connected speech, which can affect the pronunciation of words and phrases. Spanish speakers may need help to recognize and produce these features accurately. To overcome these challenges, Spanish speakers can benefit from focused practice, exposure to authentic English materials, and guidance from teachers or language resources specifically designed to address pronunciation issues for Spanish learners of English.

5.1.4 Fluency towards reading

The better students can read orally, the more deeply they understand and enjoy what they read. This is because they have bridged meaning with automatic word recognition to develop fluency, allowing for a far deeper text connection. Reading fluency is a critical goal for reading success. Paran (1996) claimed that “if L1 readers possess attributes in reading which L2 readers do not, then it is the task of the language teacher to develop ways of encouraging the development of these attributes” (p. 30). He also stated that if automatic word decoding is a major attribute of L1 reading, a way of fostering automaticity should be found. The most widely accepted theory for reading fluency is the automatic information processing (hereafter "automaticity theory"), proposed by LaBerge and Samuels (1974; see also Kuhn & Stahl, 2003; Mathson, Allington, & Solic, 2006; Rasinski & Hoffman, 2003). Although many learners can recognize words accurately, they spend excessive time and energy in the word identification process, which may lead to a comprehension breakdown. However, the approaches for teaching fluent reading often need supporting text or practical application exemplars. Poetry, songs, jokes, movie scripts, television scripts, famous speeches, and other texts beg for expressive reading. Having students perform these develops fluency and brings deeper comprehension. The research of the past two decades demonstrates a robust correlation between automatic word recognition and expressive oral reading and silent reading comprehension. Students who practice reading orally with good expression are more likely to comprehend deeply when reading silently. Students who cannot develop fluency will likely need help achieving the necessary levels of comprehension when reading. Because fluency is a foundational competency, difficulties can also lead to later difficulties in content areas that rely heavily on reading. Effective fluency instruction is essential to improving the overall reading achievement of all students and boosting their achievement in other content areas. Therefore, it is important to know other tips in order to

improve fluency in general. No matter how much a person studies grammar and vocabulary, if they do not practice spoken communication, it is not easy to get good at it. The most powerful way to improve the English speaking skills is to use them. Looking for 'meetups', social events for people interested in practicing languages is a good way to improve the speaking skill. Alternatively, finding someone learning a native language, and in exchange they speak in English. A language exchange app can also be a great way to find a conversation partner. All this means learn the skills and language fast. Another way is recording yourself speaking can be a powerful tool for improvement, the big thing it helps is confidence. Reutzel (2006) claimed that major elements of fluency are speed of reading, accuracy, and proper expressions. Work on listening skills by watching series and films in English, or listening to audio designed for your level, is great for pronunciation and intonation. Listening to English is also a good way to notice how grammar is used or to pick up new words and phrases. Being a good listener is a really important part of a good conversation. We often need to remember this when concentrating on what we will say: You do not even need to be that good at speaking English. If you can listen, understand and show interest, people will love talking to you, which means more English speaking practice and more opportunities to improve speaking.

6.1 Coherence

It relates to the organization and connection of ideas and whether they can be understood. In comprehending a sentence, words must be interrelated and combined to construct meaning. Samuels (1994) stated, "comprehension is a constructive process of synthesis and putting word meanings together in special ways, much as individual bricks are combined in the construction of a house". Even if a sentence is easy, attention is still needed for comprehension. When learners' language proficiency is limited, they may exhaust their attention by finishing the

decoding. As a result, they need more attention to comprehend the text. Coherence and cohesion can be improved by using an outline before talking to ensure the ideas are logical and well organized. Ask a peer to check it to see if it makes sense. Peer feedback is another way to help improve coherence in your talking. Coherence is currently a topic of intense debate in the international linguistic community. Since English has become the "lingua franca" of the modern world, research into coherence and cohesion strategies in English discourse is considered relevant to all spheres of human communication. Coherence is related to fluency but slightly different. It measures how well a speaker's ideas make sense together. A high band score indicates that a person can use a variety of cohesive features, discourse markers, and prompt phrases with ease to articulate ideas clearly and logically. Low-scoring responses in fluency and coherence have gaps in logic. In other words, ideas may need to be connected in a way that makes sense (or a clear way). This is particularly true for longer responses. Responses that are low-scoring in coherence also tend to overuse connecting words. They use the same transition words and phrases repeatedly.

On the other hand, high-scoring responses in fluency and coherence use a variety of cohesive features and discourse markers with ease. These features help communicate ideas clearly and logically without any noticeable gaps. When it comes to effective communication, choosing the right words is essential. In English, words can have subtle differences in meaning that can significantly impact the message you are trying to convey.

6.1.1 Coherence and coherency difference

Coherence refers to the overall clarity, logical consistency, and the quality of being logical, consistent, and orderly. It is having all the parts of something together smoothly and

effectively to achieve a common goal. It is achieved when all the ideas presented in the speech or text are connected in a way that makes sense to the reader or listener. According to the Oxford Advanced Learner's Dictionary (Hornby, 2005), coherence is the situation in which all the parts of something fit together well (p. 276). Coherence is essential in academic or technical speech and writing, where the goal is to convey complex information clearly and understandably.

Coherence is the logical and consistent connection between ideas in a written or spoken discourse. It is the quality of being clear and easy to understand. Moreover, Coherency is a term often used interchangeably with coherence, but it has a slightly different meaning. Coherency refers to the quality of being unified, connected, and consistent. It is the state of having all the elements of something working together in a way that makes sense and creates a unified whole; it refers to the quality of being logical and consistent in thought or action. It is the state of being unified or connected in a meaningful way. Use coherence to describe the quality of being understandable in written or spoken language, use coherency to describe the quality of being connected or consistent, and use cohesiveness to describe the quality of being connected or consistent in inanimate objects such as buildings or systems

6.1.2 Common mistakes

In English, coherence and coherency are often used interchangeably, but this is a common mistake that should be avoided. Coherence and coherency may seem interchangeable because they both refer to the quality of being logical and consistent. However, coherence refers to the quality of being understandable, while coherency refers to the quality of being connected or consistent. Using these terms interchangeably can lead to clarity and communication.

Coherence is often used to describe written or spoken language, but it is incorrect to describe inanimate objects such as buildings or systems. In this context, the correct term to use is

cohesiveness, which means the quality of sticking together or causing things to stick together. On the other hand, cohesion and coherence have significant roles in interpreting the message and negotiating meaning in the discourse. According to Halliday and Hasan (1976), "Cohesion refers to the relations of meaning that exist within the text, and is expressed through the organization of the text... It occurs where the interpretation of some elements in the text is dependent on that of another". Taboada (2004) defines cohesion as 'the internal hanging together of the text'. To Yule (2008) 'Cohesion is the tie and connection that exist within the text'. It is the part of the system of a language; a type of intra-sentence relation of an item with either the preceding or following item/s in the text. In communication, cohesion gives insights into how the writer structures what he/she wants to convey. Coherency is often used to describe written or spoken language, but it is incorrect to use it to describe the quality of being understandable. In this context, the correct term to use is coherence. Coherence, generally, is the contextual appearance of the utterances in the text. More specifically, the contextual fitness of the text contributes to understanding the meaning or message. According to Taboada (2004), "Coherence is the hanging together of the text with relation to its context of situation or culture" (p. 158). Yule (2008) views, "Coherence is everything fitting together well, and it is not something that exists in words or structures, but something that exists in people" (p 126). Coherence is the result of the interpretation of the meaning of the text, and it depends on the relation between the audience and the text (Tanskanen, 2006). It is therefore, the coherence of a text can be perceived only if the receiver's background knowledge is sufficient enough to interpret the linkage of messages in the discourse

6.1.3 Exceptions to the rules

While coherence and coherency are generally used interchangeably, there are some exceptions to the rules where the usage of these terms may not apply. In the case of scientific writing, coherence and coherency are used differently. Coherence refers to the logical flow and organization of ideas, while coherency refers to the consistency and stability of a substance or material. For example, in a scientific paper, the coherence of ideas is important to ensure that the reader can follow the author's argument, while the coherency of a chemical compound is important to ensure that it maintains its properties under different conditions, as a result both terms have very different meaning. In linguistics, coherence and coherency are also used differently. Coherence refers to the overall meaning and understanding of a text, while coherency refers to a sentence's grammatical and syntactical structure. For example, in linguistics, the coherence of a text is important to ensure that the reader can understand its intended meaning. At the same time, the coherency of a sentence is important to ensure that it follows the rules of grammar and syntax. Also, there may be regional differences in the usage of coherence and coherency. For example, in British English, coherence is more commonly used than coherency, while in American English, both terms are used interchangeably. Awareness of these differences is important when writing or speaking for an international audience. Finally, the usage of coherence and coherency may depend on the context in which they are used. For example, in a legal context, coherence may refer to the logical and consistent application of laws, while coherency may refer to a case's logical and consistent argumentation. It is important to consider the context in which these terms are used to ensure their correct usage.

Nowadays, the English language is a fundamental communication tool. In the educational system the opportunities to develop this skill in the classroom are few due to the small number of class hours of this subject. Oral production learning is challenging for students because it requires

language skills and overcoming fear and embarrassment when communicating. Regarding education, Ginoris, Addine and Turcaz (2006) point out that there are still statements of the traditional school of education by pointing out the passive assimilation and the mechanical reproduction of content by students. In this framework, this study aims to promote fluency and precision in expression through the implementation of a didactic sequence based on the roleplay technique.

Chapter III

Methodological Framework

Speaking is the most important skill among all the four language skills for communicating well in this world. As English is widely used all over the world, learners need to acquire communication skills to succeed in their respective fields. Thus, the classroom is the ideal platform to acquire good communication skills, especially speaking skills. The teachers have to understand the problems of the ELLs (English language learners) and try to implement various teaching strategies in their classrooms to develop their learners' speaking skills in English classrooms. This chapter will show why the implementation of role-playing as a motivation strategy to improve the fluency and pronunciation of students in eighth grade is important. Nowadays, it is relatively easy to find creative techniques to elevate students' learning. The speaking skill has to be orally practiced in order to get an improvement.

3.1 Research Approach

In order to carry out this investigation, the method that will be used is qualitative since it is the one that adjusts to the purpose of this investigation. According to Bhandari (2017), qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights

into a problem or generate new ideas for research. Qualitative research is used to understand how people experience the world. While there are many approaches to qualitative research, they are flexible and focus on retaining rich meaning when interpreting data. The objective is to reflect on the approach and to thoroughly explain the choices made in collecting and analyzing the data. The communicative approach recognizes the achievement of communicative competence as its objective, defined by Savignon (1983) as functional efficiency in the use of language: The expression, interpretation, and negotiation of meaning that involves the interaction of two or more people who belong to the same or different linguistic communities, or between a person and an oral text or written.

3.2 Research Design

It refers to the overall plan or strategy that guides this research project, from its conception to the final data analysis. In this investigation will be used the descriptive research design, a type of research methodology that aims to describe or document the characteristics, behaviors, attitudes, opinions, or perceptions of a group or population being studied. The main purpose of descriptive research design is to systematically and objectively describe and measure a population or phenomenon's characteristics. It involves collecting data that describe the current status or condition of the population or phenomenon of interest without manipulating or altering any variables. Descriptive research design does not attempt to establish cause-and-effect relationships between variables or make predictions about future outcomes. Instead, it focuses on providing a detailed and accurate representation of the data collected, which can be useful for generating hypotheses, exploring trends, and identifying patterns in the data. Descriptive research design has numerous applications in various fields. Some of the most common applications are:

Educational research: Descriptive research design describes the performance of students, schools, or educational programs. This helps educators to improve teaching methods and develop effective educational programs.

Social science research: A descriptive research design is used in social science research to describe social phenomena such as cultural norms, values, and beliefs. This helps researchers understand social behavior and develop effective policies.

Public opinion research: A descriptive research design is used in public opinion research to understand the opinions and attitudes of the general public on various issues. This helps policymakers develop effective policies that align with public opinion.

Environmental research: Descriptive research design is used in environmental research to describe the environmental conditions of a particular region or ecosystem. This helps policymakers and environmentalists to develop effective conservation and preservation strategies.

Descriptive research design data analysis methods depend on the type of data collected and the research question being addressed. Here are the methods of data analysis for this descriptive research:

Descriptive Statistics: This method involves analyzing data to summarize and describe the key features of a sample or population. Descriptive statistics can include measures of central tendency (mean, median, mode) and variability (range, standard deviation).

Content Analysis involves analyzing qualitative data (text, images, audio) to identify themes, patterns, or trends. It can be used to describe the characteristics of a sample or population or to identify factors that influence attitudes or behaviors.

Comparative Analysis: This method involves comparing data across different groups or periods to identify similarities and differences. Comparative analysis can help describe changes in attitudes or behaviors over time or differences between subgroups within a population.

On the other hand, action research, which is not going to be used for this investigation, is a research method that aims to investigate and solve an issue simultaneously. In other words, as its name suggests, action research conducts research and takes action simultaneously. It was first coined as a term in 1944 by MIT Professor Kurt Lewin. A highly interactive method, action research is often used in the social sciences, particularly in educational settings. Particularly popular with educators as a form of systematic inquiry, it prioritizes reflection and bridges the gap between theory and practice. Due to the nature of the research, it is sometimes called a cycle of action or inquiry. There are two common types of action research: participatory action research and practical action research. Participatory action research emphasizes that participants should be members of the community being studied, empowering those directly affected by the outcomes of said research. In this method, participants are effectively co-researchers, with their lived experiences considered formative to the research process, and practical action research focuses more on how research is conducted and is designed to address and solve specific issues. Both types of action research are more focused on increasing the capacity and ability of future practitioners than contributing to a theoretical body of knowledge. Action research comes with advantages and disadvantages.

Advantages: Action research is highly adaptable, allowing researchers to mold their analysis to their needs and implement practical individual-level changes.

Action research provides an immediate and actionable path forward for solving entrenched issues rather than suggesting complicated, longer-term solutions rooted in complex data. Done correctly, action research can be very empowering. It informs social change and allows participants to effect that change in meaningful ways for their communities.

Disadvantages: Due to their flexibility, action research studies are plagued by very limited generalizability and are difficult to replicate. They are often not considered theoretically rigorous due to the researcher's power to conclude.

Action research can be complicated to structure ethically. Participants may feel pressured to participate or to participate in a certain way.

Action research is highly susceptible to research biases such as selection bias, social desirability bias, or other types of cognitive biases.

3.3 Information Sources

Primary sources refer to original materials that provide firsthand evidence or direct documentation of an event, object, person, or phenomenon being studied. These sources are created at the time of the event by someone who witnessed or experienced it. The primary source that provided information to carry out this research was a group of 20 students from the Liceo de Aserrí, located in San José, Costa Rica, who collaborated. They were eighth-grade students. Their ages are around 14 and 15 years old. As a secondary source, several options were used, such as the content of books, articles, web pages, theses, and manuals. These are reliable sources

that accumulated credibility. Using the Role Playing technique to determine aspects to improve in eighth-grade students to develop greater skills in oral expression through activities and exams to be carried out using the above technique.

3.4 Analysis Categories

This aspect refers to the structured divisions or thematic groupings used to organize and classify the data during the analysis phase. Data could be collected through methods such as surveys, interviews, experiments, or observations; this data is categorized, often based on recurring patterns, topics, or variables found within the data. Analysis categories serve as an illustrative tool in the thesis, demonstrating how the data has been systematically examined and interpreted. "Analysis comprises mathematical methods for finding the solutions." Henk J.M (2001). They provide a framework for discussing the results and findings of the study in a coherent and structured manner.

Fluency: According to the Oxford (2024) dictionary, is defined as the quality or condition of being fluent, particularly the ability to express oneself easily and articulately. Ellis and Barkhuizen (2005), following Skehan (1998), define fluency as "the production of language in real time without undue pausing or hesitation." Simply put, fluency is the ability to speak, write, and read smoothly and effortlessly. Teachers who put more emphasis on fluency aim to produce students who are competent in expressing themselves and giving responses in communication. They focus more on meaning and context rather than grammatical structure. The usual classroom activities to promote fluency are public speaking, debate, role-play, group work, and games.

Pronunciation: It is the way in which a word or a language is spoken. It includes the sounds of speech, such as articulation, stress, and intonation; pronunciation may refer to the

generally agreed-upon or correct way of saying a word or a language in a specific dialect or the way a particular person speaks a word or a language. It can vary depending on the language, region, or individual. Morley (1991) states, "The pronunciation class... was one that gave primary attention to phonemes and their meaningful contrasts, environmental allophonic variations, and combinatory phonotactic rules, along with ... attention to stress, rhythm, and intonation."

Tone of voice: It is the way in which people express their attitude and emotions, both through words and intonation. According to Merriam Webster (2022), is actually "the way a person is speaking to someone." In essence, it's how you sound when you say words out loud. One potentially important aspect of the communication concerns the availability of verbal content. The tone of voice is a better source of information about dominance and submission.

Grammar: For many foreign language students, learning grammar often means learning the rules of grammar and having an erudite knowledge of grammar that helps us communicate (Daloglu, 2020). The students need to experience how grammar is related to what we want to say and how we expect others to interpret our language use and its purpose because grammatical competence is one of the communication skills (Olcu, 2022).

3.5 Data Collection Instruments

This aspect can overshadow the quality of achieving results by decreasing the possible errors that may occur during a research project. Therefore, alongside a good design for the study, plenty of quality time should be spent in the collection of data to gain appropriate results since insufficient and inaccurate data prevents assuring the accuracy of findings (Kabir, 2016). On the other hand, although a suitable data collection method helps to plan good research, it cannot

necessarily guarantee the overall success of the research project (Olsen, 2012). Data collection is the process of collecting data with the aim of gaining insights regarding the research topic.

3.5.1 Survey

By asking people directly, it allows us to collect data about opinions, behaviors, experiences, and demographic characteristics. In this case, a total of ten questions will be asked to determine the student's interest in the English language. Also, it will test the motivation of the class to learn a new language. Moreover, to realize how open they are in order to implement strategies like role-playing in the learning process. If they like to participate in this kind of activities or if they prefer other learning techniques.

3.5.2 Pre test

In the context of research, a pretest can be used to test the validity or effectiveness of measurement instruments. This helps organizers better understand the needs, knowledge or skills of participants and adapt the main event accordingly. Michaels (2002), for example, finds that the use of pre-tests only predicts final grades at the top and bottom ends of the distribution, although his pre-tests are only used at the beginning of the course, not prior to each topic. In this case, this is an oral test which consists of the students having to read a text given by the professor. Students will proceed to read it aloud and individually to the professor. The topics will be “sports, recreation, hobbies, and leisure activities”. On this occasion, pronunciation, fluency, grammar, and tone will be graded. The students will be presented with the following text. Also they are going to be evaluated through the following rubric.

Text:

Mary's hobbies and interests

Mary has a lot of hobbies and interests. She usually gets up early so she can run before work. She doesn't often have time to ski, but she occasionally goes on Saturdays during winter. Mary often rides a horse at a stable near her home. She sometimes goes after work, but she usually goes horseback riding on Sundays. She loves music. She always goes to choir practice on Wednesday evenings and sings at church on Sundays.

Mary doesn't have much extra money, so she rarely goes to concerts in the city. She seldom watches TV because she likes doing things outside. She usually goes to the gym if it's raining. She isn't often alone because she has a lot of friends. She occasionally does some activities alone, but she usually does things with one of her friends. She's a happy woman!

Rubric:

Rubric for Pre-test y Rubric for Post-test

Student _____ Section _____ Pts obtained _____

Criteria	Achieved 3	In process 2	Not achieved 1
Fluency	Speak smoothly with little hesitation that does not interfere with communication.	Speak with some hesitation, which often interferes with communication.	Hesitates too often when speaking which interferes with communication.
Pronunciation	Stays on task and communicate effectively.	Pronunciation errors sometimes make it difficult to understand the student.	Frequent problems with pronunciation.
Tone of voice	Student demonstrates acceptable tone and diction. Notes are clear and easily heard.	Student's tone is mostly acceptable and often has an unclear diction. and diction. Notes are	Student/s tone is mostly unacceptable with unclear diction. Notes are often not heard or clear.

		mostly clear and heard.	
Grammar	Use of structure with no grammatical errors.	Use of structure with only occasional grammatical errors.	Use of structures with frequent grammatical errors.

3.5.3 Post test

Post-tests are valuable for evaluating the effectiveness of interventions, programs, or educational initiatives and for assessing the extent to which desired outcomes have been achieved. They provide valuable data for analyzing the impact of the intervention and making decisions about future actions or improvements. Same way as the pre test, students will present a paragraph written by themselves and then present it to their classmates. The topics will be the same as in the pre-test (sports, recreation, hobbies, leisure activities). The paragraph must also refer to another person (she or he), third person singular. And it must contain verbs conjugated in the third person singular, subject pronouns, object pronouns and possessive adjectives. In this final test, the student will not be able to read the exposition. On this occasion students will also be graded on pronunciation, fluency, grammar and use of what is requested.

These tests are evaluated individually for each student, they will be carried out during regular English lessons. The students selected to apply this thesis are a group of eighth grade from the Liceo de Aserri, San Jose, Costa Rica. The students will be presented with the following text. Also they are going to be evaluated through the following rubric.

Text:

Mary’s hobbies and interests

Mary has a lot of hobbies and interests. She usually gets up early so she can run before work. She doesn't often have time to ski, but she occasionally goes on Saturdays during winter. Mary often rides a horse at a stable near her home. She sometimes goes after work, but she usually goes horseback riding on Sundays. She loves music. She always goes to choir practice on Wednesday evenings and sings at church on Sundays.

Mary doesn't have much extra money, so she rarely goes to concerts in the city. She seldom watches TV because she likes doing things outside. She usually goes to the gym if it's raining. She isn't often alone because she has a lot of friends. She occasionally does some activities alone, but she usually does things with one of her friends. She's a happy woman!

Rubric:

Rubric for Pre-test v Rubric for Post-test

Student _____ Section _____ Pts obtained _____

Criteria	Achieved 3	In process 2	Not achieved 1
Fluency	Speak smoothly with little hesitation that does not interfere with communication.	Speak with some hesitation, which often interferes with communication.	Hesitates too often when speaking which interferes with communication.
Pronunciation	Stays on task and communicate effectively.	Pronunciation errors sometimes make it difficult to understand the student.	Frequent problems with pronunciation.
Tone of voice	Student demonstrates acceptable tone and diction. Notes are clear and easily heard.	Student's tone is mostly acceptable and often has an unclear diction and diction. Notes are mostly clear and heard.	Student/s tone is mostly unacceptable with unclear diction. Notes are often not heard or clear.

Grammar	Use of structure with no grammatical errors.	Use of structure with only occasional grammatical errors.	Use of structures with frequent grammatical errors.
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3.6 Collection data process and data analysis

The data will be collected in the following way: first, through a survey in which the students' interest in the English language will be measured, also their knowledge about the activity in question, "role play," if it is to their liking and how viable they think this activity is to improve the use of the English language in the class. By doing this survey, will be obtained results about how committed the students are for learning, their motivation and their interest in learning a new language. The students' performance will also be analyzed through a rubric in which necessary, basic and important aspects are taken into account for the management of a new language such as English. The aspects to take into consideration to evaluate the performance are fluency since to achieve this, students require effective communication, grammatical competence, cultural knowledge and self-confidence. In addition to fluency, pronunciation will also be evaluated since good pronunciation makes it easier for the message to be understood correctly by native and non-native English speakers. Clear pronunciation helps avoid misunderstandings and improves fluency in communication. On the other hand, the tone of voice, as in any language, the appropriate tone can convey everything from enthusiasm and confidence to seriousness or empathy, this is essential to establish an emotional connection and mutual understanding during communication. And finally, grammar; since it is the way in which it is ensured that the message is understood correctly and unambiguously.

Chapter IV

Data Analysis

This chapter examines, interprets, and makes sense of the data collected during the research study. Analysis transforms data into findings by bringing order, structure, and meaning to the mass of collected data (Patton, 2002). Furthermore, "data analysis does not in itself provide answers to research questions as these are found by way of interpretation of the analyzed data" (Kruger et al.). Interpretation involves explaining and making sense of the data (Denzin, 1989). This, again, involves an ongoing engagement with the process in that interpretation and analysis are closely intertwined as the researcher automatically interprets as he or she analyzes (Kruger, 2005).

4.1 Analysis and Interpretation of the Results

This is a crucial component that follows the data collection and analysis phases. Analyzing and interpreting the results involves examining the findings derived from the data analysis process and making sense of them in relation to the research questions or hypotheses. This phase goes beyond simply reporting numbers or findings; it involves explaining the significance of those findings about the research questions, hypotheses, and the broader field of study. In this case, a survey provides a clear overview of the student's interest in the English language. Also, to interpret a pre-test to get to know the student's level of knowledge. Moreover, a post-test was done to measure and analyze the improvement level through a series of role-playing activities done in class.

4.1.1 Survey

The results obtained through this survey, which was done with a total of 10 questions, reflect that most students are interested in learning the English language. However, the lack of attention and hours taught lead to optimized learning of this language in a public school, which is not enough to develop such knowledge that empowers or forges such a desire in students to want to learn more. To motivate themselves to study at home or to take extracurricular English courses. Also, it shows how helpful students find techniques such as role plays to develop their knowledge, confidence, and fluency when speaking this language.

Figure 1 represents the students' difficulty level in an eighth-grade group related to the English language, how difficult they feel it is to learn it, and their relationship with the language. In this case, 20 students answered the question as follows: 5 of them believe that it is an easy language to master, which represents 25% of the students of the group; the other 7 students that are 35% of the group believe that the English language is relatively easy, and lastly, 8 students, the 40% of the group tend to have a little more difficulty learning this language. This is interpreted to mean some difficulty in learning it, but most children find it relatively easy.

Figure 1. Represents the difficulty level of the students in learning English.

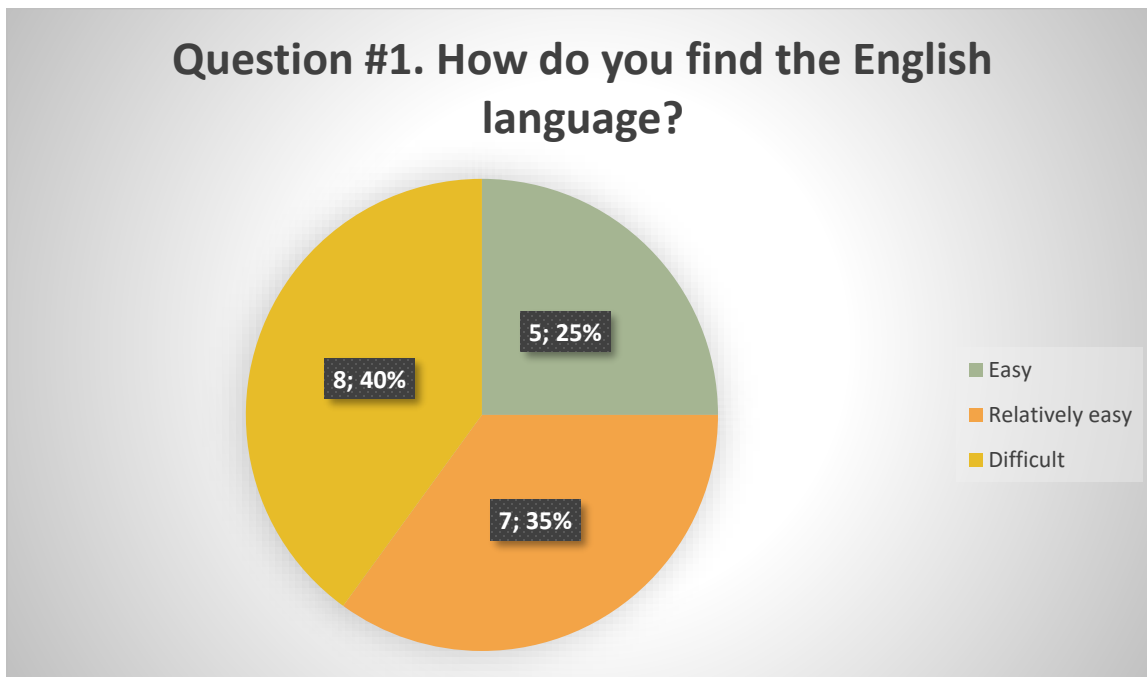


Figure 1 Difficulty level of the English language in the group.

The results represented by Figure 2 are the states of motivation that the students of this eighth-grade group have regarding learning the English language. How often do they feel motivated when they attend their classes in this language, and how do they feel when learning it? Among the responses obtained from 20 students, 5 of them believe that they are always motivated to learn, which means 25% of the students in the group. Also, as a majority, 13 students, corresponding to 65% of the group, think their motivation is only sometimes. However, sometimes, and finally, 2 students think they never feel like learning English, corresponding to 10% of the group.

Figure 2. It represents how motivated the students are in the English class.

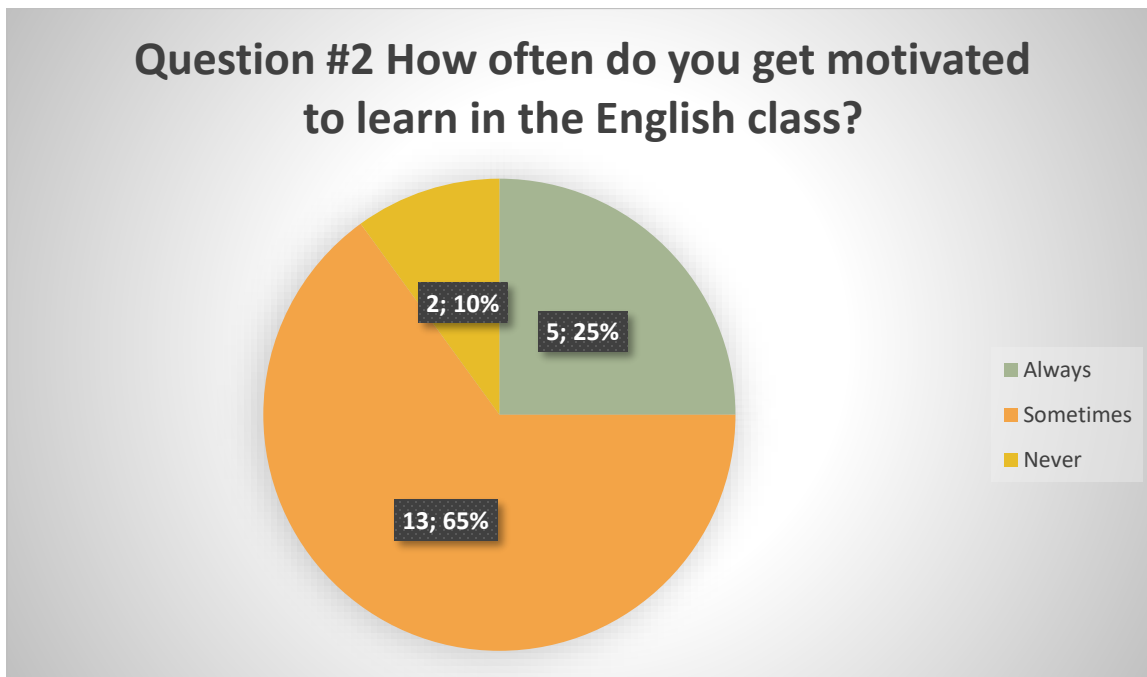


Figure 2 Learning motivation.

As can be seen in Figure 3, the study time per day invested by the students of this eighth-grade group regarding the English language is being represented in a way that 9 of the students in the group, which corresponds to 45% of them, study less than one hour a day. On the other hand, 7 of them, which means 35% of the group, invest a study time of more than one hour per day, and finally, 4 of the students, which corresponds to 20% of the group, answered that they do not study English every day.

Figure 3. It shows the time students spend studying English every day.

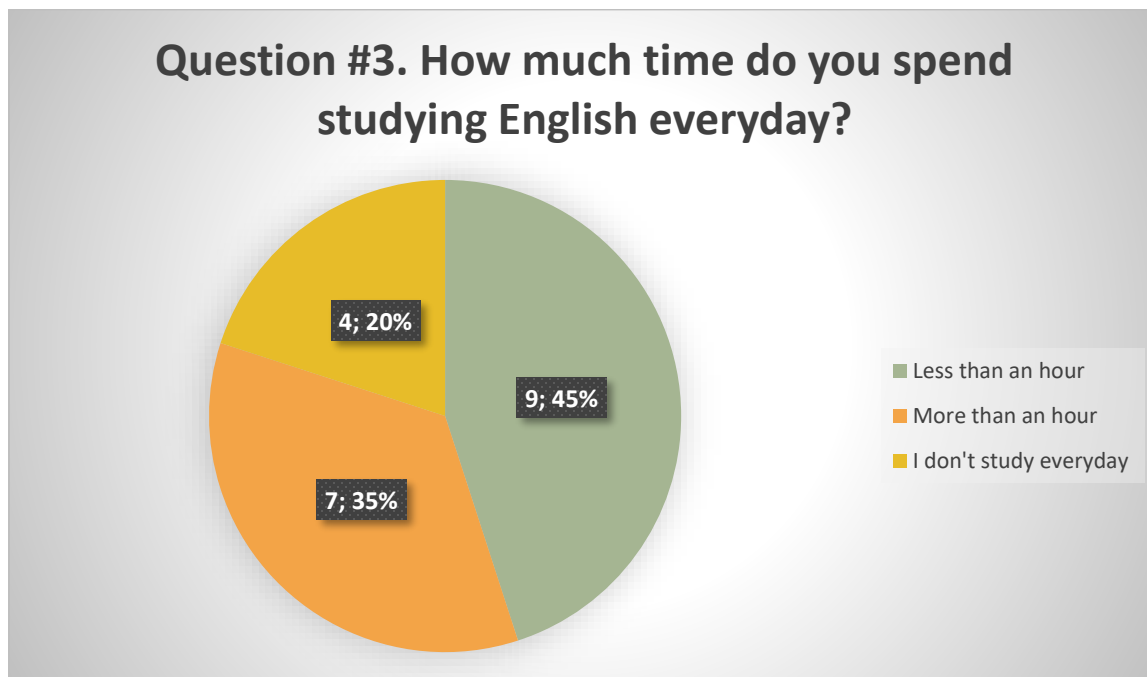


Figure 3 Time dedicated to study English.

Figure 4 shows whether the students in this group have ever taken extracurricular English courses and how recently they did so. As reflected in the graph, 9 of the students, which means 45% of the group, have already taken extracurricular courses some time ago. Only 1 of them, which is 5% of the group, is currently taking a separate course, and the other half of the group, 10 of the students, representing 50% of the group, has never taken English courses elsewhere separately.

Figure 4. It shows the students who have extra knowledge of the English language.

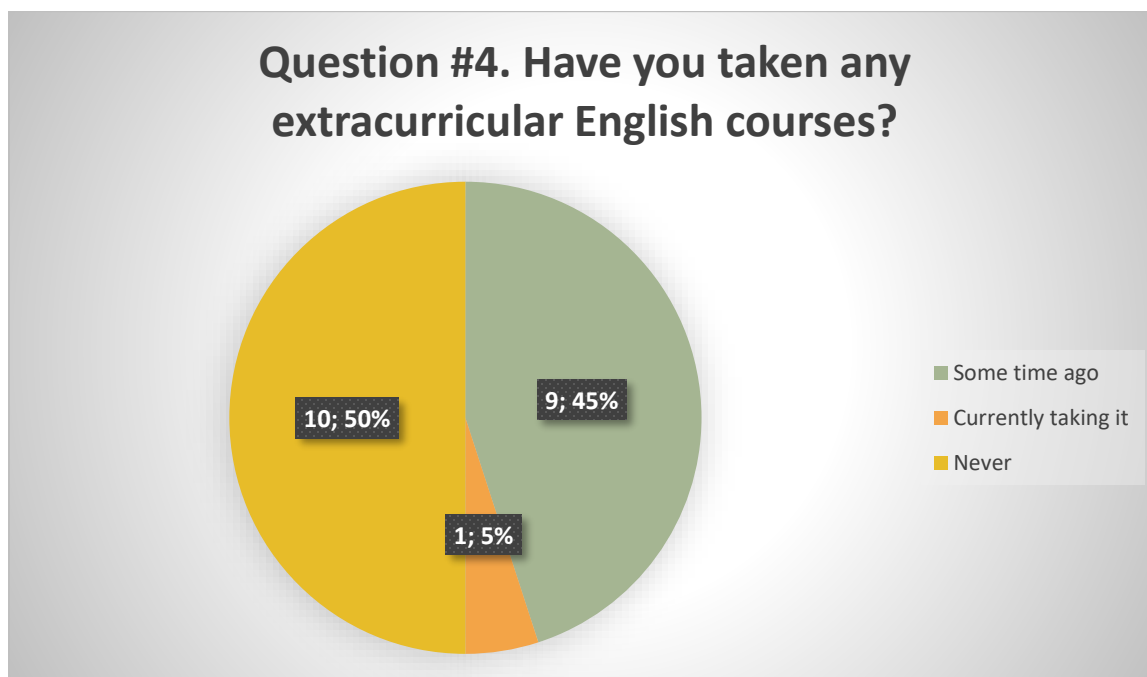


Figure 4 Extracurricular English classes are taken.

In Figure 5, the information shown refers to the student's interest in role-play activities in the class. More than half of the group, which is 11 students, which is equivalent to 55% of them, responded that they were very interested in learning the language through techniques like this. Students 7, or 35% of the group, responded that they are interested, meaning they are open to carrying out such activities. Finally, only two students, corresponding to 10% of the group, answered that they did not like it or were not interested in the technique.

Figure 5. It represents how interested students are in role-play activities.



Figure 5 Interest in role-play activities.

Figure 6 shows the emotions that the students of this particular group feel when presenting a role-play activity in front of their other classmates and how confident or nervous it makes them feel to perform it. Only three students, corresponding to 15% of the group, feel excited to carry out this activity. However, 13 students, 65% of the group, feel nervous when performing this technique. Therefore, 4 of the students, that is, 20% of the group, feel indifferent when performing role-play activities, which means they do not feel excited, nervous, or calm with the assignment.

Figure 6. It represents students' self-confidence when speaking in front of the class.

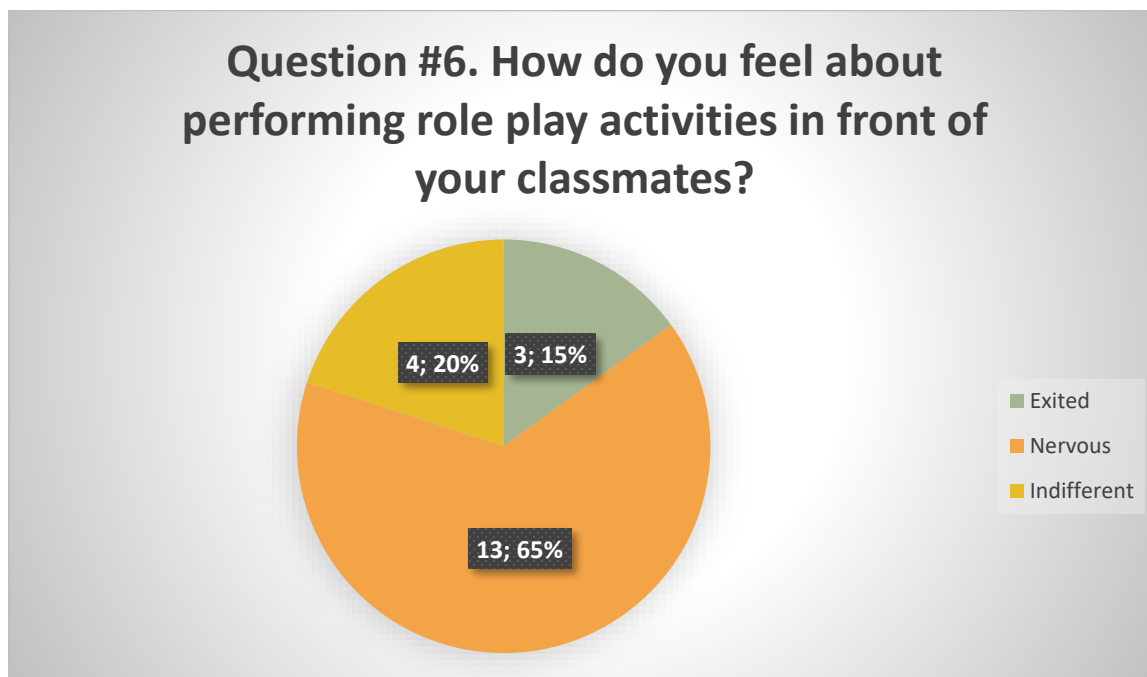


Figure 6 Emotions related to role-play activities

The students' preference for the role-play technique and its themes or scenarios is an interesting opinion, as represented by Figure 7. Most of the students in this group think they prefer to choose the scenarios since 9 of them agreed with it, corresponding to 45% of the group. In the case of 6 students, which represents 30% of the group, they prefer to be assigned the scenario so it will be easier. Furthermore, for 5 students, which reflects 25% of the group, it is less important; they have no preference and can work both ways.

Figure 7. It shows the preference of students toward role-play scenarios.

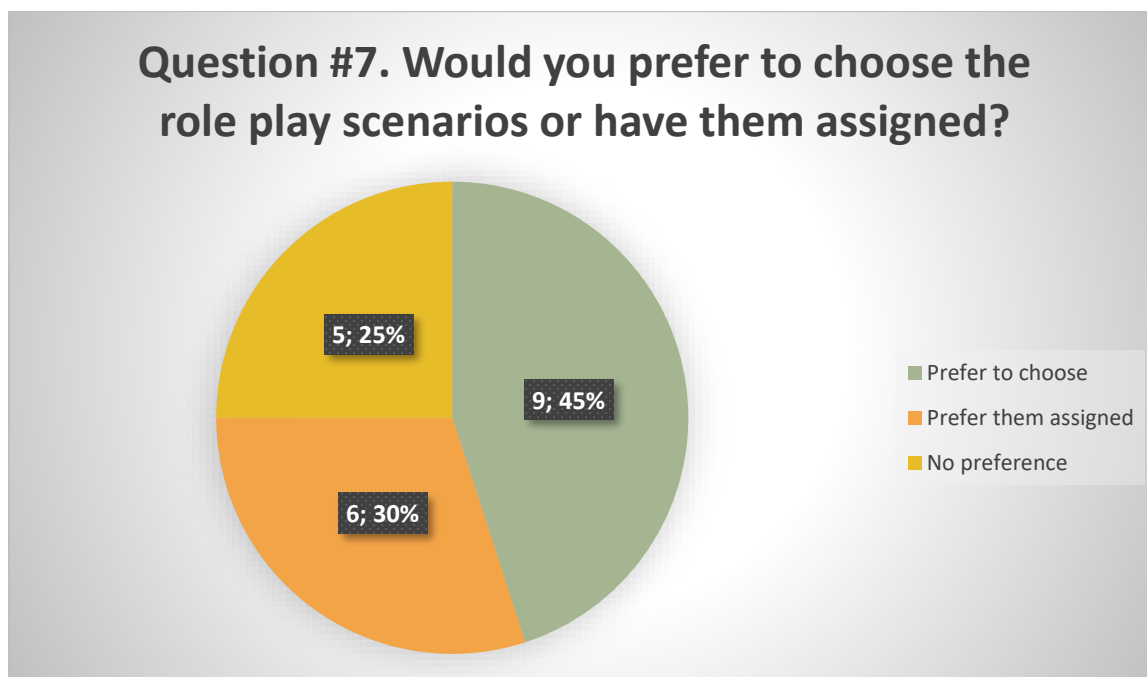


Figure 7 Preference of scenarios when creating a role-play activity.

Figure 8 on this question represents the thinking of the students in this group about the benefits of role-play regarding the learning they obtain in the English language. Half of the group, meaning 10 of the students, equivalent to 50% of them, think that the skills that improve the most are speaking and listening. Also, 7 students, 35% of the group, believe that their vocabulary knowledge increases through this technique. Moreover, 3 of the students think that their confidence increases by frequently highlighting these types of activities in class.

Figure 8. It represents which learning aspect students think they develop better through role-play activities.

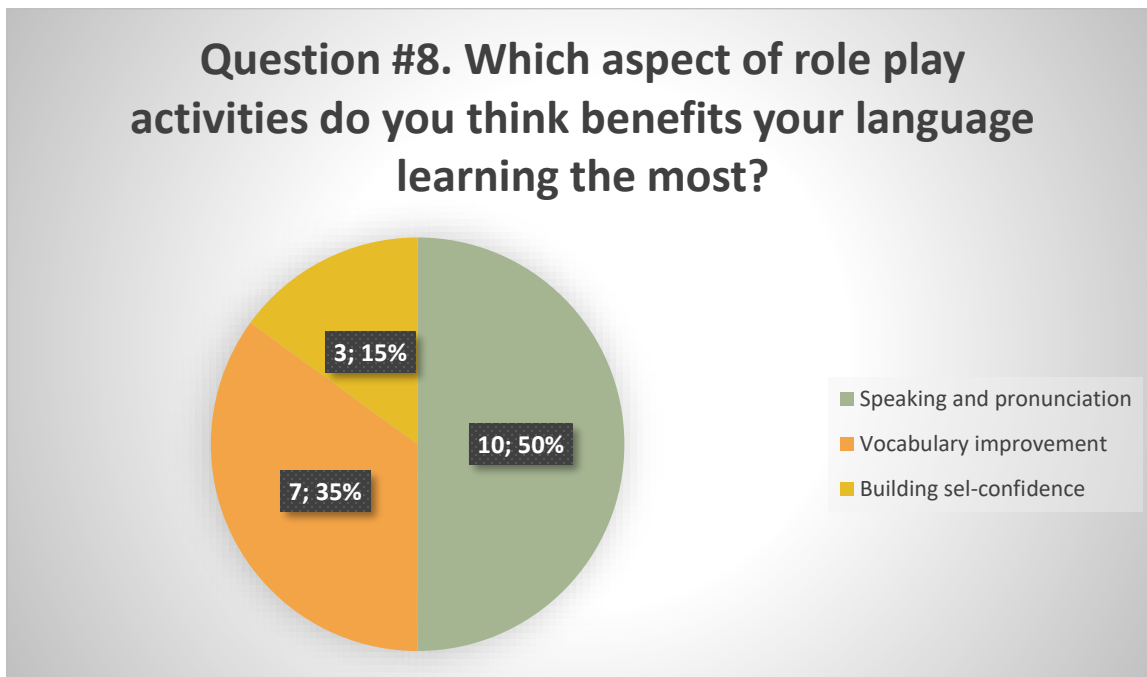


Figure 8 Benefits students obtain from role-play activities.

Figure 9 shows how often the students of this eighth-grade group participate in activities that include the role-playing technique. The main goal is to learn how accustomed these students are to play the activity. In the case of the "daily" option, 0 students marked the answer. While in the option called "weekly," 7 students marked it, which is 35% of the group. Therefore, the other 13 students marked the "rarely" option, referring to the fact that they rarely do role-play activities.

Figure 9. It shows how often role plays are done in English classes and how accustomed students are to them.



Figure 9 Carrying out role-play activities in the English class.

The students' opinions regarding how helpful role-playing activities are in improving the English language are very interesting since they truly think the technique makes a difference when learning in class. Figure 10 represents the following results. Eight students believe this question is very helpful, meaning that 40% of the group is happy to implement this technique. Also, seven students think it is helpful, equivalent to 35% of them, and only 5 of them, 25% of the group, believe that the technique provides neutral help when learning the language. This reflects a good result in applying the technique as a teaching method for English.

Figure 10. It shows how helpful students think role plays are in learning English.



Figure 10 Improvement of English skills.

4.1.2 Pre-test

This thesis applied the pre-test because it provides a baseline measurement of the students' characteristics or outcomes. It helped in understanding the starting point and allowed comparisons with post-test results to assess the effectiveness of the thesis. Also, to identify and account for factors influencing the outcomes being studied. The objective of this pre-test is to contribute to the study's validity by demonstrating any changes observed in the post-test, which helps ensure that the instruments used in the thesis are appropriate and effective. Overall, including a pre-test in a thesis or research study enhances the rigor and validity of the research findings by establishing a clear starting point and minimizing bias in interpreting results. Therefore, the pre-test was applied on June 5th, 2024, and only one student out of 20 was absent that day. This evaluation consisted of students reading a text called "Mary's hobbies and interests" while being evaluated through a rubric. The test took approximately 1 hour, and the rubric was about aspects such as fluency, pronunciation, tone of voice, and grammar. All these aspects added up to a total of 12 points, where 1 was the minimum in each criterion. Finally, as a result, the minimum grade obtained according to the rubric is 4 points, which is equivalent to 33 in the final grade, and the maximum grade obtained according to a rubric is 10 points, which is equivalent to 83 in the final grade as the highest grade of the pre-test.

Table 1. Results obtained in the pre-test applied to 19 students out of 20, equivalent to 95% of the group.

Participants	Points Obtained	Final Grade
Student #1	10	83
Student #2	9	75
Student #3	8	67
Student #4	8	67
Student #5	8	67
Student #6	8	67
Student #7	8	67
Student #8	8	67
Student #9	7	58
Student #10	7	58
Student #11	7	58
Student #12	7	58
Student #13	7	58
Student #14	7	58

Student #15	6	50
Student #16	6	50
Student #17	5	42
Student #18	4	33
Student #19	4	33

Table 1 Results obtained in the pre-test.

According to the aspects that were evaluated using a rubric, the results of the pre-test for this thesis represent that students in this group need to improve their level of English; they need speaking practice to achieve the desired results. Most of them need help with fluency, pronunciation, and grammar. To improve these aspects, role-play activities will be carried out, which are expected to influence and obtain the desired learning dramatically. This pre-test helps understand which areas to focus on for the best results. For this group, one of the students obtained the highest grade of all, with 10 points out of 12 for a final grade of 83. Other students obtained 9 points, so the resulting grade was 75. Additionally, six students out of 19 got 8 points, which means a final grade of 67; 6 students obtained 7 points therefore, they got a final grade of 58; 2 students obtained 6 points with a final grade of 50, and three left; one obtained 5 points for a total grade of 42 and 2 of them 4 points for a final grade of 33.

4.1.3 Post-test

In this section, the grades obtained in the post-test using the final evaluation are shown to show the knowledge acquired by the students through some role-play activities. The role play technique was a fundamental basis for the development of learning during five classes, which is equivalent to five activities carried out with the technique. This post-test also provides feedback to the participants about their learning progress. This feedback can help them identify their strengths and weaknesses, guide their future learning efforts, and enhance their performance in the workplace. Furthermore, preparing for and taking the post-test can reinforce learning and promote the retention of knowledge and skills. One hour of time was required for this evaluation, as in the pre-test. It was carried out on June 14th, 2024. A total of 17 out of 20 students attended the class that day. This evaluation also consisted of reading the text provided called "Mary's hobbies and interests." important aspects that were worked on during previous days were evaluated, such as fluency, pronunciation, tone of voice, and grammar; these aspects were evaluated through the rubric that was also used for the pre-test. Certainly, this post-test adds depth to the findings by showing how outcomes evolve after the intervention. The highest grade for this test was 100, while the lowest was 66. This improves the students' knowledge since using more complete and effective techniques such as role-play ensures better language learning.

Table 2. Results obtained in the post-test applied to 17 students out of 20, equivalent to 85% of the group.

Participants	Points Obtained	Final Grade
Student #1	12	100
Student #2	12	100
Student #3	12	100
Student #4	11	91
Student #5	11	91
Student #6	11	91
Student #7	10	83
Student #8	9	75
Student #9	9	75
Student #10	9	75
Student #11	9	75
Student #12	9	75
Student #13	9	75
Student #14	9	75
Student #15	8	66

Student #16	8	66
Student #17	8	66

Table 2 Results obtained in the post-test.

This post-test provides a comprehensive picture of the effects over time. The test results under discussion were positive and relevant for the students since certain aspects were improved through the role-play activities. In the case of this evaluation, the students improved their performance significantly since three of them obtained a total of 12 points, which means that they obtained the highest grade, which is 100. Three of them only needed more than one point to reach their classmates with the highest grade; they obtained 11 points out of 12 and a final grade of 91. In addition, one student obtained 10 points for a grade of 83.

On the other hand, seven students obtained 9 points, corresponding to a final grade of 75. Moreover, one student obtained 8 points, corresponding to a total grade 66, which is still above the minimum in this institution. With the previous results, the improvement of the students during the period in which role-play activities were carried out to develop their skills and abilities with the English language is evident and meaningful.

Chapter V
Conclusions and Recommendations

5.1 Purpose of the Conclusion

This conclusion aims to reinforce the coherence and relevance of this study while clarifying how it contributes to existing knowledge in the field. It also discusses the strengths and limitations of the English language in a class. The purpose is to help contextualize findings, acknowledge potential biases or constraints, and discuss how findings answer or contribute to addressing them. It is a synthesis of what has been discussed. In this case, these findings have important implications for English teaching. as a foreign language in the environment of the educational institution Liceo de Aserri. Role play can effectively improve certain aspects of verbal speech in English, such as fluency, pronunciation, and grammar. However, complementing this methodology with other pedagogical practices and approaches that address interactive communication more effectively is recommended.

5.2 Conclusions

The specific objectives of this research were to investigate the impact of role-play activities on students' coherence in speaking and determine students' attitudes toward implementing the technique in speaking sessions. This would bring them confidence and willingness to talk, enhance their ideas, and provide them with the outline and interest for generating a topic.

5.2.1 To identify speaking problems presented in the eight-grade group at Liceo de Aserri during the second quarter of 2024

The first specific objective of this research was to investigate the problems that students have related to speaking skills when learning English. Therefore, to obtain these results, a survey was carried out which reflected the level of difficulty that the students feel that the language in question represents for them and the level of motivation with which they receive the classes,

these two questions being quite significant to take action in this thesis. On the other hand, it was known that there were students who dedicated more time to the language either by studying at home or through private lessons since, if this situation occurs, it is necessary to take into account the results to carry out the evaluations. Additionally, to achieve this objective, an evaluation called a pre-test was carried out where problems in aspects such as fluency were analyzed, and the result was that the majority of students spoke with some hesitation, which often interfered with communication. Similar to pronunciation errors, it sometimes makes it difficult to understand the student. Then, the student's tone of voice was mostly acceptable and often had unclear diction and diction but the notes were mostly clear and heard. Finally, this pre-test evaluated the use of grammatical structure in which students of this eighth-grade group only had occasional errors. This result shows a clear need to improve the teaching methods used to develop speaking skills. Notably, the interest and motivation of these students can increase by carrying out activities that develop their maximum potential when it comes to learning a language.

5.2.2 To apply Role-Playing in the classroom to develop the speaking skill on eight graders at Liceo de Aserri during the second quarter of 2024

Once the first objective was achieved, a series of five activities were carried out only using the role-play technique to correct many of the students' failures and insecurities demonstrated through the survey and the pre-test results. -test. For this occasion, the questions related to the survey were those that referred to the role plays as such, for example, how interested would these students be in learning English through this technique and what are their emotions when performing it, since this research is Based on the role play technique, it is important to know the opinion and openness that students have regarding the technique. They

were also asked what they believed were the benefits of this technique and if they believed it would help improve their learning and understanding, to which they responded positively. Analyzing these responses, the activities were formulated, which were as follows: For the first activity, the students formed groups of three people and created a short conversation using different verbs required in their conversations; they talked about topics such as ball sports, competitive games, recreational activities, etc., since that way they would learn how to use verbs with proper grammar so it avoid mistakes. In the second activity, in pairs, the students created a conversation about "Interesting hobbies." They presented in front of the class, practicing fluency, pronunciation, tone of voice, and grammar. For the third activity students had to tell each other's a story that has happened while playing one of their favorite sports and presented it in front of the class, but exchanging both stories. The fourth activity was about creating a role play in pairs where they used two subject pronouns, two object pronouns, two possessive adjectives, and two verbs using the third person singular to reinforce their grammar when expressing themselves. Finally, the students were divided into groups of three to create a dialogue using gerunds and infinitives; for this last activity, they could choose their topic. When carrying out these activities, the effort and interest that each of them put into improving and doing everything in the best way was notable. The improvement of the students was reflected in activity after activity and how the motivation to carry out these activities was increasing. So, applying the technique in this group was successful; the students were willing to participate and reinforce their learning.

5.2.3. To evaluate the outcome of using Role-Playing as strategy to improve the speaking skill on eight graders at Liceo de Aserri during the second quarter of 2024

On the whole, the outcomes received through this research on the implementation of the role play technique for the students of the eighth-grade group at the Aserri school were quite positive since after being evaluated through two types of tests and different activities that were mentioned before carried out in a short period, the results in the improvement of the aspects evaluated were great and satisfactory. Indeed, after the performances, the discussions went on with high enthusiasm; students liked to make poignant comments on each other's performance and declared that they benefited a lot from others' presentations. Students also put forward some creative suggestions for this kind of practice. To evaluate the learning obtained after using the technique under discussion, a post-test was carried out in which points specifically described in a rubric that was also used for the previous pre-test helped to determine the progress on terms such as fluency which in this last test, the boys improved their ability to say phrases with ease. Also, pronunciation in English is one factor that says the most about mastery of the language. Despite this, the tone of voice was favored since all the students managed to increase their level of confidence to the point of speaking louder and clearer as well as grammar; the students avoided the limit of formal speech by taking lifelike forms in their conversation, for example; elliptical sentences, repetition, exclamatory sentences, etc. Some errors occasionally occurred. The teacher immediately corrected Those serious grammatical errors; students of this group managed to correct many grammatical errors when speaking, as shown in the post-test, according to D. Wilkins (1976). Role-play is an effective technique to animate the teaching and learning atmosphere, arouse learners' interests, and make language acquisition impressive. More importantly, in this last evaluation, all students obtained a grade higher than 65, which is the minimum to pass any type of assignment in this institution for eighth-grade students.

5.3 Restatement of the Research Question

Overall, what is the effect of Role-Playing as a motivation strategy to improve the pronunciation and fluency of eighth graders at Liceo de Aserri during the second quarter of 2024? Analyzing the technique's effect on this group's students shows how role-play can develop and enhance content skills and skills needed for future success by incorporating realistic or real-world situations. When viewed from a multiple intelligences angle, the importance of role-play is quite logical. Learners use and develop any number of intelligences dependent only on the available resources and the creative minds of both the facilitators and the learners. Additionally, movement allows both sides of the brain to be activated, and recent research demonstrates a strong relationship between motor and cognitive functioning.

Additionally, the social interaction part of role-play reinforces or challenges what the learner understands about the experience. Other related benefits of employing role-play include helping learners to develop a focus on culture and the diversity skills development required for the 21st-century workplace. Learners are encouraged to express their thoughts and feelings while evaluating their attitudes and skills as they consider the feelings and beliefs of others. Facilitators employing role play can help students develop these skills while assessing learning through their performance. This technique also provides an opportunity to focus learners toward the objectives should they get off track. Time allowing, the skit could be repeated, allowing learners to reflect on the experience and adjust their perceptions. Role play allows much understanding while addressing critical skills; educational leaders would be well advised to include this important strategy in their professional development plans as a school-wide initiative across disciplines. This research affirmed the positive effect of role-play, which is useful in communicative teaching. Role play is an effective technique to animate the teaching and learning atmosphere, arouse learners' interests, and make language acquisition impressive. This research mainly focused on applying it

successfully and taking advantage of it in English class. The outcome shows there are some crucial factors for its success: the topic chosen should be real and relevant; the teacher needs to 'feed-in' the appropriate language; correct errors in a proper way; some of the teachers' roles are facilitator, spectator, or participant. Incorporating role-play into the classroom adds variety, a change of pace, and opportunities for a lot of language production and much fun; therefore, the students can learn more dynamically. Role play can be an integral part of the class, not a 'one-off' event. It is fun and motivating; quieter students get the chance to express themselves in a more forthright way; the world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities. In addition to these reasons, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created, and students can benefit from the practice. Mistakes can be made with no drastic consequences

5.4 Recommendations

Role play instructions

At the first period, the teacher should be brief and to the point so that the students have more time to perform. Try to keep the topic real and relevant and ensure that the roles students are asked to play are as real to life as possible. The teacher should create a comfortable atmosphere so that the students don't feel nervous and pressed.

Mistake correction

Mistakes can be made without drastic consequences, and there are many ways to correct them when using role-play. It is rarely appropriate for the teacher to jump in and correct every mistake because this could be de-motivating. Some students like to be corrected straight after a role-play

activity while the language is still fresh. Sentences with errors can be written on the board for the group to correct together. Some correcting ways are, for example, self-correction. Suppose the teacher has the equipment to record the role plays on audiocassettes or video. In that case, students can listen to the dialogue again and reflect on the language used. They may find it easy to spot their own mistakes. Another way is peer correction since students may be able to correct some mistakes made by their peers. Students could be asked to listen for great bits of language they would like to use and some mistakes they hear. Keeping the peer correction in a positive and profitable experience for all involved is good. Making a note of common mistakes ensures that the students maintain motivation by being corrected on the spot or straight after the role play. Negotiate with students and ask them how they would like to be corrected.

Vocabulary input

As students practice the role-play, they might find that they are stuck for words and phrases. In the practice stage, the teacher has a chance to give them the appropriate vocabulary. This may require the teacher to monitor the class and offer assistance as and when necessary. Feeding in the language students need is fundamental. Doing so will teach them new vocabulary and structure in a natural and memorable environment. It is a chance to use real and natural language.

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Appendices

- 1) How often do you participate in role-play activities in your English class?
 - a) Daily
 - b) Weekly
 - c) Rarely
- 2) How do you find the English language?
 - d) Easy
 - e) Relatively easy
 - f) Difficult
- 3) Have you taken any extracurricular English courses? How many?
 - a) Some time ago
 - b) Currently taking it
 - c) Never
- 4) How often do you get motivated to learn? In the English class
 - a) Always
 - b) Sometimes
 - c) Never

- 5) Do you find role-play activities helpful for improving your English language skills?
- a) Yes, very helpful
 - b) Somewhat helpful
 - c) Neutral
- 6) Which aspect of role-play activities do you think benefits your language learning the most?
- a) Speaking and pronunciation practice
 - b) Vocabulary expansion
 - c) Building confidence in communication
- 7) How much time do you spend studying English every day?
- a) Less than an hour
 - b) More than an hour
 - c) I do not do homework everyday
- 8) Would you prefer to choose your role-play scenarios or have them assigned by your teacher?
- a) Prefer to choose
 - b) Prefer them assigned
 - c) No preference

9) How do you feel about performing role-play activities in front of your classmates?

- a) Excited
- b) Nervous
- c) Indifferent

10) How interested are you in role playing in the English classes?

- d) A lot
- e) Little
- f) None