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“Students’ perceptions about the use of Role Playing as a strategy to speak in an EFL 3rd grade class at a public junior high school”

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DEDICATION

I want to dedicate this thesis to all the important people who are around me, with sincere love they deserve my affection. To my children “Gaby” and “Harumi”, since they started living in my womb, they were my biggest effort to continue and face life, because it was starting again but now with them. Since that moment their tenderness goes with me everywhere. It makes me do my best every day, I love you, my little angels. Thanks “Dad” and “Mom” because you have trusted me, and at the same time you were my confidence to achieve my goal. I am grateful to my siblings too for showing me the harmony that exists among us. I love you.

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ABSTRACT

This thesis project was conducted to investigate *“Students’ perceptions about the use of Role Playing as a strategy to speak in an EFL 3rd grade class at a public junior high school”* The aim of this study was to explore students’ perceptions about the usefulness of role-playing to speak in a third-grade English Foreign Language group at a public junior high school. This research was developed through a qualitative approach. Specifically, this study was 25 third-grade students from group ‘A’ from a public junior high school “Tecnica 54 “from San Miguel Contla Tlaxcala. The participants were eleven girls and fourteen boys between fourteen and fifteen years of age. Participants had to share their perceptions about the role-play technique in their English class. The role play technique was applied for two weeks, six sessions, and fifty minutes each. After that period of time, the participants received the printed survey to know their perceptions about the role-play technique that was designed to help them to develop their speaking skills and were explained that the instrument had two parts, the factual and the attitudinal sections. The result of this was that Participants felt positive and engaged with the role-playing strategy, some others believe that role-play helps them to participate most of the time, and a few of them hold that sometimes role-play is helpful to develop oral skills. In other words, the use of role-playing was quite significant for their learning. Also, the data shows that the participants found that the role-play was helpful to facilitate their English communication. As a result, the researcher concludes that m most of the participants showed interest and enthusiasm in performing the role play in front of the class, meanwhile few of them were still afraid of speaking. Students from 3” A” developed their speaking and achieved this with the role-play technique. Participants were able to improve their oral skills and at the same time increased their motivation to learn EFL. The role-playing technique allowed students to be more participative in class and to speak according to the context, based on real-life situations, assigned by the teacher.

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CHAPTER I

INTRODUCTION

Being able to communicate in English is a goal for many language learners. Dobson (1974) highlights that around the world thousands of speaking events like conversation clubs and speaking workshops are taking place. It shows the importance speaking has inside and outside the classroom. In addition, speaking skills allow a person to develop communication competence. Oxford (1990), defined communicative competence as the capacity to connect with others through either oral or written ways. Developing speaking can help people to maintain social relationships. According to Baker and Wenstrup (2003), speaking English helps students to develop in some areas of daily life, such as technology, health, and science. Speaking opens doors for meeting and knowing about the world. Harmer (2007), declares a quarter of the population speaks English, and the use of this language has grown in the last decade since English is considered the world's number one language.

Based on the importance that the speaking skills have in the communication process, this study focuses on exploring the benefits that role-play brings to enhance young English language learners' speaking skill. Budden (2013) mentions that the role-playing strategy allows students to produce oral messages in English; therefore, it is an excellent tool to help language learners to improve their speaking skills. Burenkova, et. al, (2015), consider role-playing as a teaching or learning way that leads students to develop their speaking skills. In other words, role-plays improve students' ability to communicate

spontaneously. In addition, Ahmedovna (2021), emphasizes that role-play activities are characterized by the fact that the students communicate through games and carry out activities with pleasure and joy. This author also considers that role-play provides a great source of practice either in or out of class and allows communication. For this reason, this study focuses on exploring how role-plays improve young language learners' speaking skills.

1.1 Rational of the topic selection

Speaking is the ability to communicate information with the purpose to share a message with another person (Bygate, 1987). The author highlights that students are required to interact with others to develop their speaking skills. However, in many language classrooms, grammar and vocabulary are the main topics studied, and little attention is paid to the development or practice of speaking skills. Hussain (2017), emphasizes that students, most of the time, do not have enough classes or enough time to practice the speaking skill.

The above situation illustrates what occurs in a public junior high school in Tlaxcala. Group 3" A", in the English language class, does not have enough time or enough activities to promote the use of speaking skills. The group 3"A" has three sessions of 50 minutes per week as established by the Secretaría de Educación Pública del Estado (SEPE). Most of the time, each session is used to study other skills of the language like reading, writing, and listening leaving the speaking skill last. Brown and Yule (1983), state that in order to develop speaking skills students need to spend an average of time producing sentences. In other words, spoken language requires time to be developed so students need the opportunity to practice speaking. However, students have little time to practice in their

EFL class because they work more with the other skills: writing, reading, and listening so the time is not enough for speaking. The students limit themselves to answering yes and no. To motivate the participants to develop speaking skills, more time is required to carry out strategies for their growth in speaking skills.

1.2 The significance of the study

Speaking in a foreign language brings great benefits to a person such as participating in academic activities, getting better job opportunities, and having better professional development. This study will provide English teachers and students with information from “Tecnica 54” about the way role plays can be implemented in a language classroom to help students develop their speaking. Second, it will provide evidence of the benefits of role-playing activities to enhance students’ speaking skills. Third, it will help to identify students’ feelings or attitudes towards this type of activity. The results can be used by teachers to improve students’ speaking in and out of the classroom so that students can improve their speaking skills in a practical way through role-plays by building communicative competence.

1.3 Context of the research

This study will be carried out in a public junior high school “Tecnica No. 54” located at San Miguel Contla, Tlaxcala. This school was founded in 2005. Currently, it has six groups and a total population of 207 students. There are seventy-nine students in first grade, sixty-three in second grade, and sixty -five in third grade. The school subjects are information technology, physical education, art, mathematics, science (physics,

chemistry, and biology), social sciences (geography, history, civics, and ethical education), Spanish, and English as a foreign language.

At this school there is a principal, an accountant, a psychologist, a school prefect, there are twenty-three teachers, two secretaries, and two janitors. There are two English language teachers. One teacher works with first and second graders and the other one with third graders. The English language program offers three sessions per week, each session lasts fifty minutes. The students enrolled in the English courses usually participate in different school activities, graduation ceremonies, festivals, and celebrations such as Christmas, Valentine's day, Mother's day, Father's Day, etc. Students usually sing songs, perform role-plays or write letters, etc. The participants in this study will be students from the third grade whose ages range from 15 to 16.

1.4 Aim of the study

In a language class, teachers apply different instructional strategies that allow students to develop their knowledge and language skills. It is relevant to know students' points of view after using those strategies because the active participation of students is one of the greatest concerns of teachers in any educational setting for the construction of their learning. For this reason, this study aims to explore students' perceptions about the usefulness of role-playing to speak in a third-grade English Foreign Language group at a public junior high school.

1.5 Objectives of the study

In order to achieve the aim of this research, this project states the following objectives:

- To design role-play activities to be implemented.
- To apply a survey to collect students' perceptions about the usefulness of role-plays, as a strategy to develop their speaking skills.
- To identify the challenges faced by students while they are performing the role-play activities.

1.6 Research questions

This project addresses the following research questions:

1. What are students' perceptions about the usefulness of role-playing, as a strategy to speak in an English Foreign Language class in third grade at a public junior high school?
2. What is the students' attitude toward performing the role-play activities?
3. What challenges do students face while they are performing the role-play activities?

1.7 Conclusion

To promote speaking participation in the English context in a funny way where students can have the possibility to speak using English as a Foreign Language. Moreover, it presented the characteristics of the participants included in this study as the context where this study is developed. Finally, the research questions of this study are stated to point out the main characteristics of this application. The following chapter aims to present the literature review to support the study's development.

1.8 Summary

This chapter presents a summary of the study. First, the reason why this research was carried out. Second, the significance of the study presents its benefits for EFL teachers and students at a junior high school level in public schools. Third, the context of the research. It mentions the characteristics of the public school where the research takes place and the characteristics of the participants. Fourth, the aim of the study is focused on exploring the effectiveness of the role-play technique to help EFL students to speak. Fifth, the objectives of the study deal with how this study aims to achieve the goal of this project. Sixth, the research questions, and finally the conclusion of this chapter.

Chapter II

Literature Review

This chapter describes the theoretical framework which supports this study and a general overview of key aspects. In the first part of this chapter *communicative competence* is defined as the ability and attitudes that human beings possess. Followed by the *language skills* that need to be integrated when learning any language, these skills are: listening, reading, writing, and speaking. The objective of the four language skills is to develop communication in society. Also, some aspects of speaking skills are mentioned. It is also discussed *teaching strategies* as procedures, methods, or processes to promote speaking skills as a means of communication among individuals. After that, *role play* is presented as a technique to help students to develop their speaking skills followed by the advantages and disadvantages of this technique. Furthermore, the *elements of a role-playing technique* are enlisted. In the second part of this chapter, important aspects related to *English as Foreign Language (EFL)* are highlighted. Finally, important information about the *EFL in Mexican junior high schools* is discussed.

2.1 Communicative Competence

Rodrigues (2000) emphasizes that communicative competence is the ability and aptitudes that human beings possess to communicate, either verbally or in writing, with the rest of the world. Communication can be through orders, instructions, advice, and warnings. This means that through communication, human beings express thoughts, ideas and feelings, in other words, communication skills are important for coexistence to reach an understanding among individuals obtaining effective communication. Paulston (1992)

states that communicative competence is the goal of teaching a foreign language. Then, when learning a foreign language, oral skills are developed through which it is intended to communicate through the language that is being learned, therefore it must develop communication skills. Therefore, it could be argued that communicative competence is necessary and it is the ultimate goal of any foreign language teaching.

2.2 Language Skills

According to Oxford (1990), a language has four skills to be in touch with the world: listening, reading, writing, and speaking. All these are essential to developing English learning. Haycraft (1992) holds that language is divided into two subgroups: receptive skills, listening and reading, and productive skills, speaking and writing. The four skills are interconnected, the productive skills could not be conceived without the existence of the receptive skills since it is necessary to listen to speak and read to write. Beckner et al. (2009), emphasize that a language has an objective with the society, which is to communicate with each other based on the structure of the language. Through language, humans can exchange ideas and opinions, it is a way in which humans can get to know their world better. For Xu (2010), English is a fundamental communication tool, which plays an important role around the world. In this learning process, students acquire cultural, scientific, and technological knowledge to have global cooperation exchanges. Although oral ability has become a vital ability in EFL, Yasemin (2018) declares that students learning a foreign language is based on the four skills: listening, reading, speaking, and writing, the main elements of the language. It could be said then that the four language skills are of vital importance in the teaching of foreign languages; these four skills enable

students to produce their ideas, knowledge, and competencies through written and oral language.

2.2.1 The Speaking Skill

Speaking is the ability to communicate information and ideas in an oral way with the purpose to share a message with another person. Moreover, the ability to speak is inherent to human beings. The speaking skill is developed by much effort and practice. That means when learning a foreign language, the constant practice of the speaking skill makes it easier for students to communicate using the language learned. Bygate (1987), highlights that students are required to communicate and interact with others to develop their speaking skills. This is why practice makes students improve their oral skills. Miller (2005), emphasizes that speaking is a natural human ability that is used to communicate with others. Learning to communicate ideas, thoughts, and opinions helps individuals to promote their speaking skills to express and communicate. In addition, Surkamp and Viebrock (2015), declare that for speaking, it is necessary to know the language sub-skills of speech for the mastery of communication. Moreover, speech contains two variants: interactional and transactional. Interactional is interacting with others and expressing points of view, experiences, emotions, and jokes in a conversation. Transactional speech is concerned with giving and receiving information, when taking part in a conversation or when ordering in a restaurant. Muhammad and Hollie (2011), in a recent study, examined the effectiveness of vocabulary and grammar for helping students to speak EFL. When students have knowledge of vocabulary and grammar, they can express ideas and thoughts

in successful communication with other people in different contexts. That is why it is of utmost importance that foreign language learners keep learning vocabulary and grammar. Hinkel (2018) emphasizes that helping a student to learn a new language involves helping them develop certain skills such as interaction and communication. This implies that for a student to interact with the new language that he needs to engage in order to communicate. When learning a new language, individuals require assertive pronunciation as well as the management of grammar and broad knowledge of vocabulary to be able to interact with each other. Safira & Hafizah (2019) declare that speaking is important since humans cover most of their needs orally through messages by exchanging ideas, thoughts, and expressing opinions. It is through speaking that humans get in touch with society to interact, and to participate. From the aforementioned, it could be said that the objective of learning a new language is to be able to communicate effectively with the people who speak that language. Since most communication takes place orally, it is of utmost importance for students to be able to communicate orally, so they must make use of their oral skills, the practice of the target language is essential for students to have a good development of their oral skills.

2.2.2 Teaching Strategies to Promote the Speaking Skill

According to Orlich et al. (2013), teaching strategies are procedures, methods, and techniques used in a classroom to achieve a specific learning goal. The effectiveness of these strategies most of the time depends on the context in which they are applied. According to the authors, teaching strategies are the resources that allow students to obtain knowledge about a specific topic. In addition, Oxford (1990), argues that students learn better through teaching strategies since these are steps that facilitate the achievement of meaningful learning. The author also considers that teaching strategies are basic tools

applied during the student's learning process. Furthermore, she believes that the correct use of teaching strategies in the language learning process promotes student's participation and motivation to learn a foreign language. On the other hand, Salandanan (2008) affirms that a teacher should consider his learners' characteristics when he selects a strategy. In the same line, Giambo et al. (2012), state that teachers should take into account their students' learning styles while selecting a strategy. According to them, it is important to apply an appropriate teaching strategy to create effective learning environments and collaborative learning. They also think that these resources bring a better teaching and learning atmosphere regardless of the number of learners. Based on these authors, it can be said that teaching strategies help students to learn easily, increase their English language level and make them feel comfortable during their learning process.

2.3 Role Play

A very common strategy used in the language classroom is role-playing. Collins dictionary (2019) defines role-playing as the imitation of characters that is adopted by the participants whose purpose is to communicate among them. Sultan (1996) defines role-play as an educational technique based on instructions to promote communication by acting-out. In addition, Tompkins (1998) mentions that role play is a technique that promotes learners' participation and motivation toward learning. In the same line, Lynne (2010) considers role-play as an opportunity for human beings to integrate into a society based on their knowledge for creativity and to establish contact with the society.

The use of role-playing in the classroom and in the language learning process brings great advantages. Haycraft (1992), mentions that through role-play students gain self-

confidence by acting and taking a role in a certain situation or context. Through role play, students enjoy the English language classes, desire to participate, feel more comfortable, need to communicate, and lose their fear of participating in the learning process. Sultan (1996) points out that when participants take someone's role, they have the opportunity to practice their speaking skill. This technique helps participants to be part of the drama. He also emphasizes that role-play is a tool that helps students to express their emotions. As participants have a practice before having the real performance, they feel free to participate. According to Tompkins (1998), role-play is useful to learn a foreign language. It allows students to feel motivated and, in this way, they can develop the language skills to communicate with others. Kilgour et al. (2015) state that the variety of activities in the classroom leads students to achieve meaningful learning so they believe that role plays arouse students' interest and participation in different scenarios and environments.

Different authors have found that role plays have a positive impact on the learning process; however, Livingstone (1983) mentions that this technique also has some disadvantages such as the organization, the time to develop the activity, and the attitude of both the participants and teacher. According to the author, both the students and the teacher are essential for developing the role-play, when there is no attitude on both sides, there will not be organization and there will be waste of time. Having a positive attitude would make it easier to achieve speaking skill. On the other hand, for the role-play to be effective requires formal practice so the participants feel comfortable when participating.

2.3.1 Elements in a Role Play

A role-play activity should have specific characteristics. Furman (1990) considers that it must have five elements: 1) a place, 2) a situation, 3) the characters, 4) the characters' goals, and 5) the characters' motivation. Furman (1990) mentions that to give place to the development of the role-playing activity, the stage must be considered, which is the place where the actors carry out the assigned activity concerning the defined context, and in this way, the participants feel in a similar environment in real life situations.

In addition, Lowenstein and Bradshaw (2001) believe that students' attitude is a significant element in the role-playing activity, where the members perform naturally. For instance, when the participants show empathy when assuming a given role, it allows them to be closer to reality and to fully immerse themselves in the role-playing activity. That means that participants can assume a part in the role-play and be integrated within the activity by taking someone else's role in the role-play activity. Students get interested when they are taken into account in their learning process. The different strategies used by teachers in a class help students to speak English naturally. It could be said that role-playing helps students to practice in situations similar to those that could be experienced in real life, so that when they face similar situations, they will already know what to do, in the same way this strategy is very useful to motivate students to participate as long as it is done in the best way.

2.4 English as a Foreign Language

Oxford (1990), emphasizes that when learning a foreign language, there are no immediate results based on social and communicative situations in the context in which it

is learned. However, teachers have to focus on choosing the correct methods and strategies to help students to achieve their speaking skills in their EFL. Regardless of the country, it is important to have well-prepared teachers, so they can have the necessary tools to promote new knowledge in the students so they have the opportunity to practice the EFL as their first language. Most of the time, what students learn takes place just in the classroom, and if they want to practice a foreign language, they need to apply it in different contexts. English is a foreign language in Mexico; for this reason, Schmidt (1995), highlights three important aspects that occur in the teaching of foreign languages. Firstly, the importance of significant learning, so the learning process can achieve practical learning. Secondly, students' exposure and participation in different contexts where the language can be learned more naturally. Finally, the different learning styles of the students. These are related to how the students learn and practice the language. In addition, Broughton, Brumfit, Flavell, Hill, and Pincas (2003) say that English is considered a Foreign Language around the world since it is taught in schools.

The ability to speak English in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self-image, our knowledge of the world, and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language (Louma, 2004, p. 9).

Speaking a foreign language requires a lot of time and effort as numerous factors should be taken into account when learning a new language. For communicative purposes, one needs to concentrate on some necessary aspects such as proper pronunciation,

coherence, vocabulary, and grammar (Louma, 2004). Furthermore, Bambang (2020) explains that teaching languages is based on theories and conditions. Learning conditions refer to the way students learn a language and the teaching methods are what teachers use to instruct. He also emphasizes that human beings can learn a second language as children learn their first language, by having exposure to the language they are trying to master. English is not the native language of Mexico, which is why students cannot practice it all the time, that is why it is necessary for teachers to look for the best options for their students to learn in the best possible way how to use the English language in different contexts.

2.4.1 EFL in Mexican Junior High Schools

Despaigne (2010), emphasizes that Mexico has grown economically and the need to learn English has grown exponentially, as a result, Mexican students learn EFL since Junior high. According to Nuño (2017), foreign language classes in elementary education embrace two stages and four cycles. The first stage covers from the third grade of preschool to the second grade of elementary school. The purpose of this first stage is to get students familiarized with the English language as a Foreign Language. The second stage covers from the third grade of elementary school to the third grade of Junior high school. The objective of the second stage is the basic mastery of the EFL. The general purpose of EFL in Public junior high schools is to promote students' knowledge skills, attitudes, and learning strategies to become participants in the learning process and interact in the social practices of the language by writing and speaking. Students can use these two language skills as communicative tools.

The way in which the four cycles are integrated is the following: the first cycle considers from the third grade of preschool to the second grade of elementary school. The second cycle encircles the third, and fourth grades of elementary school. The third cycle contemplates the fifth and sixth grades of elementary school and finally, the fourth cycle is made up of the first, second and third grade of junior high school. The purpose of the fourth cycle is to enable students to: *analyze* intercultural knowledge, *apply* some methods to achieve personal goals in the EFL learning process, *transfer* strategies to be involved in role-playing within EFL learning, and *apply* the language in real situations to get involved in society through the use of English. Ren (2009) indicates that teaching EFL at the secondary level, in Mexico, starts with a three-hour session per week; in contrast with the Spanish class that is taught for one hour every day. That means that Mexican students do not have the same amount of hours to learn EFL as they do to learn Spanish. Mexico has made progress in the teaching of English as a Foreign Language, based on experts as well as on the results of studies. It is also worth mentioning that in some Mexican public elementary schools the teaching of EFL has been a commitment. Nevertheless, these promises have not been fulfilled as a result of poor policies and the lack of resources (Ramirez and Vargas, 2019).

2.5 Summary

The review of the literature reveals the importance of applying good strategies within the classroom to enhance speaking skill. Since humans cover most of their needs orally through messages by exchanging ideas, thoughts, and expressing opinions, speaking is vitally important. It is said that the objective of language teaching is to achieve

communicative competence, meaning that one does not learn a language just to learn it, but to be able to communicate with others in that language and to access the knowledge available in that language. Teaching strategies are methods, techniques, and procedures designed to achieve a specific learning goal, if the goal of teaching English is to help students to communicate in that language the teachers must find the strategies that are best suitable to their context to enhance their student's oral proficiency. Role-playing is analyzed in this research. This strategy helps students to practice the language in a controlled environment, but similar to real-life contexts. This can be very useful for students as it may not only improve their speaking skill but also help them increase their confidence and fluency.

Chapter III

Research Methodology

This chapter provides information about the methodology to carry out this research. The description of the descriptive method used for this investigation will be presented since it is based on the experiences of the participants. This research follows a qualitative approach. Next, the context will be described as well as the participants' academic background, English level, and personal information. Then, the research instrument chosen to develop this study is described followed by the overall research design to explain how the instrument was applied. Finally, the data analysis section describes how the researcher interpreted the participants' answers.

3.1 Methodology

According to Dzakiria (2015), “qualitative research designs are those that are associated with interpretative approaches rather than ethically measuring discrete, observable behavior” (p. 17-18). In other words, qualitative research interprets participants' attitude, beliefs and motivation through opinions. Basically, the data collection is not numerical. Nayak and Singh (2015) emphasize that the qualitative method is based on experiences that individuals acquire to make sense of the world around them. “These practices transform the world” (p. 142). Meanwhile, Pagada (2017) mentions that qualitative research is concerned with attitudes, opinions and behavior. Thus, it can be assumed that to Pagada (2017), and to Nayak and Singh (2015), qualitative research involves participants' opinion about a particular phenomenon to be studied. The qualitative research provides participants' description about how they perceive or how they feel.

Novikov and Novikov (2013) define the methodology as the organization of a procedure that is going to be used to obtain reliable results. In this particular case, this study will have a *Descriptive Methodology* that aims to be described in the following paragraph.

Descriptive methodology is based on describing; in other words, it is based on the *what* instead of the *why*. According to Kothari (2004), the descriptive method's objective is to describe the facts over which the researcher does not have control; thus, researchers only can report what has gone on or is going on. Pandey and Pandey (2015) define the descriptive research methodology as flexible, and sensorial because it is based on discovering the characteristics of things. Meanwhile, Shona (2022) mentions that the descriptive research methodology is useful when the researcher does not know much about the context or problem. Particularly, it can be stated that descriptive research methodology is based on answering questions such as what, where, when, and how, but it never answers why questions. That means the researcher has the opportunity to talk about the context and situation while trying to discover the causes of the item selected (Shona, 2022). In other words, the researcher can describe the background of the participants just the way they are. Therefore, this study is having a qualitative approach since it evaluates the perception of the students about role-playing as a strategy to speak in an EFL class by respecting the description of their opinion.

3.2 Context

English as a Foreign Language (EFL) is taught in Mexico as it is mandatory for secondary public schools. Izquierdo, Aquino, and Garcia (2021) say that in public and rural schools English as a Foreign or Second Language (EFL/ESL) has become

compulsory. That means students in secondary school have the opportunity to learn EFL through the four skills. This study is developed in a junior high school named “Tecnica 54” which is located in San Miguel Contla, Tlaxcala.

This junior high school is small with six groups in total; two groups per grade. The total population is 207 students. There are seventy-nine students in first grade, sixty-three in second grade, and sixty-five in third grade. The school subjects are information technology, physical education, art, mathematics, science (physics, chemistry, and biology), social sciences (geography, history, civics, and ethical education), Spanish, and English as a Foreign Language (EFL). At this school there is a principal, an accountant, a psychologist, a school dean, there are twenty-three teachers, two secretaries, and two janitors.

Regarding the EFL teachers, there are two. One teacher works with the first and second graders and another one with the third graders. The EFL program offers three sessions per week, each session lasts fifty minutes. Finally, the school provides the students with a technology lab, an audiovisual room, boards, tape recorders, flashcards, school items, English-Spanish dictionaries and pocket English books to support their EFL class.

3.3 Participants

The sample for this study is 25 third-grade students from group ‘A’ in this public secondary school. The participants are eleven girls and fourteen boys between fourteen and fifteen years of age. Most participants come from nearby communities from San Miguel Contla Tlaxcala. That means they need to travel around 15 to 30 minutes to get to school. Ten participants from this sample have never taken EFL lessons before and fifteen students

had previously studied EFL because their Elementary school had the PRONI program. PRONI is a federal program promoted by the Secretary of Public Education in the State (SEP) whose objective is to contribute to the quality of learning in basic education by strengthening the process of teaching and learning a foreign language (English) in public schools in the state and in the country.

This indicates that 40% of the participants just started their EFL learning process at the beginning of junior high school, thus it is their very first contact with the EFL four skills. Finally, it is important to mention that for these participants it is difficult to look for other options to learn EFL outside a school setting.

3.4 Instrument

A survey was the main research instrument in order to gather the information for the analysis. A survey is a research method for collecting data from a group to obtain information; authors have described what it is according to the nature of different studies. Fink (2003) defines the survey as a technique used to obtain specific information from people about their attitudes, behavior, and knowledge. Czaja and Blair (2005) consider a survey as a structured tool to obtain specific data and the main objective is to design each question to acquire specific data and collect exact information from the participants about their point of view and knowledge about a specific issue. Therefore, surveys are instruments that help the researcher to obtain assertive information about the participant's perspectives and knowledge of the selected topic. Besides, Groves, Fowler, Couper, Lepkowski, Singer, and Tourangeau (2009) say that a survey is a method to collect information in order to build quantitative data and evaluate the results of a particular topic.

The survey applied to this sample of participants is an instrument that aimed to collect data of participants' perceptions about the effectiveness of role-plays as a strategy to speak in their EFL classes. The research instrument designed is a survey of fifteen questions. It is divided in two sections (See Appendix A). The first part has four open questions in order to know the participants' background about their English Language learning, it is gathering factual information from participants. It was important to know facts from the participants about their background regarding learning EFL. According to Nadeau and Niemi (1995), collecting facts through surveys has an important role for the researcher. The second section of this survey has eleven multiple-choice attitudinal questions about the role-play as a strategy to speak in their EFL class. Burns (2010) mentions attitudinal questions help when the researcher knows what is to know about the opinions, beliefs, interests, and values of the participants on a certain topic by answering and selecting determined given answers. Multiple choice questions are easy for participants to give relevant information. The options participants could select from were *always*, *sometimes* and *never*.

3.5 Description of the overall research design

The 3rd-grade group "A" was selected by the researcher due to their attendance commitment. Thus, they are a group committed to do their school duties. The application of the instrument took approximately thirty minutes with the instructions of the researcher. Participants had to share their perceptions about the role-play technique in their English class. The role play technique was applied during two weeks, six sessions, fifty minutes each. After that period of time the participants received the printed survey to know their

perceptions about the role-play technique that was designed to help them to develop the speaking skill and were explained that the instrument had two parts, the factual and the attitudinal sections. Participants were also asked to answer the research instrument as honestly as possible. After general instructions, the researcher read each of the questions for the participants to understand how to answer what each question was asking for. And the researcher paused between each question so that the students had enough time to reflect and answer, in case of having questions or doubts, the researcher would clarify them. Finally, the researcher collected the surveys and checked that participants had answered completely.

3.6 Data Analysis

Amaresan (2021) classifies the elements that are considered for the data analysis as objects of measurement. She states that there are four levels of measurement to interpret the result, which are: *the nominal* scale which refers to how many participants chose a certain option, and analyze which option was selected the most. Then, the obtained data is divided into categories so all the elements must be classified and, consequently, belong to a category. The *ordinal scale* represents the order of the values and this scale has a quantitative value to mention higher or lower ranger to express contrast ratios. A range of superiority or inferiority is stated in this ordinal scale. They are generally based on non-numerical ideas, they comply with reporting on compliance, satisfaction, and coexistence. *The interval scale* refers to the values and their order and has a qualitative value. Since the data intervals will be equivalent in scale and it does not have a zero point, the variables are

measured in real values and not in a relative way, where zero is arbitrary. *This interval scale* can be used to measure variables that exist along a common scale in equal intervals. And finally, the *Ratio scale* represents the order and the difference between the values. This scale has a zero point and a quantitative value. The ratio scale can be counted, ranked, added, or subtracted to make a difference between the variables.

Particularly, the researcher of this study collected the data through a survey. Later, I used an Excel document to have a better interpretation of the results from the participants' data. I counted participants' data through a nominal scale (Amaresan, 2021) to identify majorities and ordinal scales (Amaresan, 2021) to represent their degree of importance in the results presented in chapter 4. Participants' answers refer mostly to the participants' opinions or beliefs about using role-playing as a technique to develop their speaking skills.

3.7 Summary

This chapter describes the methodology used to carry out this research as well as the instrument, the survey, to know in depth the opinion of the students about the role-plays during the practice in the English class. The use of nominal and ordinal scales helped as measurement instruments. This study has a qualitative approach since it evaluates the participants' perceptions about the role-play technique to help them in the EFL class, the context was a public junior high school. In the following chapter, the results obtained through the application of the instrument, and after being analyzed, are described in the following chapter.

Chapter IV

Results

The purpose of this research was to analyze the effectiveness of the role-playing strategy to enhance students' speaking in a Mexican junior high school. This chapter reviews the results and analysis of the qualitative data, the compilation of the survey, and the outcomes and examination of the discoveries of the study.

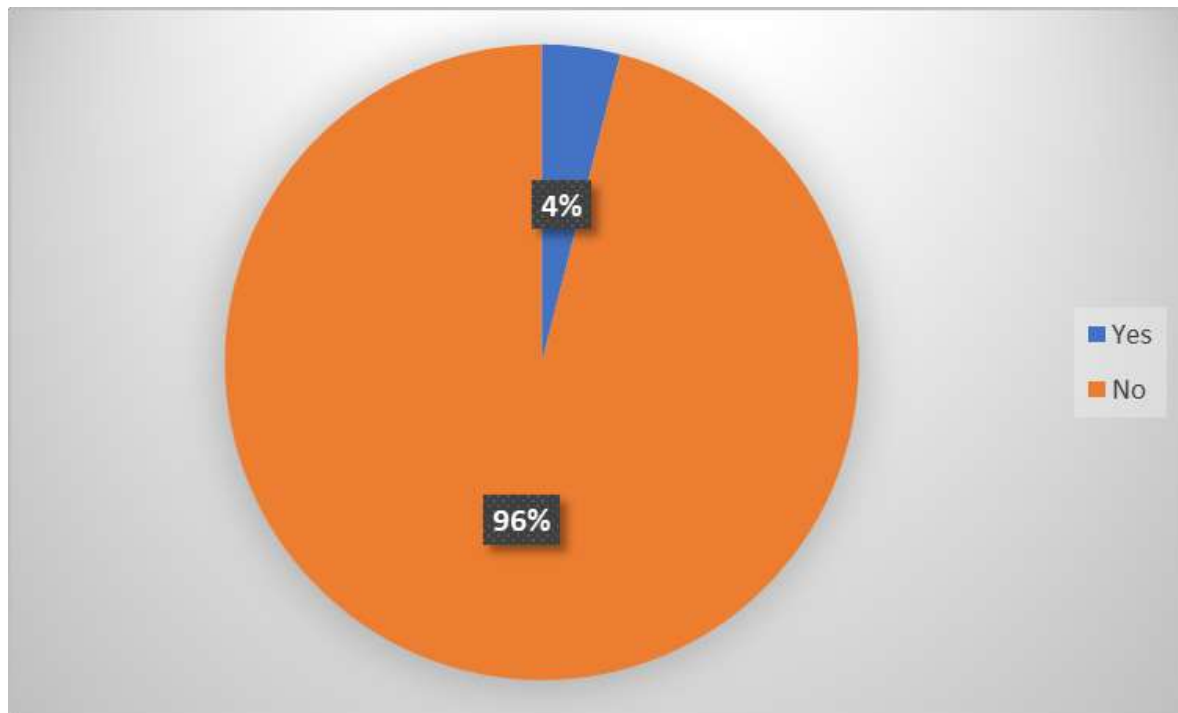
4.1 Findings

The data collected through the survey was to identify the student's perceptions and opinions about the role-play technique to help them speak English as a foreign language. The survey was applied to 25 participants from group 3 'A', which represented 100 % of the sample for this study. After extensive research, the results are as follows.

4.2 Results and analysis

In this part of the study, the obtained data from the survey applied is presented. The first part of the survey is to know about the participants' background toward their English language.

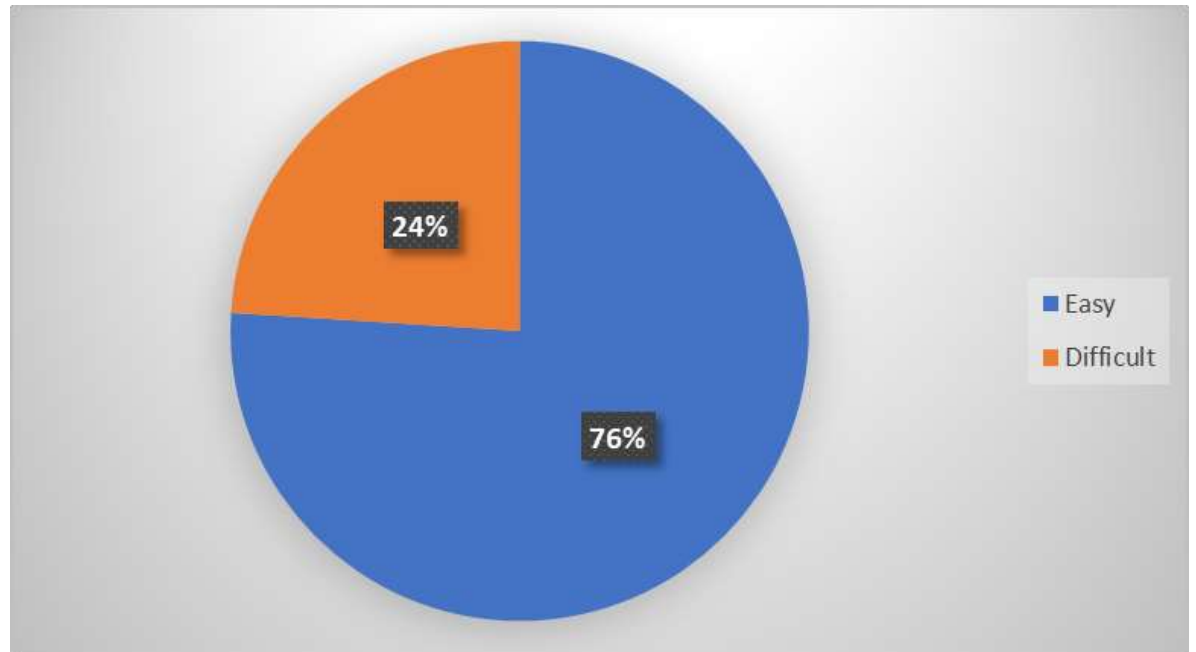
1.- Extracurricular English classes



Graph 4.1. *Extracurricular English classes.*

As it is displayed in graph 4.1, only a small percentage (4%) of the population takes extracurricular English classes. Of that four percent that take extracurricular English classes, they only have classes three times per week for about fifty minutes each. On the other hand, 96 % of the participants reported that they do not take extracurricular English classes (See Graph 4.1). It reflects that most of the students do not take extracurricular classes and the only instruction in a foreign language they receive is in the classroom.

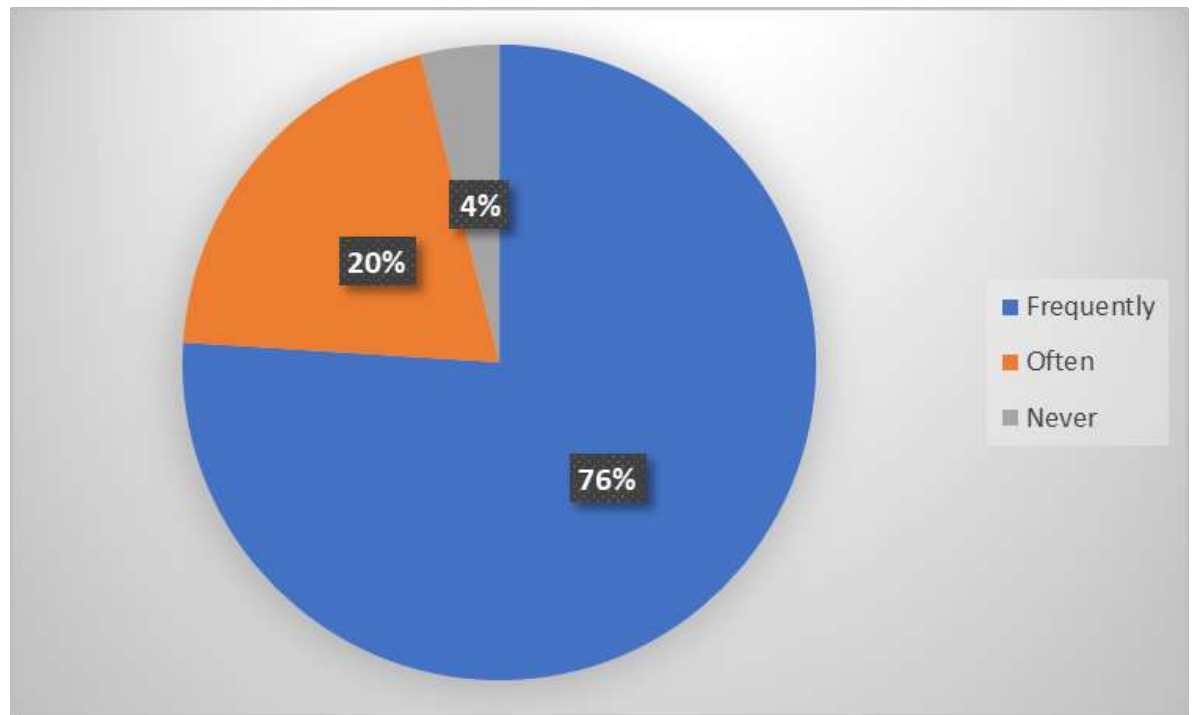
2.- Students' perceptions about the easy of learning English as a foreign language



Graph 4.2. Students' perceptions about the English classes.

The data demonstrates that 76 % of the participants considered English classes to be easy, while 24 % of the participants stated that English classes are challenging (See Graph 4.2). Participants' study habits can be one factor that makes the English learning process easy. According to Castañeda (2009), students who study English in high school reach higher achievement when their study habits are strong. This might be helpful since most of the students can feel motivated to learn even when they do not take extracurricular classes.

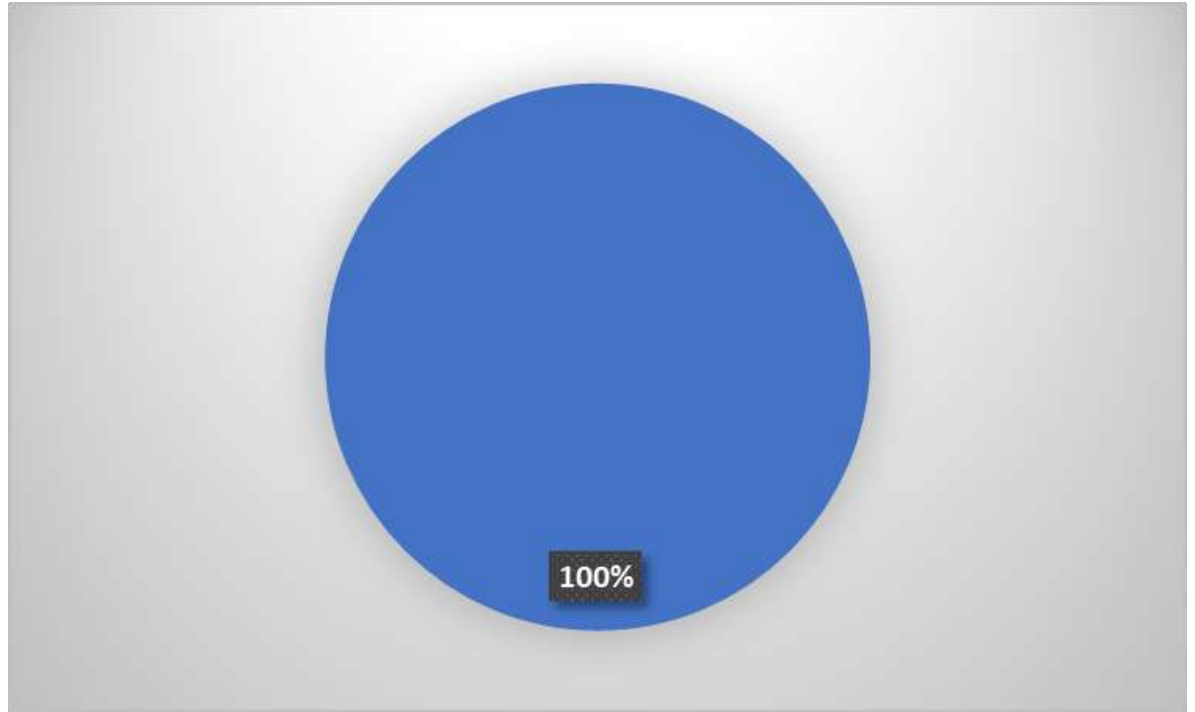
3.- Frequency with which students practice English outside the classroom.



Graph 4.3. Students' background.

As can be noticed in the data, most of the students practice the language outside the classroom. Over 76% reported using the language frequently outside the classroom. 20% declared that they used the language often, and 4% declared that they never used it outside the classroom (See Graph 4.3). The data shows that a high percentage of the participants use the language outside the classroom, which remarks the importance of the language in today's contexts and culture. It is not a coincidence that 96% of the students practice the language outside the classroom and 76% find classes easy, as Castañeda states (2009) that students achieve more when they spend extra time on their own, studying a foreign language. This information is thrivingly valuable since it makes it observable that most of the students feel motivated to use the language outside the classroom.

4.- Students' perceptions about role-playing in their English class.



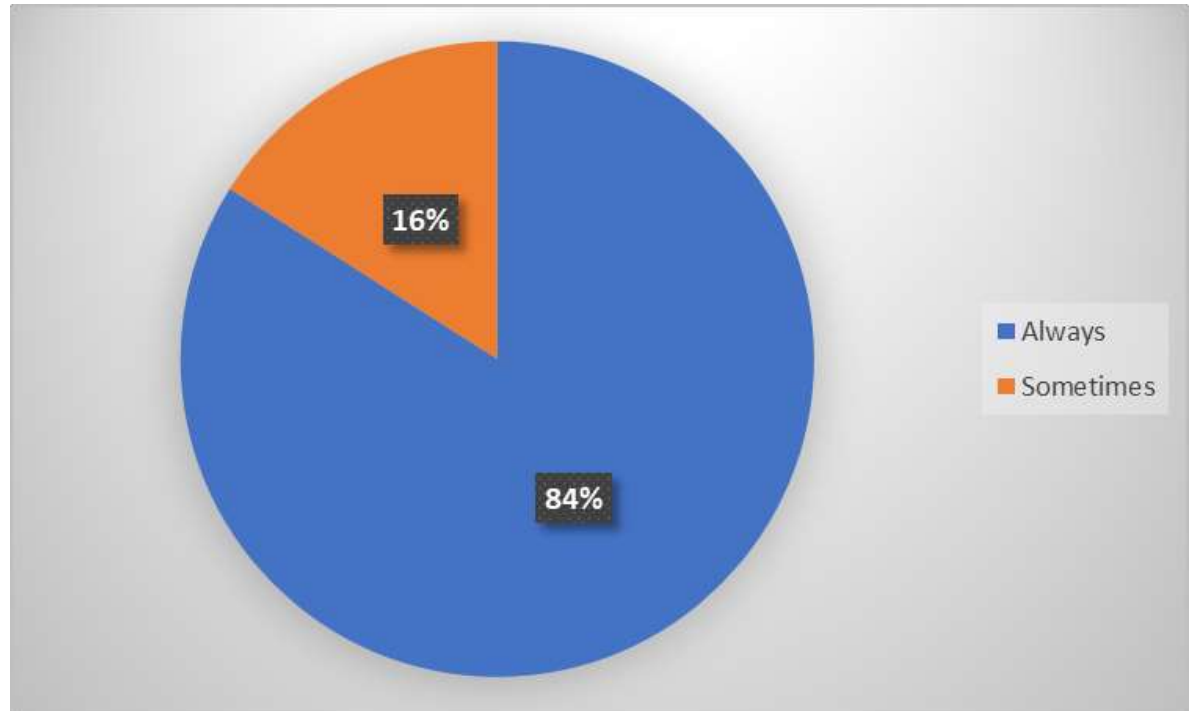
Graph 4.4. Students' perceptions about role-play.

The participants were asked if they perceived that role-playing was beneficial for their learning. To this question, all of the participants declared that role-playing was beneficial for them (See Figure 4.4). This response demonstrates that students felt positive and engaged with the role-playing strategy. It is critical for junior high school teachers in Mexico to look for new strategies that are beneficial to students and at the same time not too pricey. Castañeda (2009) states that the resources and didactic materials available in Mexico's public junior schools are inadequate to develop the necessary skills for learning English.

These results are from the **Second Part of the survey**. It is about students' perceptions towards role-playing. In this part of the survey participants had to respond

about their confidence and perceptions when participating in a role-play to practice the speaking skill.

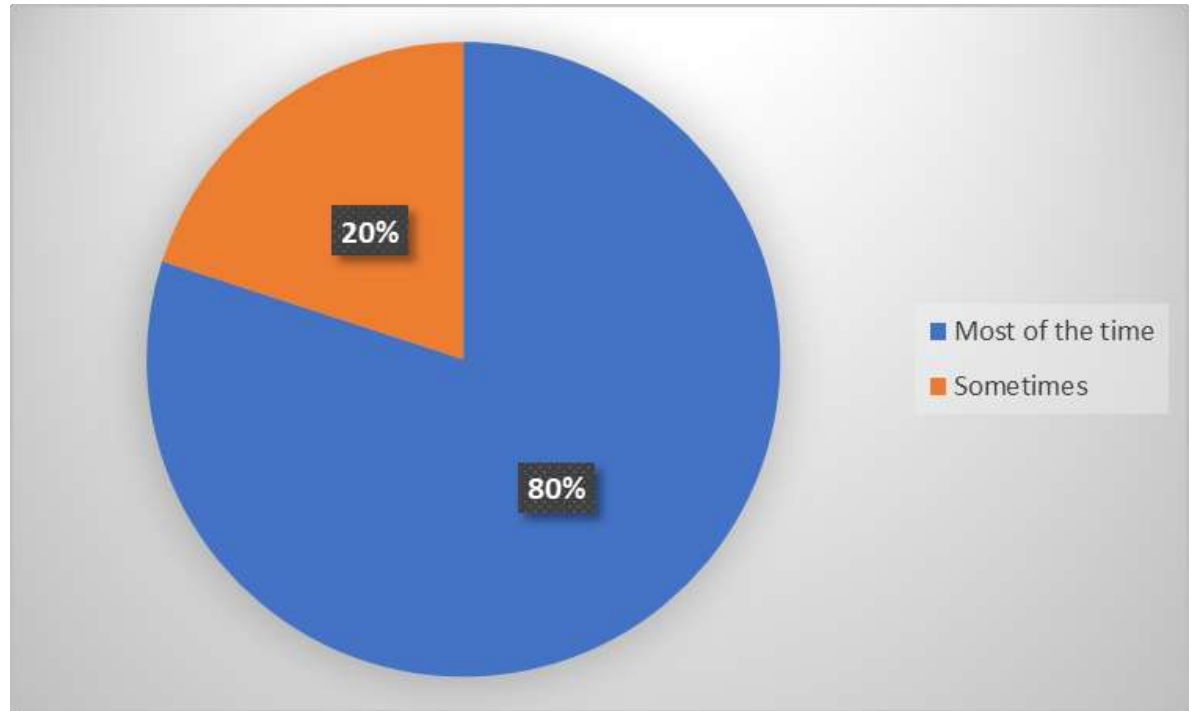
5.-Perceptions of learning through role-playing



Graph 4.5. Student's perceptions of role-play

The data shows that 84% of the participants believe that role-playing helped them to participate “most of the time”, and 16% of the participants believe that “sometimes” it was helpful. And none of them considered that the strategy was “never” useful (See Graph 4.5). According to Tursunoy (2022), the success of learning a foreign language is based on how well the students acquired the communicative skill and whether they can use the language in real-life situations. Due to the aforementioned role-playing it is vitally helpful for students to develop their communicative skills in a foreign language.

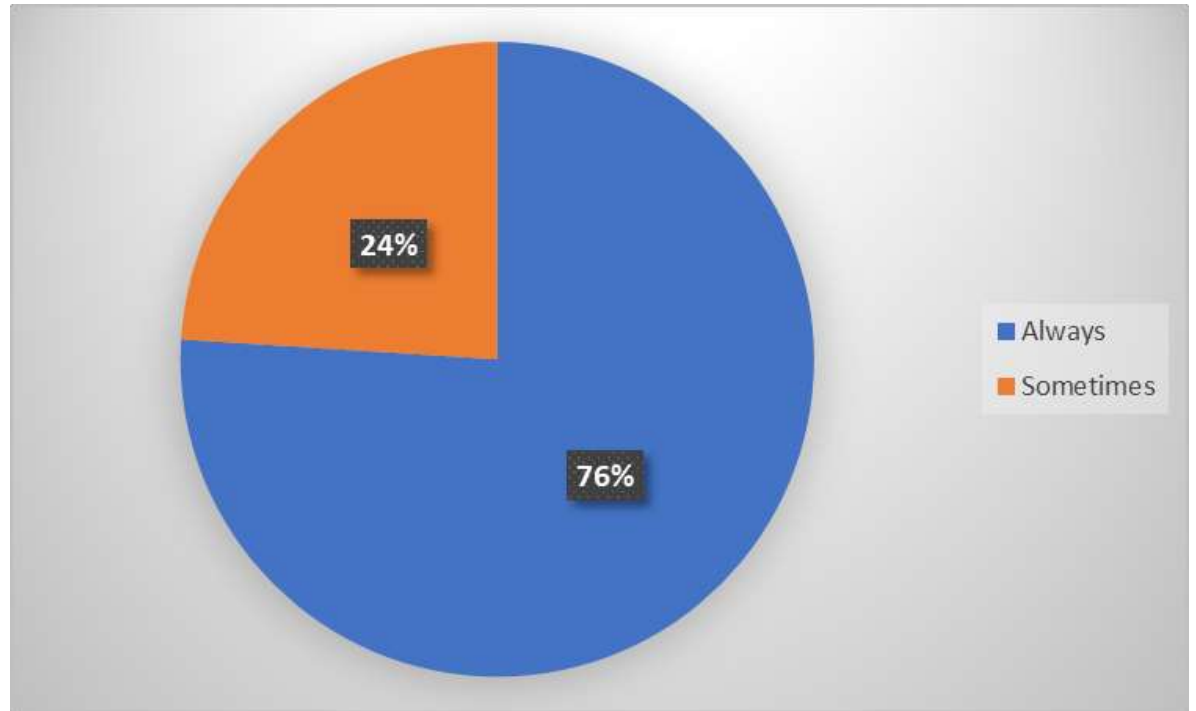
6.- Students' perceptions of the efficacy of the role-playing game to enhance their participation in class.



Graph 4.6. Students' perceptions of role-play.

The data shows that 80% of the participants considered that role-playing helped them to participate in the class “most of the time”, 20% of the participants believed that “sometimes” it was helpful, and none of them considered that the strategy was “never” useful (See Graph 4.6). This is compatible with Thuraya (2016) who considers that the role-playing game creates a learning environment that promotes participation in the class.

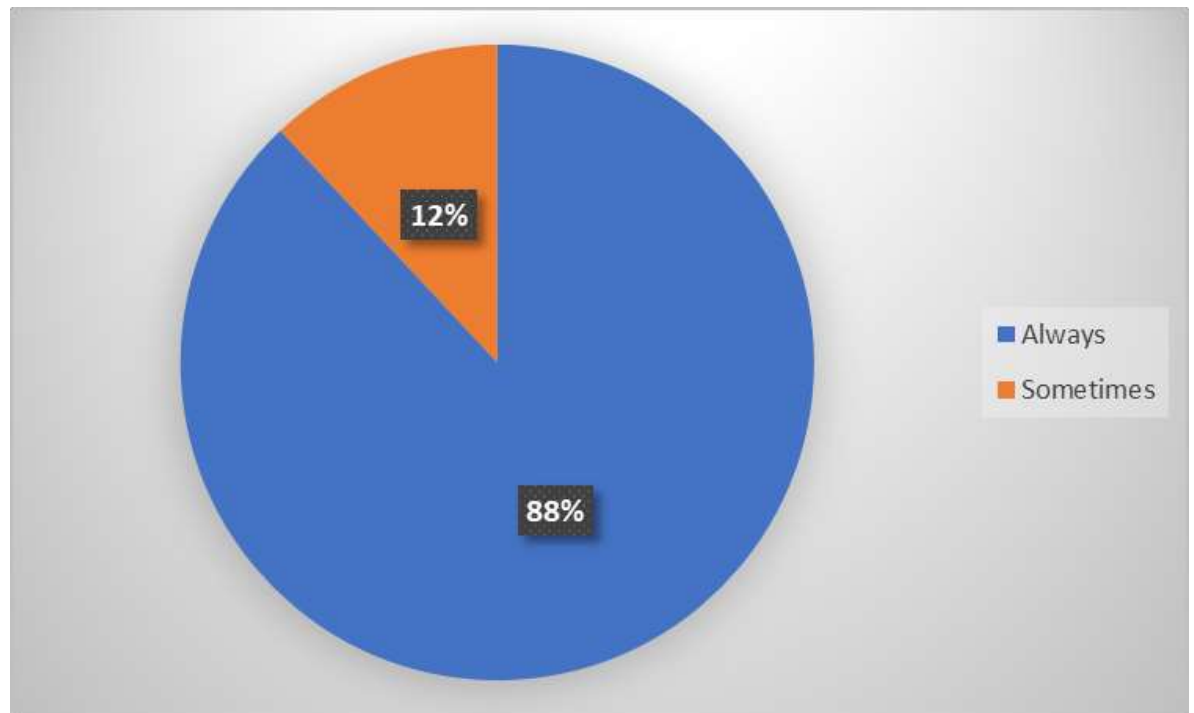
7.- Students' perceptions of the role of role-playing in facilitating communicative skills.



Graph 4.7. Students' perceptions of role-play.

The data shows that 76% of the participants found role-playing “always” helpful to facilitate their English communication, 24% considered that “sometimes” role-play facilitates their communication, and none of them reported role- playing to be “never” useful to facilitate their communication (See Graph 4.7). Asensio (2015) holds that the previous rehearsal of the role-playing game gives the students the confidence to communicate in the target language.

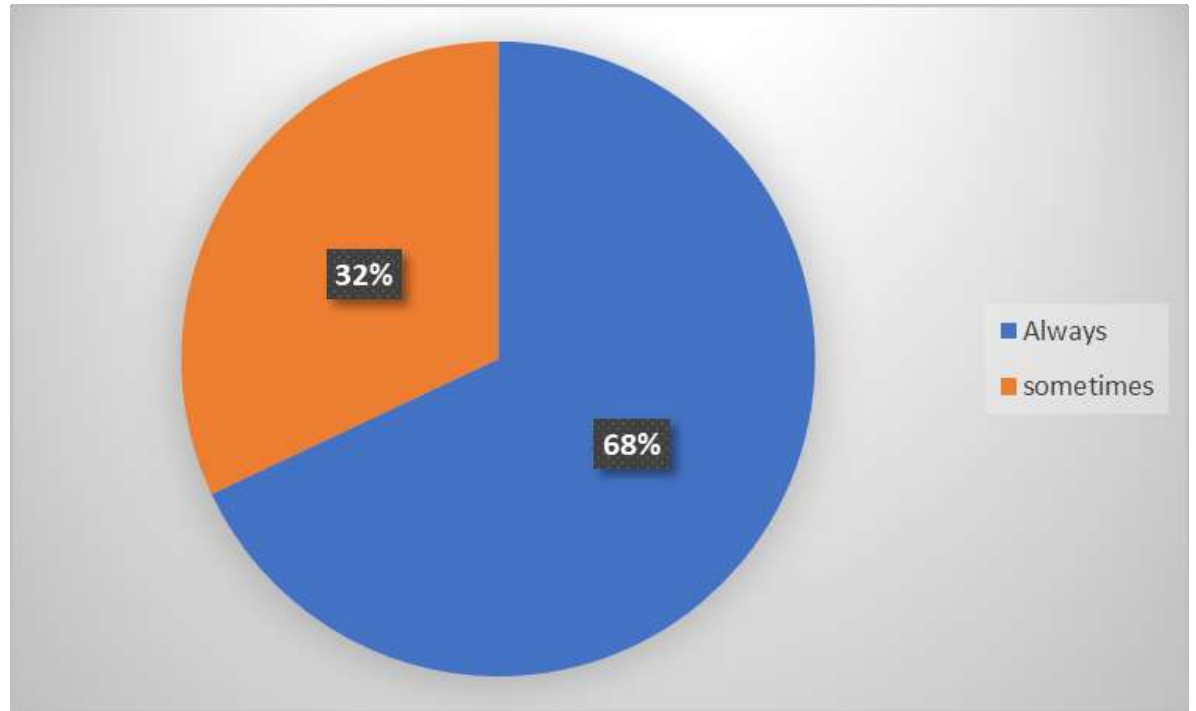
8.- Students' perception of the role of role-playing in facilitating their fluency.



Graph 4.8 Students 'perceptions of role-play.

88 % of the participants declared that it was “always” helpful, 12 % declared that they found it “sometimes” helpful, and none of the participants found the role-playing “never” helpful to communicate more fluently (See graph 4. 8). This is consistent with the outcomes of Mudhofir et al. (2019) who after conducting research, found that the participants of their research improved their English fluency in speaking with the use of the role-play technique as participants felt happier and showed interest in their speaking skill.

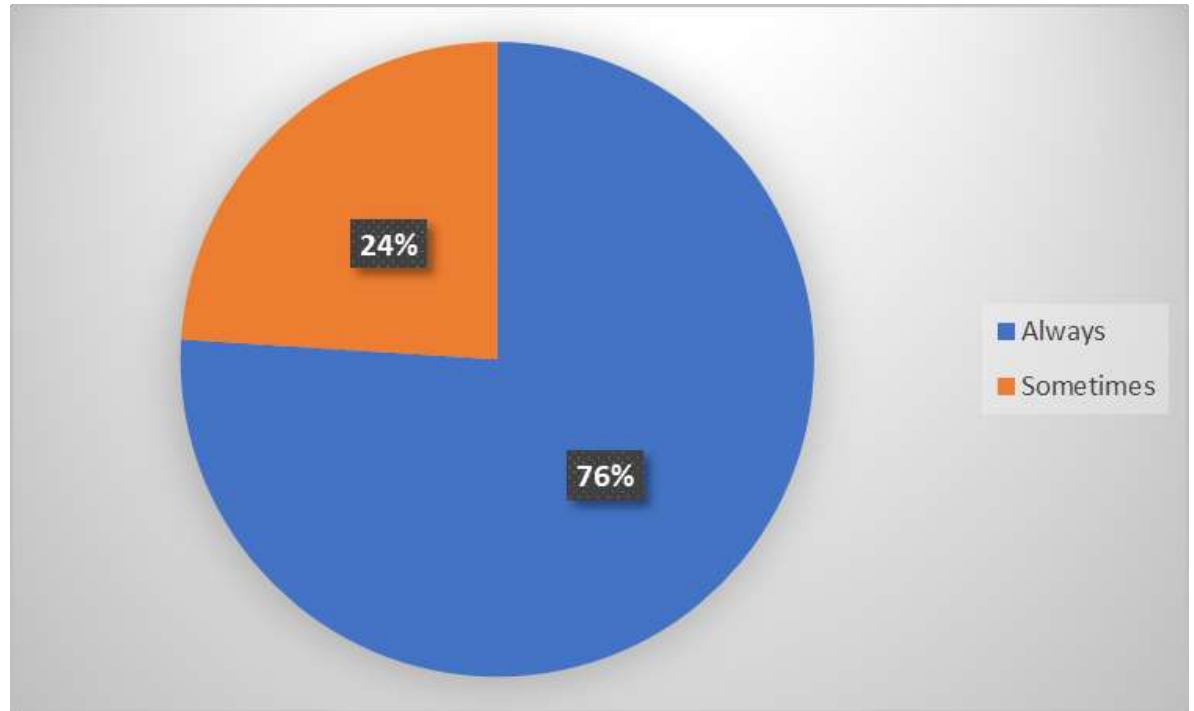
9.- Students' perceptions of how the role-playing game has helped them to use the language in a natural and casual context.



Graph 4.9. Students' perception of role-play.

68% of the participants declared that it was "always" helpful, 32% declared it was "sometimes" helpful, and none of them declared that it was "never" useful (See Graph 4.9). According to the data obtained, the vast majority of students stated that role-playing has helped them either always or occasionally to communicate naturally with others. This is significant because it has presented the students with the possibility of approaching the language in a more natural and fun way. According to Lucantoni (2002 cited in Al-Senaidi, 2010), role-play can be a pleasant activity for learners and provide the necessary opportunities for using the target language in a real-life context.

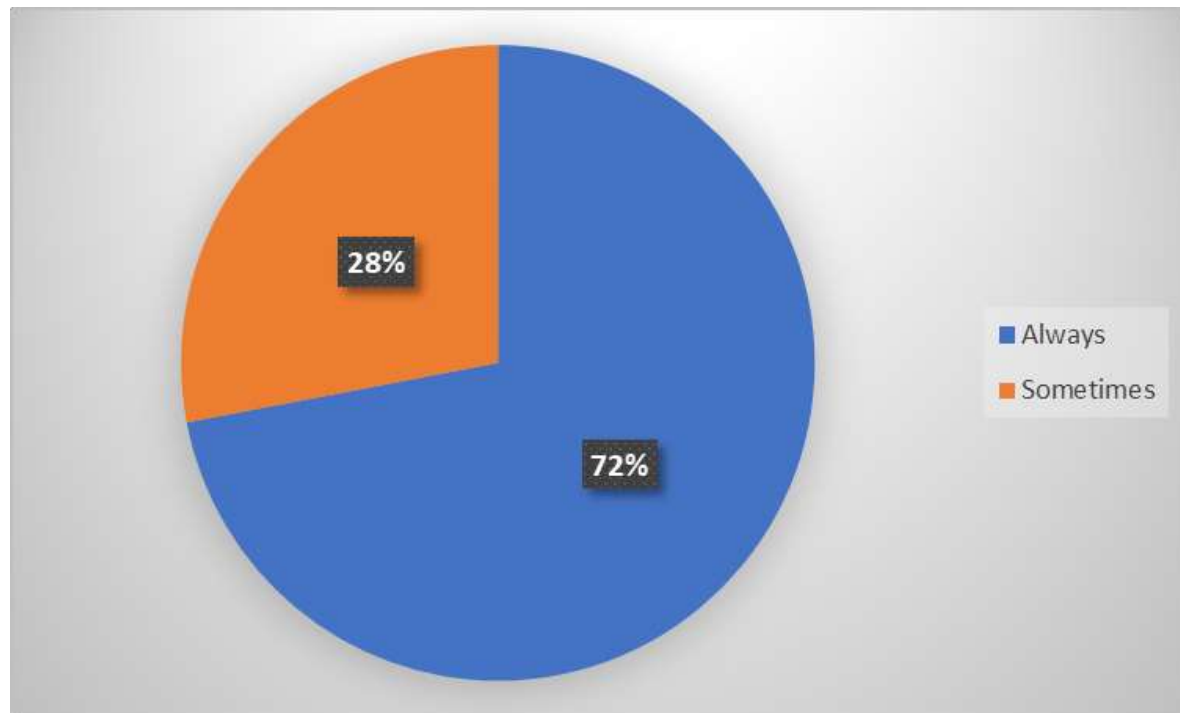
10.- Students' perceptions of the influence of role-playing on their motivation to speak English.



Graph 4.10. Students 'perceptions of role-play.

76% of the participants declared that it was "always" helpful, 24% declared it was "sometimes" helpful, and none of them declared that it was "never" useful (See figure 4.10). The data shown above is consistent with what other authors have found about the use of role-playing. According to Gusmuliana et al., (2021) using the Role-play technique may increase students' capacities to speak and communicate with others. In their research Gusmuliana et al., (2021) found out that students' speaking motivation in both the control and the experimental group increased significantly which led them to declare that there is an impact on motivation by using Role Play in speaking English.

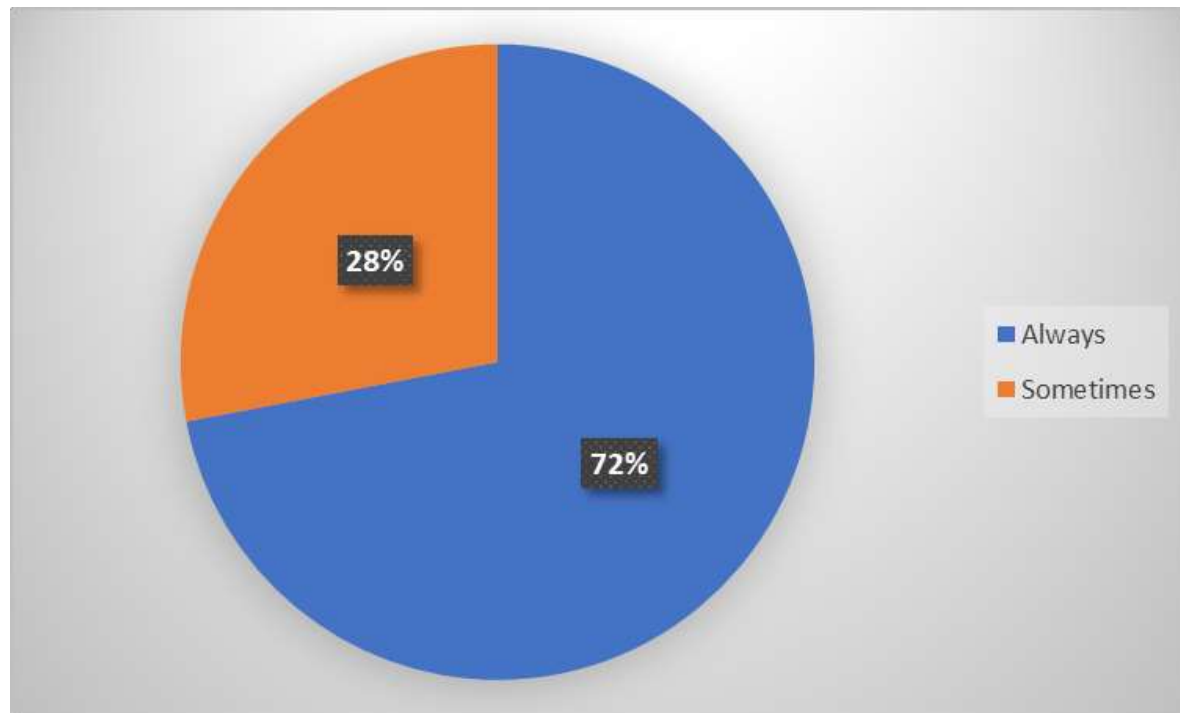
11.-Students' perceptions of their confidence when using role-playing.



Graph 4.11. Students 'perceptions of role-play.

72% of the participants declared that they felt "always" comfortable, 28% declared that they felt "sometimes" comfortable, and none of them declared that they "never" felt comfortable (See Graph 4.11). The result of this research is congruent with what other authors have found in their investigations. Dohaney et al. (2017) found out that using role-playing is most effective when it is used with students who have low confidence and low perceptions of communicating science since these activities tend to improve their confidence and the perceptions of the students.

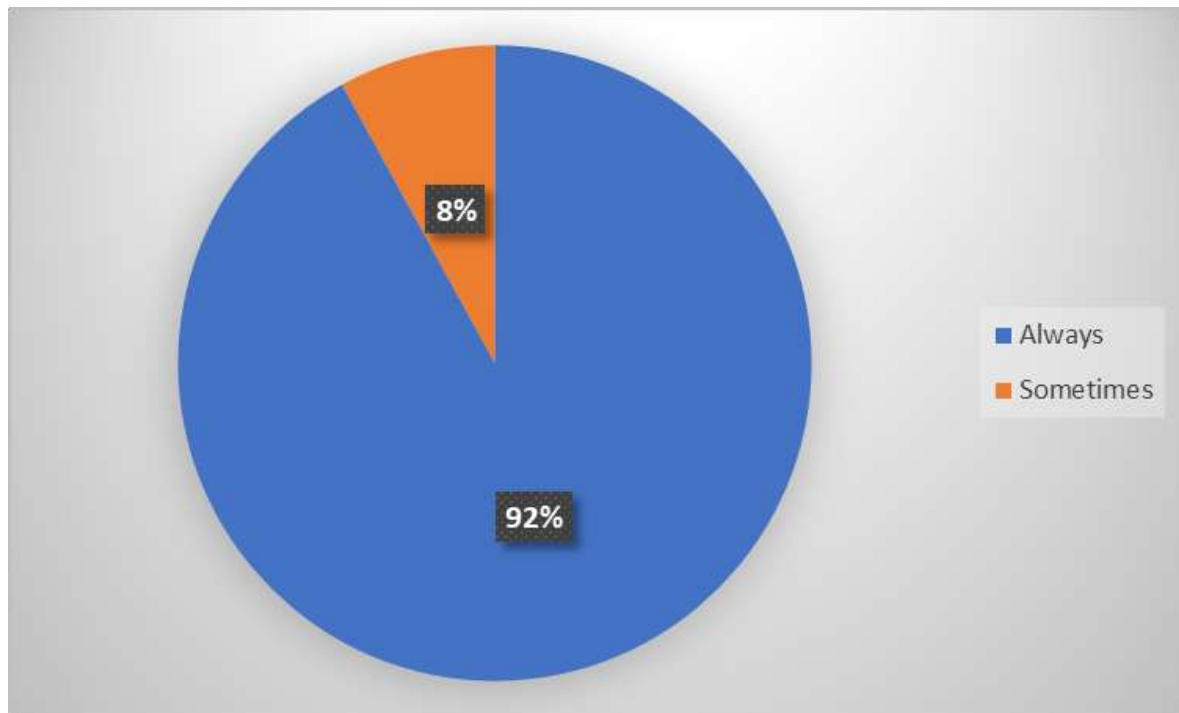
12.- Students' confidence to communicate while role-playing.



Graph 4.12. Students' motivation.

72% of the participants declared that they felt "always" confident, 28% declared that they felt "sometimes" confident, and none of them declared that they "never" felt confident (See figure 4.12). It is self-evident that using role-playing helped the students to improve their confidence. The obtained result is not only compatible with what is shown in Figure 4.11, but it is also compatible with what Warm believed cited in Geneuss, et al. (2020) that role-playing was an instrument to exercise creativity, which could have a positive effect on students' confidence.

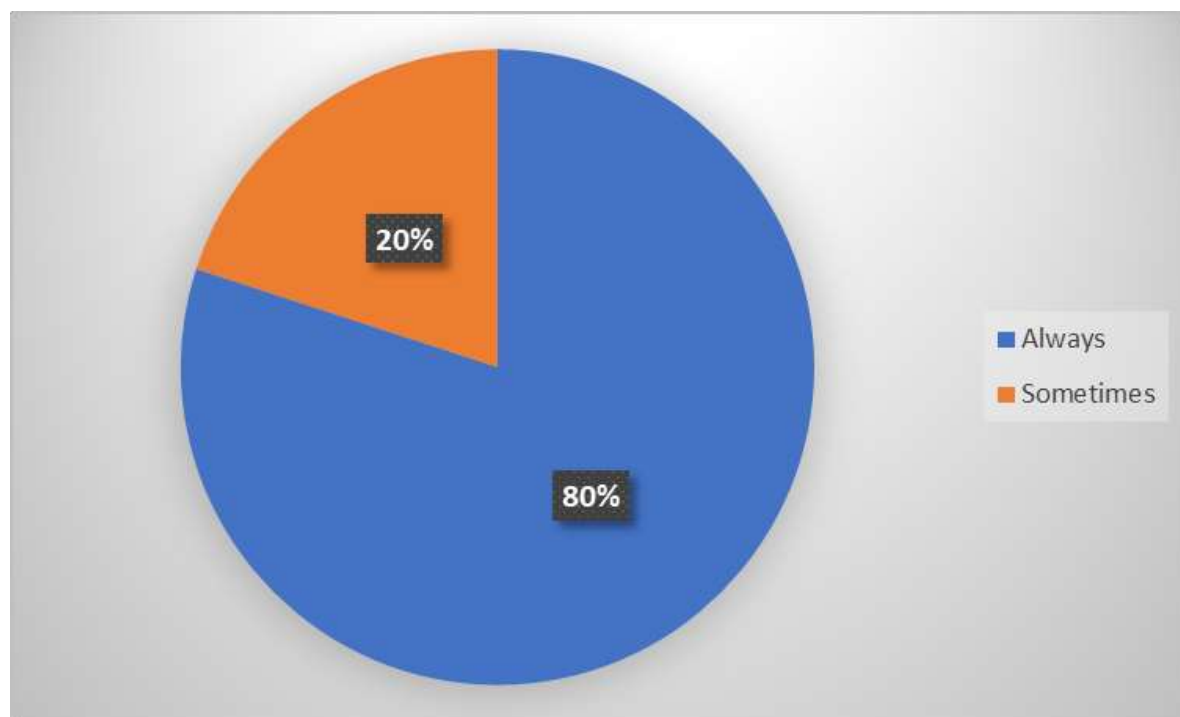
13.- Students' perceptions of rehearsal time.



Graph 4.13. Students' perceptions of role-playing.

92% of the participants declared that the time given was “always” sufficient, 8% of the participants declared that it was “sometimes” sufficient, and none of them declared that it was “never” sufficient (See Graph 4.13). It is evident that the time given to the participants was the time required for them to practice oral ability.

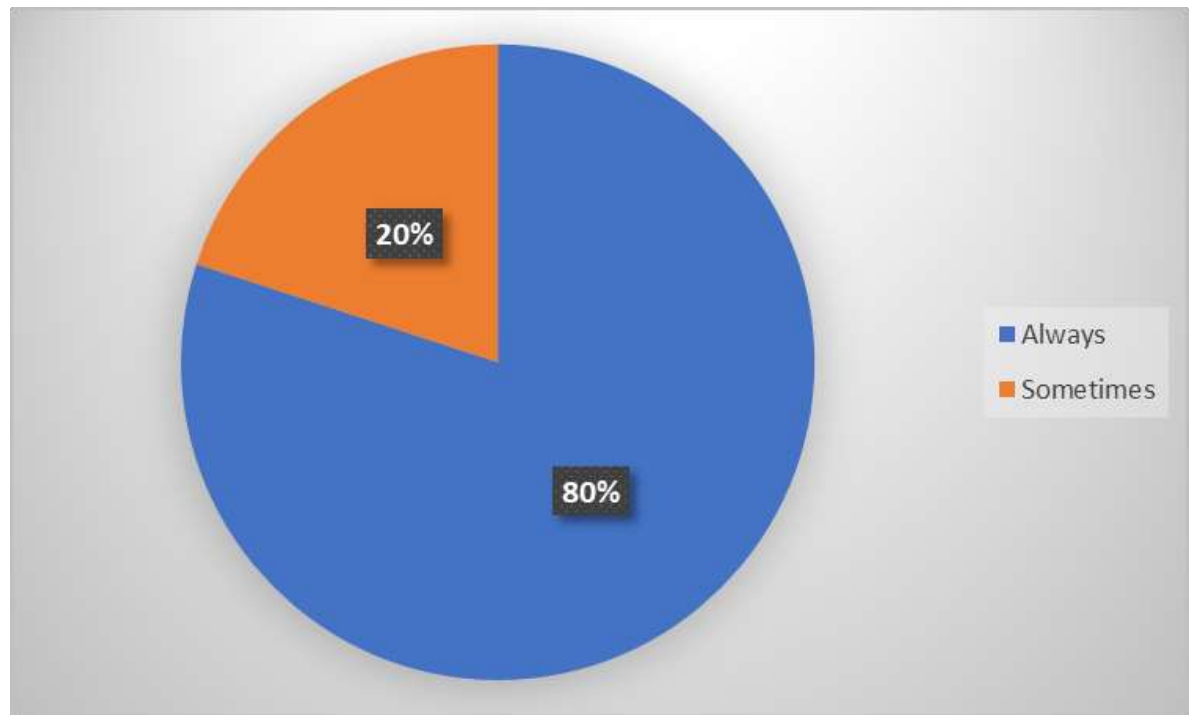
14.- Classmates' willingness to practice speaking skills.



Graph 4.14. Students' motivation.

80% of the participants declared that their classmates were “always” willing to participate and practice, 20% declared that their classmates were “sometimes” willing to participate and practice, and none of them reported that their classmates were “never” willing to participate and practice (See graph 4.14). This would show that the majority of the class would be engaged in the activity. Lara and Diaz (2019) state that for students to achieve speaking mastery, it is necessary that teachers and professors provide them with the necessary environment so they can feel comfortable participating.

15.- Students' perceptions of their vocabulary gained in their student life



Graph 4.15. Students' perceptions of role play.

80% of the participants stated that their vocabulary allows them to participate in the role-playing activity “always”, 20% stated that “sometimes” their vocabulary allows them to participate in the role-playing activity, and none of them stated that their vocabulary “never” allows them to participate in the role-playing activity (See graph 4.15). The data shows that the participants were able to practice role-playing successfully because the vocabulary they had learned enabled them to understand and communicate successfully when performing the activities. Chan (2012) declares that it is important to recognize that according to constructivism, new knowledge is built on previous knowledge. When using role-playing it is necessary to take into account the vocabulary level of the students, then, use it and expand it.

4.3 Answers to the Research Questions.

This section presents the information that answers the research questions.

RQ1: The students' perceptions about the usefulness of role-playing, as a strategy to speak in an English Foreign Language class of third grade at a public junior high school.

Participants felt positive and engaged with the role-playing strategy, some others believe that role-play helps them to participate most of the time, and a few of them hold that sometimes role-play is helpful to develop oral skills. In other words, the use of role-playing was quite significant for their learning. Also, the data shows that the participants found that the role-play was helpful to facilitate their English communication. Rajah (2017), mentions in a study carried out in a high school in Malaysia, the students felt encouraged and self-confident to practice their speaking skills by using the role-play technique and at the same time emphasizes that time to develop a role-play is very important to support the oral skills on the participants with certain tasks and activities to use a role-playing technique in EFL class. On the other hand, when the students feel self-confident in the class, students actively participate, which makes it easier to take part in the role-play to develop the activities suggested by the teacher. Therefore, it could be said that students conceive and persevere role-playing as a useful strategy for their learning.

RQ2: The students' attitude towards performing the role-play activities

Participants felt confident to be part of the role-play activity, and at the same time, they declared their classmates were "always" willing to participate and practice their speaking skills. On the other hand, when the students feel motivated, their performance during class is more pleasant for both the students, and the teacher, which allows them to

attain the desired learning. A positive attitude on the students' part creates an environment of trust in the learners in which they acquire a protagonist role and exchange knowledge and skills. Porter (1987), mentions that the use of role-playing for language learners provides a variety of techniques for students to develop fluency in speaking skills. This technique motivates students and promotes interaction in class. From the aforementioned, it can be concluded that students have a positive attitude towards role-playing since they participated actively and were always willing to participate.

RQ3: The challenges that students faced while performing the role-play activities.

Most participants considered the role-play a challenge to practice their speaking. Some of their challenges were: starting a structural conversation, the use of pitch and intonation to be understood, bringing to mind some vocabulary words they have already forgotten, the time assigned to practice the role-play, and how to switch roles in the activity. This technique allowed them to practice their speaking more fluidly since they felt more confident to develop the assigned role through acting. On the other hand, role-play is proximate to real-life contexts. Also, the majority of the participants considered that the time assigned for the activity was sufficient, as well as the vocabulary, which allowed them to have good communication. Harries (2009), mentions that students, in role-playing, encounter challenges such as: taking and respecting turns in the intervention, expressing their ideas and emotions, taking the initiative, carrying out collaborative activities, assuming certain roles, developing oral skills, and overcoming fears in participating as part of their development and learning. From the above, it can be concluded that the students faced certain challenges. However, these challenges helped them to improve.

4.4 Discussion

The results of this study were rewarding for the researcher because from the participants' opinions, the role-play techniques were satisfactory to develop their speaking skills. Most of the participants showed interest and enthusiasm in performing the role play in front of the class. Meanwhile, few of them were still afraid of speaking. Students from 3 "A" developed their speaking and achieved this with the role-play technique. Participants were able to improve their oral skills and at the same time increased their motivation to learn EFL. The role-playing technique allowed students to be more participative in class and to speak according to the context, based on real-life situations, assigned by the teacher. It is also worth mentioning that it was necessary to use another technique besides role play that could also support the development of speaking skills, taking into account the student's learning style. To have a variety of techniques that could guide the students with the speaking process in different scenarios.

4.5 Summary

After describing the data obtained on students' perceptions and attitudes about the use of role-playing as a technique to develop their oral skills. It was found that the use of role-playing in the English classroom can also satisfy both students and teachers to participate in harmony during the development of speaking. The results were satisfactory, as the students' participation was good, as it helped them develop their speaking skills, and face different challenges. The study also showed that role-playing also helped the students improve their confidence when using the English language. This research showed that students consider role-playing to be a good strategy to improve their speaking skills and that the participants faced some challenges when acting in situations close to real life.

Chapter V

Conclusion

The first section of this chapter deals with the contributions that the role-play technique gives to the students to develop their speaking skills. Followed by the limitations that the researcher found from applying the role-play technique, the number of participants in this study and their thoughts when answering the survey, and the results of this inquiry. Also, this chapter mentions some recommendations for teachers, students, and researchers interested in this area. Then, personal and professional researchers' reflections are presented in this chapter of this thesis, followed by a general conclusion.

5.1 Research Contribution

Based on the results, the researcher concludes the following important contributions. First, the use of role-plays as a technique improves the participants' speaking skill. Participants considered that role-play helped them to participate in their EFL class most of the time. Second, participants declared that it was always helpful to *communicate with others naturally and casually*; meanwhile, other participants declared that it was always helpful to *speak fluently*. *In conclusion*, this study proves that there existed participants' improvement in their speaking development. Additionally, this study's result was reflected in the participants' attitudes and participation in the EFL class. Using role-play as a teaching language technique, students have the opportunity to develop speaking skills through the development of fluency when they are learning any foreign language. When the students are part of the role-play activity, they feel motivated and at the same time, they are fully integrated into the activity itself which makes the students enjoy their

learning. Therefore, the results of this study ensure that this can be a useful technique for teachers and students of EFL.

Particularly, these participants became more active and excited when performing in class. The learning environment of the EFL class became fun and the student's participation increased, which was beneficial for their learning process. All these results will contribute to the EFL area to consider role plays as a successful strategy to teach any foreign language in any institution which would like to consider this study's results.

5.2 Limitations of the study

In the present study students' perceptions about role-playing as a strategy to speak in an EFL class in the **third grade of secondary school** at a public junior high school were developed. However, some limitations of this study are described. First, the time to use the role-play technique was applied for two weeks with a total of six sessions about fifty minutes each. It might be considered not enough for some other researchers and different results might be obtained as well. Second, due to the number of students who ended up being participants in this study, generalizations cannot be ensured. Since the survey contained multiple-choice items, some deeper thoughts from participants were omitted, thus those might have provided better details regarding this study's outcomes. And thirdly, the use of a different instrument such as an interview would have helped to know what students believed about the use of role-playing to improve their speaking skills

5.3 Suggestions for further research

In this section, some weaknesses were identified, and some further research could be done regarding the following aspects. First, it will be advised to plan a schedule for the study to be conducted because there are calendar dates when most students attend classes. Those dates would be ideal for the development of the research so that the majority of students can take part in the study. Second, it should be investigated the learning style of participants before applying this technique to see if they have any relation or if it affects the outcomes. Third, it should be explored if role-play only improves their oral production in the classroom or everywhere; and if the age of participants is different, they can explore if they obtain different results from this one. Fourth, since the result of this study does not prove yet that the output of this research is absolutely good for helping students to speak English in a class all the time, further studies can determine if there is a certain population where the role-play might ensure positive effects. Fifth, to give the same importance to the speaking skill as the other skills of the language because most of the time students are evaluated with written tests which means that students practice just three skills: listening, reading, and writing and the speaking skill is left out. If students see that speaking is evaluated just as the other skills, they will show interest in practicing it as much as possible in class. Sixth, to look for extra instruments where students can express themselves about the technique applied to develop their speaking skills and triangulate information. Finally, to explore the application of other techniques to improve oral skills and compare the results obtained.

5.4 Reflection.

Developing this study made me understand two important effects that it caused in my personal and professional life. Personally, this research project has been a challenge regarding my health. In December 2019, I was diagnosed with breast cancer *mucinous carcinoma*. It was difficult to receive this bad news. The only thing I asked for was guidance for my treatment, the only thing that mattered to me at that moment was my children. I am all they have. Later in February 2020, I had a left-breast mastectomy, it was very sad and painful, both physically and emotionally. I knew I had lost a little part of my body, but I got the fortune of staying alive with my family, mainly my two teenagers. That same year, in August, I had another surgery, this time for prevention. I had a third surgery, a hysterectomy. It has been very difficult for me to improve myself physically and emotionally as a person and as an EFL teacher. While I was in the middle of this research seminar to finish my thesis, I received bad news, again. Doctors said cancer might now be in my liver. Due to this situation, I wanted to finish this study as soon as possible with my professors' help. Because of my treatment, sometimes I felt bad physically, and very weak in all aspects, but concluding this project makes me feel better to continue fighting for my beloved ones and appreciate life. I want to continue developing as a professional to transmit my knowledge to my students. Finally, after finishing this research, I want to fight against this disease and enjoy every moment in my life. For me, life is an opportunity and obtaining my degree is one of my goals in life.

Professionally, this study showed me that I need more time to help my students to develop their foreign language, especially the oral skill in my EFL class. I identified that speaking is one difficult skill for my students at *Tecnica 54* since I have to teach extensive

groups. This study also helped to identify some of my students' abilities in the EFL class. During the development of this study, students' participation changed due to the implementation of the role-play technique in the classroom; therefore, their speaking skills were enhanced. At the beginning of the academic year, many of the students used to answer "yes or no", but with the use of the role-play technique, now the students' development has changed and improved in class. Finally, this study has encouraged me professionally to see how important it is to focus on students' opportunities to improve their language skills.

5.5 Conclusion

Based on the research results, the use of role-playing was beneficial to help students to develop their speaking skills. The role-play techniques can improve students' speaking skills as long as students are given the necessary time to develop their speaking in class activities. That means that this research results can benefit EFL teachers to see the role-play technique as a way to improve their students' speaking skills. Moreover, these participants seemed to be more confident in speaking and this makes students more participative in the EFL class. They improved their pronunciation, fluency, and confidence when speaking. Also, it is important to accentuate the importance of speaking in a foreign language since it is a big challenge for Mexican junior high students to develop their language skills. As mentioned in previous chapters, for effective communication to take place, students need to have good pronunciation and fluency when speaking. Role-playing enables students to improve their diction and fluency. Speaking English to communicate in different contexts is becoming more demanding in our society, which makes it a necessity to learn to use the language in different situations.

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Appendix A




Survey

Fecha_____ Edad_____ Sexo_____

Lee y selecciona la respuesta.

PREGUNTAS	RESPUESTA
1.- ¿Tomas clases extras de inglés? ¿Qué tan seguido?	
2.- ¿Cómo consideras la clase de inglés en tu escuela, fácil o difícil por qué?	
3.- ¿Qué tan seguido pues practicar la habilidad oral fuera de la clase de inglés?	
4.- ¿Crees que la actividad del rol-play beneficio tu practica en la habilidad oral durante la clase e inglés, por qué?	

Lee las preguntas y escoge cuál de las siguientes opciones te representa (😊 😐 😞)

<p style="text-align: center;">PREGUNTAS</p>	<p style="text-align: center;">Siempre </p>	<p style="text-align: center;">Algunas veces </p>	<p style="text-align: center;">Nunca </p>
5.- ¿Consideras que aprendes a través del juego de roles o role-play?			
6.- ¿Consideras que el juego de roles te ayuda a participar en la clase de inglés?			
7.- ¿Consideras que el juego de roles te inspira a hablar inglés?			
8.- ¿Te sientes libre para hablar en inglés cuando realizas actividades mediante el juego de roles?			
9.- ¿Consideras que las diferentes actividades de juego de roles durante clase te permitieron comunicarte con los demás de una forma fluida?			
10.- ¿Consideras que las diferentes actividades de juego de roles durante clase te permitieron comunicarte con los demás de una forma natural y casual?			
11.- ¿Consideras que el nivel de vocabulario que has adquirido en las clases de inglés te permite participar exitosamente en las actividades de juego de roles?			