# UTMACH

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**System of activities implementing participatory techniques to improve English pronunciation.**

**RAMIREZ CRUZ YALILE YELENA**
**LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**ESPINOZA ORELLANA KARELIZ ANDREA**
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SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O INTERVENCIÓN

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PIZARRO ROMERO JOHANNA MICAELA

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# SISTEMA DE ACTIVIDADES IMPLEMENTANDO TÉCNICAS PARTICIPATIVAS PARA MEJORAR LA EXPRESIÓN ORAL DEL IDIOMA INGLÉS

*por* Kareliz Espinoza Yalile Ramirez

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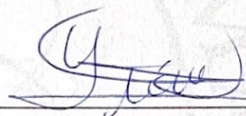
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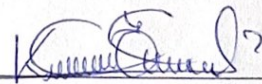
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**Dedication**

This achievement is the fruit of the unconditional support of my beloved family. I dedicate this work to my fundamental pillars: to my dear father, who never doubted my potential, and although he is no longer around to see this, I know he would be very proud as he always was; and to my mother, my greatest motivation, who with her unconditional love and wise advice motivated me every day. To Miriam and Melissa, my great inspiration, who have supported me in their own way. And to Luis, my inseparable companion in every step I take.

Yalile Y. Ramírez

This important research work could not have been possible without the support of my two mommies, one that gave me life and other that life gave me, who have been there for me unconditionally and have never let me lack anything, to my brothers who in times of stress take me out of the routine and make my days better, and to my Hoover, my dear boyfriend, wo has been a daily support and constantly reminds me how smart and capable I am.

Kareliz A. Espinoza

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Deep gratitude flows from my heart of those who believed in me and were present along my path. Their unconditional support has been the fundamental pillar in turning this dream into a reality. I wish to express special gratitude to mi mami y mi papi, who, even the impossible into possible. Their unwavering faith in me has been my motivating beacon during every step. Finally, I extend my appreciation to my teachers, for their guidance, support and infinite patience throughout this entire process.

<div style="text-align: right;">Yalile Y. Ramírez</div>

I want to thank God for giving me the opportunity to study this career that was the sign for which I prayed for, also thank my family for always believing in me, I am proud to see them proud of me, and to my teachers for the knowledge share.

<div style="text-align: right;">Kareliz A. Espinoza</div>

**Abstract**

The main objective of this research was to improve the pronunciation of the students of third year of "Colegio de Bachillerato Nueve de Octubre" through the implementation of a system of activities using role-play as a participatory technique. To achieve this purpose, the analytical-synthetic, systematic, hypothetical-deductive and historical-logical methods were used within a quantitative experimental approach, Initially, a diagnosis was made by means of a pre-test to evaluate the students' initial level of pronunciation. Subsequently, a series of role-play-based activities were designed and applied, which were specifically designed to improve students' clarity, fluency and intelligibility. These activities included simulated scenarios where students practiced real communicative situations. After the implementation of the intervention program, a post-test was administered to measure the results obtained. The data collected were analyzed statistically, using mean comparison test, which allowed us to confirm the hypothesis put forward and demonstrate that the implementation of the role-play contributed significantly to the improvement of students' pronunciation. The results revealed a remarkable improvement in the participants' accuracy and fluency, thus validating the effectiveness of the proposed approach. This study not only contributes to the field of English language teaching in educational contexts, but also provides theoretical and practical foundations for future research around participatory methodologies and their impact of the acquisition of language skills.

*Keywords:* pronunciation, role-play, activity system, participatory techniques.

# Resumen

La presente investigación tuvo como objetivo principal mejorar la pronunciación de los estudiantes de tercero de bachillerato del Colegio Nueve de Octubre a través de la implementación de un sistema de actividades utilizando como técnica partitiva el role-play. Para lograr este propósito, se emplearon métodos analítico-sintético, sistemático, hipotético-deductivo e histórico-lógico, dentro de un enfoque cuantitativo experimental, Inicialmente, se realizó un diagnóstico mediante un pretest para evaluar el nivel inicial de pronunciación de los estudiantes. Posteriormente, se diseñaron y aplicaron una serie de actividades basadas en role-play, las cuales fueron diseñadas específicamente para mejorar la claridad, fluidez e inteligibilidad de los estudiantes. Estas actividades incluyeron escenarios simulados donde los estudiantes practicaron situaciones comunicativas reales. Tras la implementación del programa de intervención, se administró un post test para medir los resultados obtenidos. Los datos recopilados fueron analizados estadísticamente, utilizando pruebas de comparación de medias, lo cual permitió confirmar la hipótesis planteada y demostrar que la implementación del role-play contribuyó significativamente a la mejorar de la pronunciación de los estudiantes. Los resultados revelaron un avance notable en la claridad, fluidez e inteligibilidad en la pronunciación de los participantes, validando así la efectividad del enfoque propuesto. Este estudio no solo contribuye al campo de la enseñanza del idioma inglés en contextos educativo, sino que también proporciona fundamentos teóricos y prácticos para futuras investigaciones en el área de metodologías participativas y su impacto en la adquisición de las habilidades lingüísticas.

***Palabras claves:*** Pronunciación, role-play, sistema de actividades, técnicas participativas.

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## Introduction

The study of English in the education system is one of the most complex in the curriculum. Despite the challenges involved, English is a global language of paramount importance, which means that learning English offers many advantaged in terms of intentional social communication, access to educational resources and employment opportunities. Constant practice, immersion and use of the language are key to overcoming difficulties associated with learning.

There are many reasons and causes why English is an international language today; the importance that language has acquired over time is extremely relevant. It is fundamental in today's world, both professionally and culturally. Its mastery expands opportunities and facilities participation in an increasingly globalised world (Peña, 2019).

The correct pronunciation of words can become very complex. This obstacle is because the L1 (mother tongue) is very different from English; not without mentioning that the most important things taught in a new language are grammar and vocabulary. Mastering English speech plays a crucial role in communication, as well as listening, hearing, and producing sounds accurately; speaking becomes a fundamental requirement in the process of teaching and learning English as a foreign language (Peña, 2019).

Indeed, speaking accurately in English, along with listening skills, is a fundamental requirement in the process of teaching and learning English as a foreign language (Peña, 2019).

It is necessary to mention the meaningful learning that is achieved thanks to the implementation of participatory techniques that in turn contain dynamic activities. According to the (International University of La Rioja, 2021), on this website, meaningful learning remains in the student's capacities, that is, it is not forgotten. Considering that students are the protagonists

of their own learning, if they maintain a participatory role, they will make this knowledge last, making it meaningful.

Despite considering the background described by the teachers of the third year of "Colegio de Bachillerato Nueve de Octubre" the following limitations were observed:

- Students do not pronounce verbs correctly in the past tense.

- Students are not interested in improving their English pronunciation.

- Limited fluency in describing basic scenarios.

- Limited participation in the English language teaching-learning process.

- Incorrect use of vocabulary to describe basic scenarios.

This leads to the following scientific problem: how to improve English pronunciation in third year high school students of the "Colegio de Bachillerato Nueve de Octubre"?

Considering as the object of study the teaching-learning process of english as a foreign language in school education. The problem involves possible causes such as:

- Lack of practice in the pronunciation of english words by the students of the third year of "Colegio de Bachillerato Nueve de Octubre"

- Limited use of participatory techniques in english to develop fluency in the students of the third year of "Colegio de Bachillerato Nueve de Octubre"

- Limited use of didactic activities to develop intelligibility.

- Poor clarity of pronunciation

- Little interest on the part of the obstudents in the teaching-learning process of the english language.

The general objective of this research is to improve the pronunciation of the students of third year of "Colegio de Bachillerato Nueve de Octubre" through the implementation of a system of activities using role-play as a participatory technique. The same that is delimitated in the field of action: Role-play as a participatory technique.

The specific objectives of this research work are as follows:

- Theoretical foundation of the use of role-play as a participatory technique in the process of teaching and learning english.

- To diagnose the state of english pronunciation in the students of the third year of high school at "Colegio de Bachillerato Nueve de Octubre".

- To elaborate a system if activities using role-play for the improvement of the English pronunciation of the students of the third year of high school at "Colegio de Bachillerato Nueve de Octubre".

- To evaluate the effectiveness of the activities system based on the participatory technique, role-play, in the improvement of the English pronunciation of the students of the third year of high school at "Colegio de Bachillerato Nueve de Octubre".

The study is organised based on the scientific hypothesis: If a system of activities using role-play as a participatory technique is applied, then it will improve the English pronunciation of the third year of high school at "Colegio de Bachillerato Nueve de Octubre". And consequently, two variables are identified: the independent variable is the system of activities using role-play as a participatory technique, and the dependent variable is pronunciation.

The present research work is within the qualitative paradigm with an experimental design, which helps to support the verification of the research hypothesis. Considering the students of the

third year of high school at "Colegio de Bachillerato Nueve de Octubre" as a population of 28 students.

Because of the above mentioned, the following theoretical methods are applied: systemic, analytical-synthetic, historical-logical and hypothetical-deductive. In addition, empirical methods such as observation and measurement, which will be supported by instruments and techniques such as the pedagogical test, observation guide and indirect observation. These will be explained in depth in the methodological framework.

The importance of the research focuses on the improvement of English pronunciation through a system of activities implementing role-play as a participatory technique where students have an active role in dynamic classes, feel motivated and inspired during the educational process, resulting in meaningful learning to raise the future mastery of the language.

The practical contribution provided by this scientific research reflects as system of activities focused on the implementation of the participatory technique, role-play, to improve English pronunciation. So that students feel involved in the process of teaching and learning English as a second language.

This study is divided into four chapters consisting of: chapter I, the theory based on the evolution of the field in the object of research. Chapter II establishes the type, methods and techniques to be used. Chapter III presents the intervention proposal. Finally, Chapter VI, the discussion of results, conclusions and recommendations.

**Chapter I: Implementation of the Participatory Technique Role-play to improve the pronunciation of the English Language.**

This section focuses on the theoretical basis of role-play as an effective participatory technique used to improve English pronunciation. This allows for a broader view of the concepts involved, its evolution and the transformation that this technique has undergone throughout history.

**1.1 Historical background to the implementation of role-play as a participatory technique in the process of teaching and learning English for pronunciation development.**

The origin of participatory techniques in the teaching-learning process can be traced back to various philosophical and pedagogical trends throughout history. Castro (2012) mentions that, in ancient Greece, Socrates, in the 5$^{th}$ century BC, became known for his teaching method, which was based on dialogue and questioning. This method focused on asking his students questions to help them arrive at their own answers and develop their critical thinking.

Socrates' philosophy significantly influenced Western education and pedagogy. Through his dialogues he developed critical reflection which has a lasting impact on education and the way teaching is conducted in general. He promoted dialogue and questioning as teaching methods with his students; he encouraged critical thinking and critical discovery.

According to Rosa (2016) these emerged along with the spread of Popular Education in Latin America in the late 1950s and during the 1960s. In that period, Popular Education began to take shape as a pedagogical approach that promoted participation and guidance, especially thanks to the theoretical and methodological contributions of Paulo Freire in the 1970s.

The participatory technique of role-play in English language teaching does not have a specific origin, as it has evolved over time as part of various pedagogical approaches to language teaching. Although no specific date of its inception can be pinpointed, its recognition and popularity as an effective learning strategy has been consolidated over the last few decades (Martínez, 2015).

As time has passed, language teaching methodologies have undergone transformations, most notably a shift towards more learner-centred and communicate approaches in the 20th century (Martín, 2009). Role-play integrates harmoniously with these approaches, as it emphasizes the practice of communicative skills in practical, real-life contexts.

Authors Cañarte, Quevedo & García (2013) point out that during the 1970s and 1980s, especially with the emergence of the communicative approach to language teaching, various participatory techniques began to be researched and applied with the aim of improving speaking and communication in authentic settings.

The communicative approach, which is based on the current and future needs of learners, enables the development and acquisition of communicative skills, including speaking, reading, writing and listening. This prepares students to communicate in another language in a variety of situations. In addition, it gained popularity in language teaching because of its practical and learner-centred approach, which aims to prepare learners to use it effectively in everyday life.

Consequently, role-play stood out as an effective strategy to simulate real-life situations and provide learners with practical opportunities to employ language in a meaningful way (De la fuente, 2018). It provides an effective tool for the practical application of knowledge. The development of skills and the creation of immersive and meaningful educational experiences.

Zamora, Machado & Ramona (2020) in their degree thesis point out that, in the current era, the implementation of pedagogical role-playing is present in various fields. Ranging from foreign language teaching, it is a technique commonly used in English and other language classrooms and has been integrated into modern pedagogical approaches. Teachers and educators recognise its value in developing communication skills, promoting interactivity and creating more dynamic and participatory learning experiences.

## 1.2 Conceptual background to the implementation of role-play as a participatory technique for improving English pronunciation.

After the above, this section presents a theoretical basis to precisely define the object of study, the scope of research and variables already mentioned. In this section, it seeks to conceptualise the components of the research work through a review of the literature which, in turn, involves consultation of first-hand sources, secondary sources and reference sources to back up and support the research.

### 1.2.1 The English language teaching and learning process

Clearly the implementation of participatory techniques in the English language teaching-learning process for the development of pronunciation has envolved throughout the history of teaching, the use of the different methods that have taken place over the years is substantial. In this sense, they emerge as a solution to the need on the part of the teacher to integrate the different interests and problems of the learners, the objectives and the resources available in the process.

This should assume that "no technique can be discarded, they are all valid, if they are carried out correctly and appropriate selection criteria are applied" (Coronel, 2017). They are considered as instruments for subjects to make contract with reality and questioning, resulting in

the construction of new learning, their own conceptions about the object of study (Díaz and Peñaloza, 2015). Emphasising participation during the learning process.

The Soviet psychologist (Leontiev, 1971) states that the process of teaching and learning a foreign language is constituted by the content of linguistic knowledge, phonemes, morphemes and words. As learners review what they have learned, incorporate more reading about the language into their daily lives, and listen to dialogues and other linguistic materials, their oral production will improve and increase.

Núñez (2011) points out that communicative competences in the English language have evolved through various methodologies to enhance student development. Initially, methods such as the direct method, the audiolingual approach, and the grammar-translation method were popular for their excellent results in student learning. However, with the changes in English language teaching and learning, new methodologies have emerged that involve teachers more actively. These modern approaches emphasize communication and include project-based learning and engaging tasks that capture students' attention.

### 1.2.2 Role-play for the development of English language pronunciation

English pronunciation is fundamental to active communication, listening comprehension, self-confidence and success in both academic and professional settings. Improving pronunciation is key to learning English as a second language and can have a significant impact on the quality of interactions in English (Peña, 2019). To this end, english language teaching seeks to enable learners to express themselves effectively in the foreign language. This is achieved through a focus on the practical use of the techniques that simulate students' oral expression (Ruiz & Peña, 2011).

When introducing role-play in educational settings, it is essential to create a supportive environment that encourages participation. Constructive feedback after each role-play session becomes essential to optimise the benefits of the learning process (Mora, 2015). It is used as a pedagogical strategy that involves students taking on specific roles and acting in given situations. This techinique encourages participation, empathy and learning by doing.

According to Angels Mora (2015) in her website HUMAN PERFOMANCE, to achieve an effective learning experience in role-play it is recommended to use flexible observation tools such as recording sheets or videos, focus on the training objectives by analysing specific skills, use structured questions to guide discussion on behaviours and practical application, maintain a balance in Feeback by highlighting two positive aspects and one to improve, ensure that comments are descriptive and provide solutions to errors, and summarise lessons learned at the end of the activity.

Role-play can be applied to all language learning activities, including lexis, functions intonation, and structures. It is especially useful for learners from different cultures, as it allows for active and engaging participation, encouraging confidence. Although learners may feel shy, the topics covered do not address personal traits, allowing them to perform successfully and without stress (Mita and Tamo, 2019).

The article entitled "Role play as a didactic strategy Enhancing speaking skills in High school students" Allison Cruz and Monica Vaca (2023) proposes the use of role play as an effective strategy to improve speaking skills in English as a foreign language students in secondary school specifically in Bahía de Caráquez. The study highlights that this technique allows students to interact in simulated real life situations. Focusing on natural communication rather than grammatical perfection reduces the stress and anxiety associated with language learning.

The authors highlight the role of the teacher in creating a supportive environment that facilitates speaking practice, assessing individual progress and encouraging linguistic and cultural diversity. In this context, role-play becomes a valuable tool for promoting fluency, confidence, and intercultural understanding in EFL learners.

Ruiz and Ramirez (2013) He investigated the impact of role play on the English-speaking skills of fourth grade students. Their results suggest that role play is an effective strategy for improving students' oral communication in English. By actively participating in role play activities, students can practice using their English skills in a real context. This is leading to improvement in pronunciation and fluency.

Navarrete (2023) stresses the importance of teacher feedback in pronunciation learning. Although he talks about descriptive audio. He proposes spending time in class discussing students' difficulties and offering constructive comments on their oral performance. This feedback should cover aspects such as fluency, vocabulary, pronunciation of specific sounds (clarity) and intelligibility. This means that in the role play technique, these elements of pronunciation are also reviewed to get a more detailed picture of the quality of the learner's pronunciation.

### 1.2.3 The development of pronunciation in English

Guisarre (2018) announces that correct pronunciation is essential for successful student achievement in language learning. Despite this, the teaching of English as a second language often neglects this linguistic aspect. It is crucial to prioritize a focus on pronunciation to have a positive impact on the learner's communication skills both in and out of the classroom.

Regular pronunciation practice is essential to gain confidence in everyday conversations in English. Pronunciation impacts listening comprehension, speaking, and text interpretation.

Teachers can assess how students apply what they have learned verbally. In addition, pronunciation is crucial for interaction and influences pragmatic and sociocultural skills (Figueroa and Intriago, 2022).

English pronunciation development refers to the process of improving and perfecting the way a person speaks and pronounces English words. It involves learning to produce the sounds and accents of English accurately and understandably, as well as to intonate and modulate the voice appropriately. The main objective is to achieve pronunciation that enables clear and effective communication in English, both in everyday situations and in academic or professional settings (Calderón, 2015).

Improving English pronunciation requires time, effort, and constant practice to master specific sounds, understand the rules of stress and intonation, and improve clarity of speech. This includes correcting common errors such as confusing similar sounds with feedback and the use of appropriate resources, pronunciation can be improved over time. Developing speaking skills in a foreign language is a complex process that demands significant practice and experience (Mastering English, 2023; Thompson, 2011).

Of course, there are some recommendations that would lead to the development of pronunciation in this language. Berlitz (2023) recommends having conversations with other people despite the fear of making mistakes, as this is an effective strategy. Listening attentively to the language through music, films, videos or podcasts helps to identify accurate pronunciation. In addition, reading in English helps to acquire new vocabulary and to think in the language, while reflecting in English daily strengthens the inner dialogue in English.

Improving English pronunciation is an ongoing process that requires perfecting key elements such as sound production (clarity) fluency and intelligibility. To achieve effective communication, it is essential to practice and train regularly, understanding the rules of accentuation and improving clarity of speech. Although it takes time and effort it can be achieved with constant practice, feedback and the use of appropriate resources.

## 1.3 Contextual characteristics of the implementation of role-play as a participatory technique to improve English pronunciation.

The implementation of role-play as a participatory technique for improving English language pronunciation stands out for its effectiveness in providing learners with an immersive and dynamic experience. In this technique, participants take on specific roles and actively participate in simulated communicative situations, which not only allows them to practice pronunciation, but also to develop oral communication skills in an authentic way.

### *1.3.1 The process of teaching and learning English in ecuador*

According to Díaz (2021) in his degree work, it is well known that the number of Ecuadorians who need to learn English is increasing day by day. Since it is becoming an even greater necessity now of entering a university or when finishing it, since all students must pass English courses to obtain their professional degree as well as to enter certain jobs that require the mastery of this language. Thus, Ecuador, with the intention of updating the country and its citizens, has implemented public and private institutions where the teaching-learning of the English language is mandatory, either as EFL (English as a foreign language) or ESL (English as a second language).

Díaz (2021) also argues that due to the frustration caused by the difficulty of learning and mastering the English language. The English curriculum reform project (CRADLE) was imposed

in July 1996 in an agreement that Ecuador had with Great Britain, along with a complementary technical cooperation agreement between the two governments. Even with the tools provided in the agreement that intervened in the country, Ecuador continues to have a low level of English since, according to statistics from EPI-EF 2019, the Ecuadorian country remains one of the countries with the lowest level worldwide (Education First, n.d.).

### *1.3.2 Diagnosis of the current state of pronunciation of students of the third year of high school at "Colegio de Bachillerato Nueve de Octubre" parallel "K"*

This section presents the data collected to evaluate the pronunciation in the students of the third year of "Colegio de Bachillerato Nueve de Octubre", parallel K in the school year 2024-2025. To carry out this evaluation, first the observation guide technique was applied, and then the pedagogical test instrument.

**Observation guide. Annex 1**

This technique allows systematic information to be collected about students' behavior, interactions, or performance in specific learning situations (Campos and Lule, 2012. It includes a series of six indicators that were followed to record objective and detailed observations with the aim of examining the performance of students and teachers in English classes, focusing on participatory techniques to improve English language pronunciation

The results indicated that the teacher uses didactic materials to teach. But they do not help to improve pronunciation specifically. The teacher employs limited use of participatory techniques in English due to the lack of resources of the institution, e.g. lack of technologies. On the other hand, the students do not show a high level of motivation towards learning English, there is a lack of interest or motivation on the part of the students themselves with respect to the subject.

It was observed that role play is applied in the classroom, but not in the ideal way to positively exploit this participatory technique to improve English pronunciation. Also, it was noted that the students do not have sufficient command with respect to the pronunciation of English past tense verbs and specific problems are identified when reading in English, such as not taking into account punctuation marks, reading too fast or too slow, and not pronouncing correctly the words they read or wish to express in the second language.

**Pedagogical test. Annex 2**

This empirical method was applied to the selected population of 28 students with the objective of diagnosing the current state of English pronunciation through reading in the students of the third year of "Colegio de Bachillerato Nueve de Octubre", parallel K in the school year 2024-2025. The extracted data were analyzed using a rubric with three categories of synthesis to carry out the diagnosis.

**Indicator 1: Clarity**

**Figure 1: Representation of dimension Clarity**
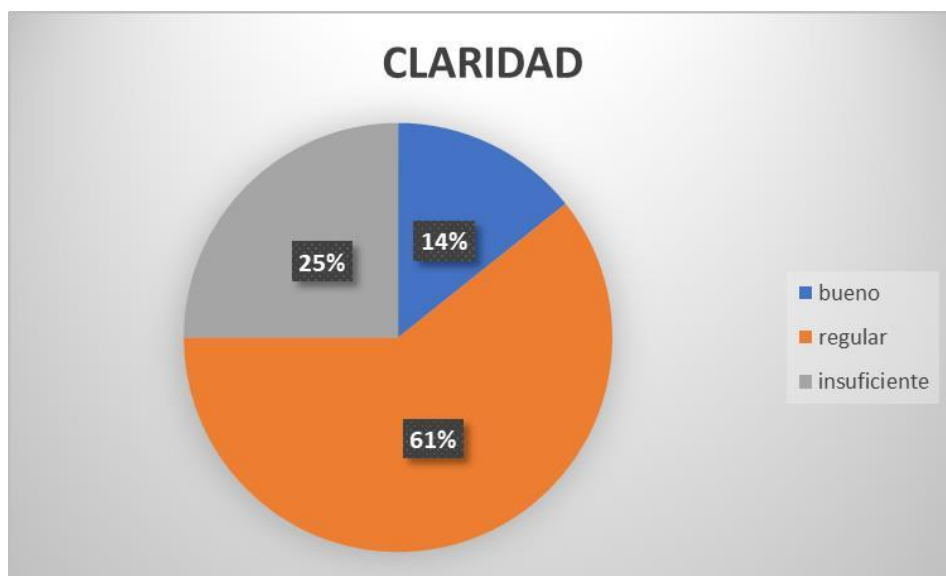
In the pie chart, three results are extracted based on the rubric applied, which highlights that most of the students 61% identify themselves as regular because they do not know some words in the reading but do not have major difficulties; while 25% represent insufficient because they do not recognize the words in the reading; and on the other hand, the level of good performance is projected with 14% because they can clearly read each word in the reading.

Correct pronunciation decreases the likelihood of misunderstanding or confusion, thus facilitating an effective exchange of information (Lindri & The roll your english team, 2023). The results reveal that the majority do not express clarity in pronunciation, presenting difficulties in word recognition in reading. However, it is encouraging to note that a group of students reach a good level, being able to read each word clearly.

**Indicator 2: Fluency**

**Figure 2: Representation of dimension Fluency**
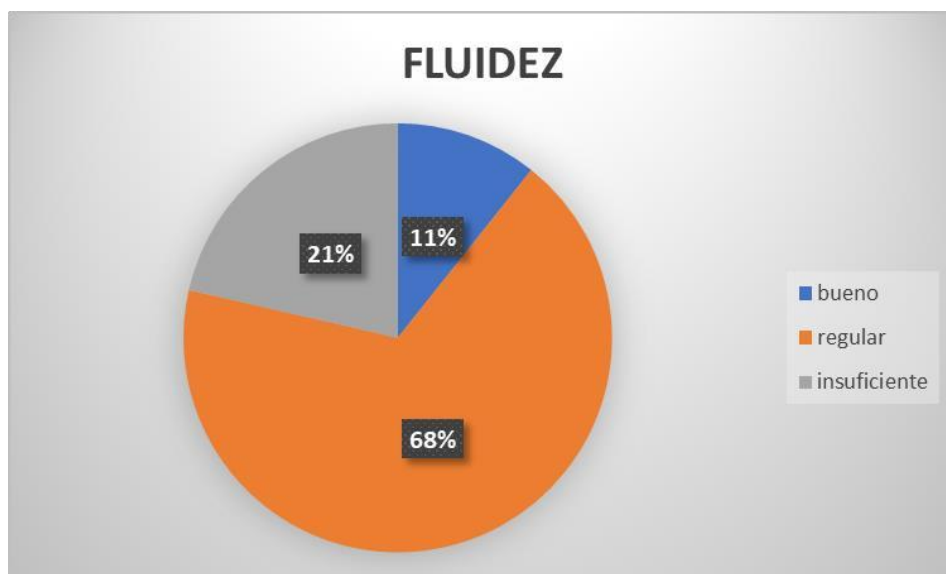
*Note.* Elaborated by Yalile Ramírez and Kareliz Espinoza.

The graph shows different results, starting with the fair level with 68% of the students who make some unnecessary pauses while reading; 21% characterized as insufficient because they read slowly all the time and finally 11% of good who can read without stumbling over words and with the right pauses.

The majority show fair level skills but with unnecessary pauses. A considerable group reads in a paused manner throughout, possibly indicating additional difficulties in fluency. Also, there is a segment that reads without stumbling and with appropriate pauses, standing out for their advanced ability. These results outline the diversity of reading skills among students and the importance of adapted educational approaches to improve fluency of pronunciation.

**Indicator 3: Intelligibility**

**Figure 3: Representation of dimension Intelligibility**
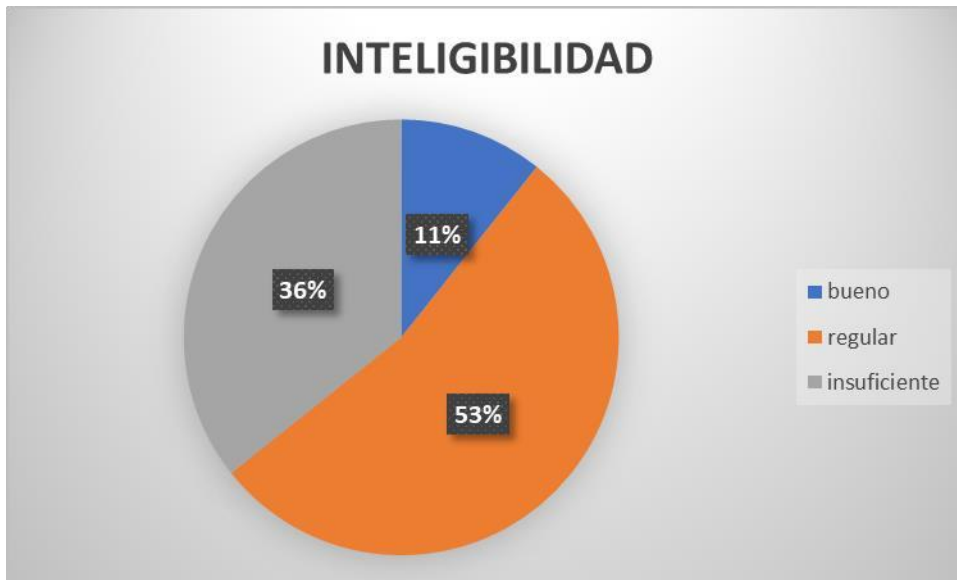


*Note.* Elaborated by Yalile Ramírez and Kareliz Espinoza.

According to the graph there is a higher number of students located in the fair level with 53% as they show a pronunciation that may be understandable but with certain efforts for the receiver; the insufficient level is located with 36% announcing that they face significant difficulties in expressing themselves clearly, which may affect the comprehension and effectiveness of their verbal communication; while the good level with 11% manages to communicate clearly, being easily understood by others.

Intelligibility is defined as the ability of a listener to clearly understand what a speaker is saying (Perez and Sanaphre, 2021). In short, there is a notable presence of a lack of intelligibility among the students, many of them are at a level of pronunciation with possible comprehension, but with effort for the receiver, they also face significant difficulties in their verbal expression and few students manage to communicate clearly.

**General analysis**

**Figure 4: Representation of general analysis**
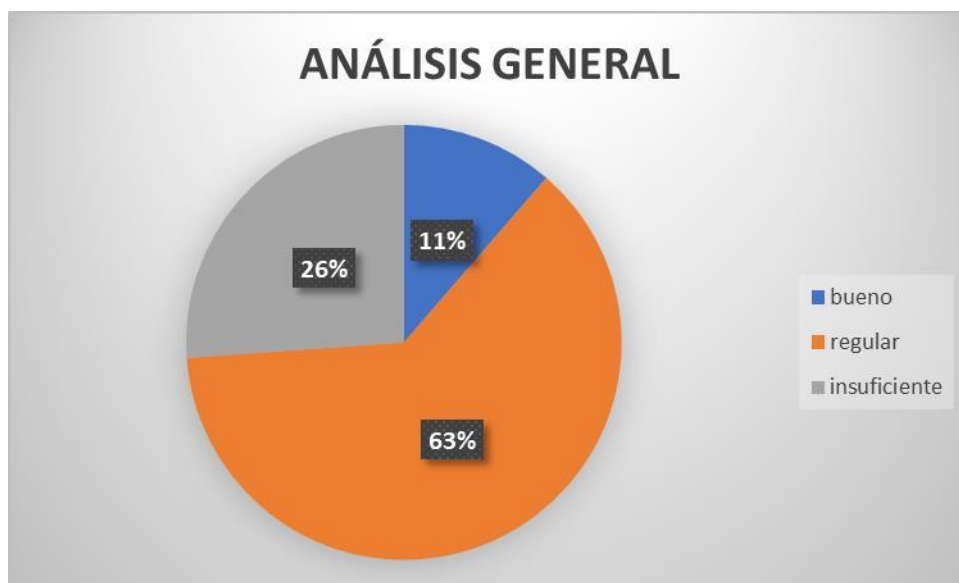


*Note.* Elaborated by Yalile Ramírez and Kareliz Espinoza.

In general, the results are established in the previous graph, showing that the population studied presents regular and insufficient levels in terms of their pronunciation, which suggests difficulties in themselves expressing clearly and being understood, although there is a smaller group with good performance; it is established that the students do not have a good pronunciation of the English language.

It is essential to implement a system of activities that includes role-play as a participatory technique to improve the pronunciation of the English language of the students of the third year of "Colegio de Bachillerato Nueve de Octubre", parallel K. The role-play technique allows students to practice real communicative situations, reinforcing verbal fluency and clarity, as well as improving intelligibility and confidence in the use of the language.

Furthermore, by simulating different contexts and roles, it encourages dynamic learning, which can motivate students to actively participate in correcting their mistakes and continuously improving their language skills. Integrating this technique into educational activities can be key to transforming observed patterns and raising the overall level of pronunciation to higher categories, such as the good level that only some learners currently reach.

**Chapter II. Methodological framework**

In this chapter, the essential methodological foundations that guided the research will be presented. The selected paradigm and type of research will be discussed as well as the population considered. These elements provide the conceptual framework necessary to understand the approach and direction of this study.

**2.1 Type of design, methodological paradigm and type of research**

The present research adopts an experimental approach, following the study of individuals identified through pedagogical tests and observation guide through the evaluation of measures both before and after the implementation of participatory techniques in the educational environment. Salinas and Cardenas (2009) in their digital book highlight that the notion of experimentation is closely linked to the concept of control and manipulation of variables. It implies a careful selection of subjects and the systematic application of evaluation instruments to measure the impact of pedagogical interventions.

This experimental approach seeks to deepen the understanding of the effects of participatory strategies within the classroom, thus contributing to the body of knowledge in the field of education. This experimental approach seeks to deepen the understanding of the effects of participatory strategies within the classroom, thus contributing to the body of knowledge in the field of education.

The positivist approach is governed as the main conceptual framework in this research. By opting for this perspective, we seek not only to unravel the causes and effects of educational practices, but also to establish a solid methodological foundation that allows to rigorously address the challenges and opportunities in the field of education. This paradigmatic choice is based on the

belief that objective analysis and the application of scientific methods will contribute significantly to the advancement and continuous improvement of educational work.

Positivism, with its experimental method, denies the existence of universal and a priori concepts, as it holds that the only adequate validation of theories occurs by confronting them with experience through the scientific method (Babativa, 2017).

**2.2 Population**

In order to carry out the same, the students of the baccalaureate school nueve de octubre were chosen as population 28 students of third year of baccalaureate where 17 are females and 13 are males.

**Table 1: Representation of the population**

| Male | Female | Age |
|------|--------|-----|
| 4 | 7 | 17 years old |
| 9 | 8 | 16 years old |
| **Total:** 28 students | | |

*Note*. Elaborated by Yalile Ramírez and Kareliz Espinoza

**2.3 Research Methods**

This section details the methods employed in data collection and analysis to develop theories covering theoretical, empirical, and statistical aspects. The methodologies used to gather meaningful information are explored to enable the construction of solid foundations to support the development and validation of theories in the field of study.

### 2.3.1 Theoretical Methods

These methods are fundamental for developing concepts and explanatory models of the phenomena studied. Through theoretical analysis, relationships between variables are established and conceptual frameworks are constructed to support empirical research.

Systemic: This is an analytical approach designed to promote an extensive process of reasoning and critical reflection on the phenomena that occur within a given system (De la Peña and Velázquez, 2023). The systemic method is indispensable in this research work because it enables the identification and relationship of the elements within a system, facilitating an orientation and a path to follow organized in the research work.

This method is used because it presents a research problem, objectives, scientific hypothesis, operationalization and definition of variables theoretical and methodological framework the respective instrument used its application and analysis of the results.

Analytical-Synthetic: It examines the elements of the object of study individually (analysis) before combining them again (synthesis), which allows a complete and global understanding of the subject in question (CIMEC, 2021). This method is used throughout the research, because the facts are studied and broken down to find information and analyze it as its name mentions, and then studied holistically and integrated; also, by using an instrument such as the pedagogical test which is mentioned later.

Historical-logical: The historical approach involves understanding the knowledge of the various periods of objects in their temporal sequence, stressing that, in order to understand the evolution and progress of an object or process, it is essential to explore its history, the key stages

of its development and the fundamental historical connections that are inherent to it (López and Ramos, 2021).

This point is directed to the references of the authors who carried out their research on the subject, this method is fundamental to know the evolution of what has already been investigated before, the trajectory of the phenomena; therefore, it is known in depth about the subject, it helps the research to have a relevant addition of observations, studies and previous research. Supporting the research.

Hypothetical-deductive: In this combined approach, it starts with hypotheses that it tries to disprove or test, deriving conclusions from these that are contrasted with factual reality (CIMEC, 2021). This research contains a scientific hypothesis which seeks to confirm the deduction it has about the development of pronunciation in the students of "Colegio de Bachillerato Nueve de Octubre" by implementing role play. This method is used because the scientific hypothesis will be verified because of reality.

### 2.3.2 Empirical Methods

The empirical methods used in the research will be discussed. They are fundamental to collect and analyze observable and measurable data, providing a solid basis for validating hypotheses and obtaining reliable conclusions. Through them, we seek to understand and objectively evaluate the phenomena studied, guaranteeing the rigor and precision of the research work.

Observation refers to the systematic process of collecting data by observing phenomena, events, or behaviors without interfering with them. This method involves recording and analyzing

what is observed in an objective and systematic way using tools such as logs, field notes or even advanced technology such as cameras and tracking devices (Campos and Lule, 2012).

Measurement is crucial in scientific research by allowing concepts and variables to be quantified, fundamental for analyzing and interpreting data. However, measuring is not always simple, as challenges often arise in obtaining accurate and reliable measurements of concepts. Rossi, Freeman and Crane (2019) defined measurement as the systematic process of assigning numbers or labels to objects, events, or phenomena. They further emphasize that measurement implies not only the above, but also establishing clear and consistent rules for doing so. This allows measurements to be comparable and allows quantitative and qualitative analysis to be performed based on these numerical or labeled data.

## 2.4 Description of the techniques and instruments for data collection

This section presents the respective consistency matrix that details the independent variable and operationalizes the dependent variable where the dimensions clarity. Fluency and intelligibility are described together with their indicators that will be used for the elaboration of the subsequent instruments.

**Table 2: Consistency matrix working with variables.**

| Reasearch problem | General Objective | Scientific hypothesis | Research variables | Operationalize and define | Dimensions | Indicators |
|---|---|---|---|---|---|---|
| How to improve | To improve | If a system of | **Independent** | Pronunc | Clarity | -Correct articulation of |

| | | | | | | |
|---|---|---|---|---|---|---|
| English pronunciation in third year high school students of the "Colegio de Bachillerato Nueve de Octubre"? | the pronunciation of the students of third year of "Colegio de Bachillerato Nueve de Octubre" through the implementation of a system of activities using role-play as a participatory technique. | activities using role-play as a participatory technique is applied, then it will improve the English pronunciation of the third year of high school at "Colegio de Bachillerato Nueve de | **variable:** the system of activities using role-play as a participatory technique. **Dependent variable:** pronunciation. | iation: This refers to the ability to articulate sounds clearly and understandably, maintaining a fluent rhythm and appropriate intonation. | Fluency<br><br>Intelligibility | individual sounds.<br><br>-Correct pronunciation of specific sounds which may be difficult for non-native speakers.<br><br>-<br><br>-Adequate speed of speech, neither too fast nor too slow.<br><br>-Absence of prolonged pauses or hesitations during speech.<br><br>-<br><br>-Ability to adapt speech according to the level of understanding of the interlocutor.<br>-Adequate articulation of words that may be difficult for some listeners to understand. |

| | | Octubre". | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

*Note.* Elaborated by Yalile Ramirez and Kareliz Espinoza.

**Techniques and instruments**

Instruments are various elements combined in an appropriate way that enables the researcher to obtain empirical information effectively. Accordingly, the methods used to collect data in this study were as follows:

*2.4.1 Pedagogical Test*

For Silva and Ortiz (2015), pedagogical tests are technical tools designed to explore and confirm school knowledge and skills. There are also more valid, reliable and objective versions developed by experts. These tests are organized through a series of questions or exercises that assess different aspects of the knowledge or skills that students are expected to have acquired. Their main purpose is to differentiate learners according to the level of knowledge or skills tested.

The authors state that each examinee is assessed according to a specific criterion or benchmark, depending on the purpose of the assessment, most of these tests are used to compare and statistically analyze learner's knowledge and skills.

*2.4.2 Indirect observation.*

This phenomenon occurs when the researcher acquires knowledge about an observed fact or phenomenon from previous observations made by another person (Diaz, 2011). The method relies on data collected by secondary researchers, whether in documents, articles, books, recordings, among others. Likewise, secondary information must have previous impressions, in

this case the tutor teacher of the classroom where the research will be applied, this will help with the development of the research. All these collected data come to be characteristics and properties of those studied.

### 2.4.3 Observation Guide

It is defined as a structured document for the systematic collection of data through the observation of specific phenomena, behaviors, or events. This guide includes predefined categories or variables that the researcher wishes to record and analyze (Campos and Lule, 2012). The importance of its application in research lies in its ability to ensure objectivity and consistency in data collection, facilitating the systematization of the information observed, allow the focus on relevant aspects of the study, and provide an effective method for generating valid and reliable knowledge about the phenomena studied.

## 2.5 Data processing techniques

### 2.5.1 Descriptive statistics

A branch of statistics that provides guidelines for summarizing research data in a clear and concise manner using tables or graphs, as presented in this research paper, before conducting a descriptive analysis it is essential to review the objectives of this research and identify the scales of measurement of the variables involved in the study (Rendon, Villasís and Miranda,) 2016. It has played a crucial role in the development of the research work, facilitating data extraction, organization, and clear and concise analysis of the data. A general understanding of the characteristics of the information has been achieved, providing the basis for subsequent conclusions.

*2.5.2 Data analysis*

Students' English language pronunciation is assessed using a short reading and a rubric based on improving English pronunciation. The rubric uses a three-level scale: Good (10-9), Fair (8.9-7.1) and Poor (-7) to rate the clarity, fluency, and intelligibility of pronunciation. This tool facilitates a detailed analysis of student skills and areas for improvement in each category. Providing descriptions tailored to the level of performance.

According to the website Organization of Basic Education in Perú (2024) it is defined as a resource used by educators to objectively evaluate assigned work, projects or tasks. It consists of a set of performance categories and criteria that establish expectations for students. The criteria provide a clear guide for assessing student progress and facilitate feedback, ensure fairness, promote transparency and allow for objective comparisons between students.

**Table 3: English pronunciation assessment rubric**

|  | **GOOD (10-9)** | **REGULAR (8.9-7.1)** | **INSUFFICIENT (-7)** |
|---|---|---|---|
| **CLARITY** | Student can clearly read each word in the reading. | Student does not know some words within the reading, but has no major difficulty. | Student does not recognise the words in the reading. |
| **FLUENCY** | Student can read without stumbling over words and | Student makes some unnecessary pauses in reading. | Student reads slowly all the time. |

| | | | |
|---|---|---|---|
| | pausing appropriately. | | |
| **INTELLIGIBILITY** | The learner manages to communicate clearly, being easily understood by others. | The learner displays pronunciation that may be understandable, but with some effort on the part of the receiver. | The learner has significant difficulties in expressing him/herself clearly, which may affect the comprehension and effectiveness of his/her verbal communication. |

*Note.* Elaborated by Yalile Ramirez and Kareliz Espinoza.

**Chapter III. Activity system implementing role-play to improve the pronunciation of the students of third-year baccalaureate of nueve de octubre high school.**

In this chapter, a system of activities based on role-play is theoretically founded and described to improve the pronunciation of the students of the Third Baccalaureate, parallel "K" of the Nueve de Octubre High School.

**3.1 Theoretical foundation of the system of activities implementing role-play as a participatory technique for the improvement of the pronunciation of the students of the third year of baccalaureate of Nueve de Octubre high school.**

The mastery of English goes beyond the mere memorization of grammatical rules and vocabulary. There is a range of study techniques for this language. In an increasingly globalized world, the ability to express oneself in English has become an indispensable tool in various professional, academic and personals fields, making it crucial to find effective learning methods (Berlitz, 2023).

Canadian (2023) mentions that "learning a new language may seem challenging, but with the right techniques, you can accelerate your progress in English.", this acknowledges the difficulty involved in learning English, but at the same offers and optimistic perspective by suggesting that the use of effective methodologies and techniques can facilities the learning process. Emphasizing that effort and the application of appropriate techniques is important to quickly improve your English skills.

Improving English pronunciation is a difficult task due to the numerous phonetic variations and sounds that do not exist in other languages. This difficulty is compounded by the need to understand and correctly reproduce the accuracy, fluency, and intelligibility characteristics of English (Durand, 2023). However, the use of participatory techniques, such as role-play or

conversational activities, can be extremely beneficial. These techniques allow learners to practice pronunciation in realistic and dynamic contexts, encouraging greater interaction and instant feedback, which helps to correct errors and improve fluency more effectively.

Role play is a useful educational took to improve English pronunciation due to its participatory and practical approach. Theoretically, this intervention approach is based on:

Action-based leaning: the experimental learning theory of David Kolb (1984) states that learning occurs through direct experience. Role play allows students to interact in simulated real-life situations, allowing them to practice pronunciation in relevant and meaningful contexts.

Communicative approach: Role play aligns with the language learning approach, which emphasizes effective communication in real-life situations. Students have the opportunity to practice pronunciation while focusing on conveying clear and understandable messages by participating in simulated conversations. It provides and effective way to equip student's whit the necessary oral skills, enabling them to function confidently and successfully in contexts where English is an essential communication tool (Rincón-Rincón, 2024).

Intrinsic motivation: Role play can increase students' intrinsic motivation by offering them the opportunity to take on roles and situations that they may find interesting or fun. This additional motivation can increase their participation in the activity and increase their engagement with pronunciation. Santos (2007), defines motivation as "the degree to which learners strive to achieve academic goals that are perceived as unique and meaningful." This implies that motivation in the engine drives our behavior and empowers us to achieve meaningful transformations.

Immediate and contextualized feedback: Teacher feedback is an integral and inspirable part of the pedagogical process, in which both teachers and students play complementary roles to

achieve successful learning (Campos, Santiesteban & Morales, 2024). While playing the role, students receive immediate and contextualized comments on what their peers and the teacher said. Using this real time feedback allows them to improve their pronunciation and correct pronunciation errors more effectively than simply practicing alone.

Linguistic socialization: Role play encourages social interaction among students, which can help them feel more comfortable and confident practicing pronunciation in a group setting. In addition, students can be exposed to a variety of language models and develop a greater ability to understand and adapt to different ways of speaking English by interacting with peers who may have different accents or pronunciations styles.

Role play is a pedagogical tool recognized for its effectiveness in developing English pronunciation, thanks to its participatory and practical approach. In view of its benefits, it is ideal to incorporate this technique in the educational environment, especially in the classroom. By simulating real-life situations, role play allows the students to practice pronunciation in a contextualized and dynamic way, encouraging interaction and immediate feedback. This helps the students correct pronunciation errors on the spot and provides the confidence needed to communicate effectively in English or in variety of everyday situations (Durand 2023).

Based on the above, this research work proposes a system of activities that implement role play as a participatory technique to improve English pronunciation. This approach focuses especially on enhancing clarity, fluency, and intelligibility, crucial elements of pronunciation. By using role play, students can practice and develop more accurate and natural pronunciation (Almera and Rodriuez, 2023). Thus, this system of activities not only improves students' ability to communicate effectively in English, but also increases their confidence and competence in using the language.

To achieve this, one must define activities, tasks or exercises designed to engage students in learning, promoting practice and the practical use of acquired knowledge (Campozano et al., 2024). In the context of improving English pronunciation in the classroom, activities play a crucial role in providing opportunities for the students to practice in an interactive and contextualized way.

Thus, using techniques such as role play, these activities allow students to face and overcome pronunciation challenges, receive immediate feedback, and develop graded fluency and accuracy in their pronunciation (Hernández & Cañabate, 2020). Thus, a well-structured system of activities not only facilitates more effective learning, but also keeps learners motivated and engaged in their linguistic progress.

In the educational context, assisting is defined as an organized set of interrelated components that work together to achieve specific educational objectives (Chiavenato, 2002). This system includes Not only the curricular structure and educational resources, but also the methodologies, techniques, and strategies implemented in the classroom. Activities, on the other hand, are integrated within this system as practical tools designed to apply and reinforce learned concepts, encourage student participation and promote meaningful learning.

By incorporating a system of activities in English classes, we seek to Provide students with regular and structured opportunities to practice pronunciation, listening comprehension, conversation, and other fundamental aspects of the language, helping students to develop and improve language skills in a systematic and progressive way, also allowing them to apply knowledge in practical and real life context, thus facilitating the achievement of educational objectives.

The system of activities in the context of research refers to a structured set of interrelated and coordinated actions that are carried out to achieve a specific objective in our research process (Martínez, 2009). This System covers the initial planning, execution and analysis of the data, ensuring a logical and coherent sequence of methodological steps. The relevance of understanding and applying a system of activities is based on its ability to provide an organizational framework to guide the systematic development of the research.

This aids in the efficient management of valuable time and resources, and promotes consistency in data collection and analysis, ensuring that each stage of the study is conducted in a rigorous and documented manner. This systematic approach helps researchers effectively manage time, human and material resources. It also promotes transparency of results, making it easier for other researchers to follow and evaluate the same methodological procedure.

To develop an effective system of activities it is essential to elaborate the set of detailed lesson plans in this specific case, three lessons plans have been designed and as an integral part of the system lesson plans are structured documents that outline specific learning objectives with agogic all activities required resources and evaluation methods for each teaching session. They also provide a clear. Yeah. An organized guide for educators, ensuring that lessons are delivered in a coherent and effective manner (Martinez, 2022). Carefully elaborating lesson plan allows optimizing teaching time, adapting activities to student needs and abilities, and facilitating a dynamic and stimulating learning environment.

Planning begins with the definition of free. and relevant learning objectives taking into account the specific educational context of the students (Standaert and Troch, 2011). Subsequently, the most appropriate methodology or technique is chosen to achieve these objectives, all designed to foster active and meaningful learning (Moya, 2010). Likewise, planning includes the selection

of appropriate didactic materials, whether they are guided printouts, workbooks and textbooks, or audio visuals. Finally, an evaluation system is established on measure the achievement of learning objectives, using tools such as tasks, questions, oral or written tests, among other evaluation methods.

According to Silva and Rodriguez (2022) the development of a class is structured in three fundamental stages: anticipation, construction and consolidation. Each of these phases has specific characteristics and objectives and their duration varies according to the teacher's planning.

*1. Preparation or anticipation*

in this initial phase, the teacher seeks to stimulate the interest and curiosity of the students towards the topic to be covered. To achieve this, various strategies are used, such as the presentation of real cases (Standaert umm and Troch, 2011). It is essential that, before starting the class, the teacher assesses the student's prior knowledge in order to establish a solid foundation in addition at this stage. The objectives and topic of the lesson are introduced, allowing students to understand what they are going to learn and what is the goal to be achieved.

*2. Implementation or construction*

This central stage focuses on knowledge development and is divided in three sequential phases:

a. Knowledge acquisition: The teacher presents the content in a clear, organized and instructive manner using adequate didactic resources and precise explanations.

b. Practice and application: Learning tasks are assigned that allow students to apply what they have learned through activities. This phase is crucial because students not only receive information but actively use it to carry out the assigned tasks successfully.

c. Assessment of learning: The teacher carries out activities that allow evaluating the level of understanding achieved by the students.

3. *Evaluation or consolidation*

In the final stage of the class, feedback on the content covered is carried out. Standaerd and Troch (2011) describe several ways to form this feedback such as providing comments and advice on correct answers, conducting individual reviews of the work, or encouraging self- and co-assessment among students. Feedback is essential for both students and teachers as it allows evaluating the effectiveness of teaching and provides opportunities for adjustments and improvements.

in this sense we propose a system of activities implementing role play as a participatory technique for the improvement of pronunciation of students in the third year of high school at the Nueve de Octubre Highschool in the 2024-2025 academic period, which is based on a pedagogical, philosophical, psychological and didactic approach.

From pedagogical point of view, Ellis and Shintani (2014) in their work explore how structured and dynamic methods can positively impact pronunciation acquisition and improvement within second language learning, in this case English. They argued that structure approach to monetization instruction helps learners develop more accurate and fluent pronunciation of the target language. In addition, they stress the importance of continuous and specific feedback in pronunciation practice provided through well designed activities that guide learners toward more native and comprehensive pronunciation.

From a philosophical point of view, Paulo Freire (2005), Proposes an educational approach radically different from the traditional one, based on principle of dialogue, participation and critical

awareness. Freire argues that education should not be limited to the transfer of knowledge but should be a process of liberation and social transformation where students not only acquire skills and knowledge, but also become agents of change in their own lives and communities.

In the context of English pronunciation teaching Freire's principles emphasize the importance of meaningful and contextualized learning, where students not only memorize words and instructors, but also understand how to apply them in real communication situations such as role play. A classroom system designed under Freire's influence would promote interactive and participatory activities where students can practice pronunciation in authentic scenarios, such as simulations of conversations, debates or presentations.

From a psychological point of view, according to Vygotsky's theory (1978), learning is optimized when students actively participate in situations that challenge them to use language in meaningful and authentic contexts, as is the case of role-play. This approach promotes the zone of proximal development where learners, with the guidance of a peer or teacher, can achieve language goals that might initially be considered out of reach.

From a didactic point of view, applying role play as a participatory technique to improve pronunciation is aligned with constructivist principles of teaching. Piaget (1964) argued that learners actively construct their own knowledge through interaction with the environment and with other individuals. In the role-play context, the students practice pronunciation and develop communicative, social, and emotional skills by stimulating real interaction situations in English.

Furthermore, according to Deci and Ryan (1985) this technique promotes intrinsic motivation by giving students an active role in their own learning which increases self-efficiency and confidence in language use.

Pedagogical, philosophical, psychological, and didactic approaches converge to strengthen the proposed activity system in a comprehensive manner. Together, these ensure that the activity system improves their English pronunciation and prepares students to face academic and professional challenges with confidence and communicative competence.

**3.2 Description of the system of activities implementing the participatory role-play technique to improve students' pronunciation.**

The following is a detailed description of the planning of the system of activities implementing the role play intervention proposal that allows improving the pronunciation of the students of the third year of baccalaureate parallel "k" of the Nueve de Octubre highschool in the 2024-2025 school year.

The system of activities implemented is considered flexible due to the contextualization since the activities can be designed around everyday situations that have relevance for students (García, Rodríguez, Mantilla & Sánchez, 2020), in this way students take specific roles to interpret it during the role play in a dynamic way, encouraging active individual and group participation to learn the foreign language, achieving the improvement of fluency, clarity and intelligibility of pronunciation. These plans provide specific activities to develop pronunciation skills and encourage contextualized and meaningful learning.

It promotes teamwork and the development of communication skills by allowing students to practice and improve pronunciation in an interactive environment. In addition, it stimulates good. Activity fosters cultural awareness by exposing students to diverse contexts. Together, these benefits make role play a valuable technique for comprehensive new language learning.

The activity system has three lesson plans delivered over three weeks, with four or five minutes each week, taught on Fridays in June 2024. They are based on the contents chosen from the academic curriculum of third grade baccalaureate considering the topics covered during the high school year, the needs and motivations of the students, the result of the pedagogical test, the observation guide and the achievement of the objectives set.

*Objective:* To improve English pronunciation using a system of activities. Implementing role play as a participatory technique.

*Specific objectives:*

To select topics from everyday life for the activity system.

Improve the fluency, clarity, and intelligibility of student's pronunciation.

Encourage student participation in the teaching learning process.

**3.2.1 Different role-plays implemented:**

*Activity 1:* Customer Service Scenarios

*Date:* Friday, June 14, 2024.

*Topic:* Clothes

*Objective:* To improve students English communication skills by role-playing customers and employees in a simulated scenario for students to accurately pronounce specific vocabulary.

*Time:* 45 minutes.

*Introduction:* Greetings, brainstorming about clothes and class directions.

*Procedure:* Teacher hands out sheets with the role play corresponding to the topic gloves. Students then read practice and role play customers and employees in a customer service scenario such as a store. They can alternate routes to practice both pronunciation of specific vocabulary and typical answers and questions in customer service situations.

*Resources:* colorful dresses, printed role-play handouts.

**Role play: "Shein Store"**

- Customer: Wow that dress is beautiful.

- Seller: Hello welcome to the in store. How can I help you?

- Customer: I think this dress looks amazing, but I don't like that color.

- Seller: Don't worry, there are many colors available. We have white, sky blue, black, orange and all of this. Look at this.

- Customer: Umm, I would like to try the white one please.

- Seller: Good decision. It's a great color. Go ahead.

- Customer: I love it, I will definitely wear it.

- Seller: Great, this dress costs $15.

- Customer: are you kidding? I imagined it more expensive I'll take to the white and the sky blue.

- Seller: Great, here is your receipt. Thank you for your purchase, have a nice day.

The practice of role-playing as customers and employees in customer service is not as provide students with a value opportunity to enhance their English communication skills. Students engage in realistic dialogues such as those related to shopping and sales in clothing stores, alternating roles to practice, pronunciation of specific vocabulary and develop effective responses. Sources such as

colorful outfits complement this activity by fostering a dynamic and participatory learning environment.

*Activity 2*

*Date:* Friday, June 21th, 2024.

*Topic:* Interview.

*Objective:* Improve the students' English interview skills through a job role play so that students can fluently pronounce the dialogue.

*Time:* 45 minutes.

*Introduction:* Greetings, brainstorming about job interviews and class instructions.

*Procedure:* The teacher distributes handouts with the job interview role play scenario. Students simulate the job interview where one acts as the interviewer and the other as the job applicant. Also, students prepare typical job interview questions and practice. Inconsistent answers. They focus on correct pronunciation of keywords and appropriate intonation to convey confidence and professionalism.

*Resources:* Folders, pen, printed role-play scenarios.

**Role-play: Job Interview**

- Interviewer: How do you handle challenges at work?

- Applicant: I approached challenges by staying calm, analyzing the situation, and taking decisive action to find solutions.

- Interviewer: What skills do you think are important for this position?

- Applicant: I believe strong communication, problem solving, and teamwork skills are crucial for succeeding in this role.

- Interviewer: Thank you for your answer. Can you give an example of how you prioritize tasks?

- Applicant: Sure, I prioritize tasks based on headlines and importance using to-do lists to stay organized and ensure I meet deadlines effectively.

- Interviewer: How do you handle stressful situations at work?

- Applicant: I managed stress by taking breaks when needed, staying focused on solutions and seeking support from colleagues if necessary.

- Interviewer: Thank you so much, we will call you.

Through this activity, they developed the ability to formulate and respond to relevant questions, improve the pronunciation of key vocabulary, and learn to project confidence and professionalism, crucial aspects for successfully navigating future for interviews in English speaking environments. Additionally, this practice significantly contributes to enhancing fluency in English usage, enabling them to express themselves more naturally and confidently during professional interactions.

### *Activity 3*

*Date:* Friday, June 28th, 2024.

*Topic:* Scenes.

*Objective:* And hence English communication skills for tourists and travel situations through role-playing as travelers and workers in simulated scenarios, strengthening their overall confidence in language use and significantly improving speech intelligibility.

*Time:* 45 minutes.

*Introduction:* Greetings, brainstorming about travels and class instructions.

*Procedure:* The teacher distributes handouts with the travel-themed role-play scenario. Students portray roles such as travelers and tourneys, industry workers, institution lay, hotel check in. They practice relevant travel dialogues focusing on. Their pronunciation and understanding instructions. They may switch roles to experience different perspectives.

*Resources:* Suitcase, pen, ID, handouts, printed role-play scenarios.

**Role play: Travel Scenes**

- Receptionist: Good morning, welcome to Hotel Plaza. How can I assist you today?

- Traveler: Hi, I have a reservation under the name Johnson.

- Receptionist: Let me check... Yes, here it is. Could you please fill out this form and provide a photo ID?

- Traveler: Sure, here's my ID.

- Receptionist: Thank you. Could you please verify your contact information on the form?

- Traveler: Of course.

- Receptionist: Great, everything looks good. Here's your room key. Enjoy your stay!

- Traveler: Thank you.

The practice of role-playing as travelers and tourist industry workers in similar situations significantly enhances speech intelligibility by focusing on clear. Pronunciation and active comprehension of relevant instructions. Students learn to express themselves more fluently and understandably, facilitating effective and barrier-free communication in tourist and travel context.

In conclusion, the implementation of a series of activities is structured around role play as participative technique effectively improve English pronunciation in students as outlined in the three previously discussed lesson plans. The proposed activity system focused on the effective use of role play, aimed to simulate critical thinking, promote participation, develop cognitive processes, foster autonomy in English usage, and cultivate a genuine interest in learning the language. Students were encouraged to adopt a persevering, dynamic, receptive and productive attitude, enriching their learning experience and significantly enhancing their English pronunciation.

**Chapter IV: Results of the implementation of activity system using role play as a participatory technique to improve english pronunciation.**

This chapter presents the results of thinking through the application of a system of deductive activities using the role play technique to improve English pronunciation in the students of the third year of baccalaureate, parallel "K" of the Nueve de Octubre Highschool during the2024-2025 school year. The activities were carried out on Friday, June of this year, and were based on experimental design. This design made it possible to evaluate the effectiveness of role play in the dimensions and correct pronunciation, providing specific data on the progress of the students and the effectiveness of the technique used.

**4.1 Description of the application of the system of activities. Using role play as a technique for the improvement of English pronunciation.**

In order to evaluate the results of the didactic strategy implemented with the purpose of improving English pronunciation through the role play technique in the students of the third year of baccalaureate, parallel "K"of the Nueve de Octubre highschool, several activities were carried out. Each of the classes is detailed below.

Class 1: Customer Service Scenarios

This class was held on June 14, 2024, with a duration of 45 minutes. Then making objective was to improve students' English communication skills by practicing customer and employee roles in simulated scenarios.

During the session, students actively participated by role-playing in common customer service scenarios such as clothing stores and restaurants. They focused on dialogues for buying and selling, practicing accurate pronunciation of specific vocabulary and typical responses in these

situations. The visual resources used, such as colorful costumes, contributed to create a dynamic and participatory learning environment.

*Activity 1: "Shein Store"*

- Customer: Wow that dress is beautiful.

- Seller: Hello welcome to the in store. How can I help you?

- Customer: I think this dress looks amazing, but I don't like that color.

- Seller: Don't worry, there are many colors available. We have white, sky blue, black, orange and all of this. Look at this.

- Customer: Umm, I would like to try the white one please.

- Seller: Good decision. It's a great color. Go ahead.

- Customer: I love it, I will definitely wear it.

- Seller: Great, this dress costs $15.

- Customer: are you kidding? I imagined it more expensive I'll take to the white and the sky blue.

- Seller: Great, here is your receipt. Thank you for your purchase, have a nice day.

At the end of the class students had poor pronunciation of some words. They did not have clarity when reading and therefore did not understand what the reading meant, that is, their intelligibility was not very good either. For this, the students applied what they had learned in class in an extra class reinforcement activity.

*Activity 2: Job interviews.*

The second class was held on June 21 of this year without duration of 45 minutes. The objective was to improve the students English interviewing skills by simulating a job interview.

During the session, students participated in simulated work, job interviews, alternative routes between interviewers and applicants. They prepare typical interview questions and practiced clear and concise answers, focusing on correct pronunciation of keywords and proper intonation to project confidence and professionalism.

Role-play:

- Interviewer: How do you handle challenges at work?

- Applicant: I approached challenges by staying calm, analyzing the situation, and taking decisive action to find solutions.

- Interviewer: What skills do you think are important for this position?

- Applicant: I believe strong communication, problem solving, and teamwork skills are crucial for succeeding in this role.

- Interviewer: Thank you for your answer. Can you give an example of how you prioritize tasks?

- Applicant: Sure, I prioritize tasks based on headlines and importance using to-do lists to stay organized and ensure I meet deadlines effectively.

- Interviewer: How do you handle stressful situations at work?

- Applicant: I managed stress by taking breaks when needed, staying focused on solutions and seeking support from colleagues if necessary.

- Interviewer: Thank you so much, we will call you.

By the end of the class, students demonstrated improvement in fluency clarity and intelligibility as well as in projecting confidence and professionalism during job interviews in English.

***Activity 3: Travel Scenes***

The third class took class on June 28th, 2024, with a duration of 45 minutes. The objective was to improve communication and skills in English for tourism and travel situations through role-playing as travelers and tourism workers in simulated scenarios.

During the session, students actively participated by role-playing as travelers and tourism workers in situations such as checking into a hotel, renting a car or asking for directions. They focused on dialogues relevant to travel, practicing pronunciation and understanding important instructions.

Role-play:

- Receptionist: Good morning, welcome to Hotel Plaza. How can I assist you today?

- Traveler: Hi, I have a reservation under the name Johnson.

- Receptionist: Let me check... Yes, here it is. Could you please fill out this form and provide a photo ID?

- Traveler: Sure, here's my ID.

- Receptionist: Thank you. Could you please verify your contact information on the form?

- Traveler: Of course.

- Receptionist: Great, everything looks good. Here's your room key. Enjoy your stay!

- Traveler: Thank you.

By the end of the class, students demonstrated significant improvement in fluency, clarity and intelligibility compared to the first classes, demonstrating understanding and the ability to function in English in tourist and travel situations.

These descriptions detailed the structure and content of each class, highlighting the objectives, the activities carried out and the results obtained in the improvement of the students' English communication skills in different practical contexts.

**4.2 Evaluation of the effectiveness of the system of activities to improve the pronunciation of the language in the students of Third baccalaureate, parallel "K" Nueve de Octubre Highschool.**

The process of verifying the effectiveness of the activity system was carried out with a quantitative approach following an experimental research design using the following hypothesis for verification:

H0: if a system of activities using role play as a participatory technique is applied then it will improve the English language pronunciation of students of the third-year baccalaureate, parallel "K" Nueve de Octubre Highschool.

H1: if a system of activities using role play as a participatory technique is applied then it will not improve the English language pronunciation of the third-year baccalaureate, parallel "K" Nueve de Octubre Highschool.

An experimental research design was used, where a pretest was applied to evaluate the students' initial level of pronunciation. Then, a system of activities was implemented using the participatory technique "role-play". Finally, a post-test was applied to measure the changes in the students' pronunciation.

Based on the result and considering that the chi-square is a function of the significance level, which is usually 0.01, the chi-square is greater than equal to 0.01; the alternative hypothesis is assumed, which shows a difference between before using the technique and after using it.

In order to verify that the pedagogical proposal facilitate improvements in the pronunciation skills of the student of third year of baccalaureate, parallel "K", the results of the initial diagnosis carried out before implementing the system of activities with the use of the participatory technique "role play". These results were obtained through the practices carried out by the Pedagogy of National and Foreign Languages career, which allowed evaluating the level of mastery of the productive skills, particularly pronunciation, of the students.

**Table 4: Table/Pre-test results**

| No. | Students | Clarity (10) | Fluency (10) | Intelligibility (10) | Total |
|-----|----------|--------------|--------------|----------------------|-------|
| 1 | ATMY | 7 | 8 | 6 | 21 |
| 2 | LCJA | 6 | 7 | 5 | 18 |
| 3 | GQMJ | 5 | 6 | 5 | 16 |
| 4 | RMAI | 7 | 7 | 6 | 20 |
| 5 | ABEA | 8 | 9 | 7 | 24 |
| 6 | UGUA | 6 | 6 | 5 | 17 |
| 7 | DCKB | 5 | 5 | 4 | 14 |
| 8 | KEEG | 7 | 8 | 6 | 21 |
| 9 | MJJR | 6 | 7 | 5 | 18 |
| 10 | BAGA | 7 | 7 | 6 | 20 |
| 11 | CBTS | 8 | 8 | 7 | 23 |
| 12 | EEGO | 7 | 7 | 6 | 20 |

| 13 | CALO | 9 | 8 | 7 | 24 |
| 14 | SMGG | 9 | 9 | 8 | 26 |
| 15 | JAPL | 6 | 6 | 5 | 17 |
| 16 | AFCD | 7 | 8 | 6 | 21 |
| 17 | ABFG | 6 | 7 | 5 | 18 |
| 18 | RTSD | 7 | 8 | 6 | 21 |
| 19 | FDGS | 6 | 6 | 5 | 17 |
| 20 | MPBA | 7 | 8 | 6 | 21 |
| 21 | GFGA | 6 | 7 | 5 | 18 |
| 22 | PATO | 7 | 8 | 6 | 21 |
| 23 | LOLG | 6 | 6 | 5 | 17 |
| 24 | JAAA | 7 | 8 | 6 | 21 |
| 25 | PPPP | 6 | 7 | 5 | 18 |
| 26 | CESA | 8 | 8 | 7 | 21 |
| 27 | LPMM | 6 | 6 | 5 | 17 |
| 28 | KEGM | 7 | 8 | 6 | 21 |
| AVERAGE | | 6.69 | 7.28 | 5.59 | |

Note : Elaborated by Kareliz Espinoza and Yalile Ramírez.

Based on the initial diagnosis, an activity system was implemented to support the exercise planned by the English teacher using the participatory technique of "role play" in order to strengthen the student's pronunciation. In addition, the students were encouraged to actively participate in these activities to promote their continuity in their assigned tasks.

This methodology was applied throughout the designed activity plan, following the English teacher's lesson plan. During this period, a notable increase in the students' participation in class was observed and a significant improvement in their pronunciation skills was evidenced. This progress was reflected in the initial evaluation carried out at the end of the Lesson plan, where all the activities implemented were evaluated to determine their effectiveness.

During the final diagnostic test, the students were given 20 minutes in groups to carry out the activity centered on the topic "Giving directions in the city" (*Annex 3*). The results obtained in the final diagnostic tests confirmed a remarkable increase in the student's pronunciation skills. This conclusion was based on the exhaustive comparison between the initial and final diagnostic results using the same evaluation criteria and methodological tools.

To carry out this comparison two tables were prepared: one for the initial diagnosis and one for the final diagnosis, in which the initials of the names of the students in the third-year baccalaureate, parallel "K", and the indicators used to evaluate English pronunciation were recorded. Subsequently, the meaning of each indicator in each diagnosis was calculated and the comparative table of the results was prepared. Applying the chi-square test to analyze the statistical significance of the improvement observed.

**Table 5: Table/Post-test results**

| No. | Students | Clarity (10) | Fluency (10) | Intelligibility (10) | Total |
|---|---|---|---|---|---|
| 1 | ATMY | 10 | 9 | 9 | 28 |
| 2 | LCJA | 10 | 8 | 9 | 27 |
| 3 | GQMJ | 9 | 9 | 8 | 26 |

| # | Code | | | | | | Total |
|---|------|---|---|---|---|---|-------|
| 4 | RMAI | 9 | | 9 | | 9 | 27 |
| 5 | ABEA | 10 | | 10 | | 9 | 29 |
| 6 | UGUA | 8 | | 7 | | 8 | 23 |
| 7 | DCKB | | 9 | 7 | | 8 | 24 |
| 8 | KEEG | 9 | | 10 | | 10 | 29 |
| 9 | MJJR | | 8 | | 9 | 8 | 25 |
| 10 | BAGA | | 9 | 9 | | 10 | 28 |
| 11 | CBTS | | 9 | 10 | | 10 | 29 |
| 12 | EEGO | 9 | | | 8 | 8 | 25 |
| 13 | CALO | 9 | | 9 | | 10 | 28 |
| 14 | SMGG | 10 | | 10 | | 9 | 29 |
| 15 | JAPL | 8 | | 7 | | 8 | 23 |
| 16 | AFCD | 9 | | | 10 | 8 | 27 |
| 17 | ABFG | 9 | | 8 | | 8 | 25 |
| 18 | RTSD | 10 | | 9 | | 8 | 27 |
| 19 | FDGS | 9 | | 8 | | 8 | 25 |
| 20 | MPBA | 10 | | 9 | | 8 | 27 |
| 21 | GFGA | 9 | | 9 | | 9 | 27 |
| 22 | PATO | 8 | | 10 | | 8 | 26 |
| 23 | LOLG | 9 | | 8 | | 9 | 26 |
| 24 | JAAA | 8 | | 8 | | 8 | 24 |

| 25 | PPPP | 7 | 8 | 8 | 23 |
|---|---|---|---|---|---|
| 26 | CESA | 9 | 10 | 9 | 28 |
| 27 | LPMM | 8 9 | | 10 | 27 |
| 28 | KEGM | 9 | 10 | 10 | 29 |
| **AVERAGE** | | **9.11** | **9.18** | **9.11** | |

**Figure 5: General Analysis pretest.**
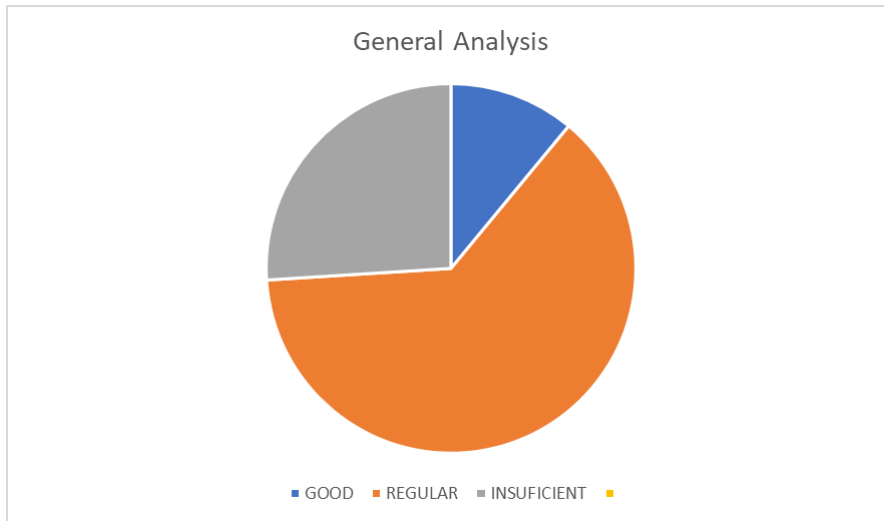


*Note: Elaborated by Kareliz Espinoza and Yalile Ramírez.*

**Figure 6: General Analysis potstest.**



Post test result graph

6,20

93,80

■ Good    ■ Regular    ■ Insuficient    ■
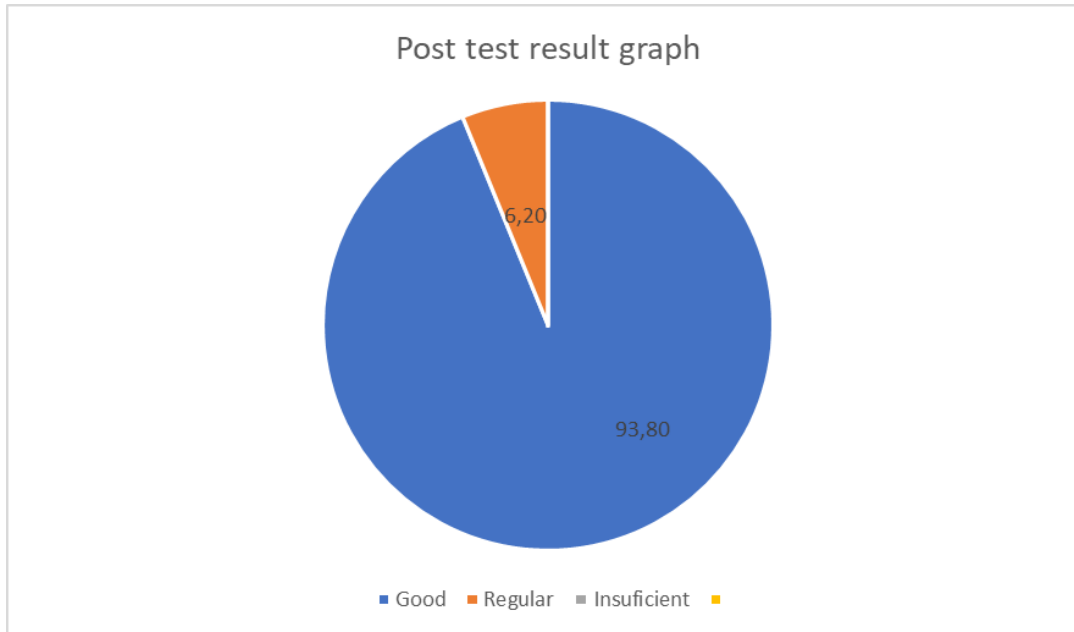
*Note: Elaborated by Kareliz Espino.za and Yalile Ramirez.*

## 4.3 Detailed description of the verification of the Hypothesis

A study was conducted to verify the hypothesis that the use of the role play activities as a participatory technique would improve the English language pronunciation of their year baccalaureate students of the Nueve de Octubre High school. For this, the pre-test and post-test were applied, measuring three key indicators: clarity, fluency and intelligibility of pronunciation.

**Table 6: Comparative table**

| COMPARATIVE TABLE | | | |
|---|---|---|---|
| Indicators. | Pre test results. | Post test results. | CHI-Squared |
| Clarity | 6.69 | 9.11 | 0.37 |
| Fluency | 7.28 | 9.18 | 0.22 |
| Intelligibility | 5.59 | 9.11 | 0.84 |
| | Ch-Calculated | | 1.43 |

### 4.3.1 Analysis and discussion of the results:

*Pre-test and post-test results*:

Clarity: The pre-test average was 6.69, while the post-test average was 9.11.

Fluency, The pre-test average was 7.28, while the post-test average was 9.18.

Intelligibility: The pre-test average was 5.59, while the post-test average was 9.11.

Analysis of the results using CH-squared value calculated for each indicator showed significant improvements in all aspects measured with a total CH-Squared value of 1.43.

In summary, the POST test results showed significant improvements compared to those of the pretest in all indicators measured. This indicates that the implementation of role-play activities had a positive effect on students' English pronunciation. Therefore, the null hypothesis (H0) Is accepted, confirming that the use of row pay as a participatory technique improves the English pronunciation of third year by colored students of the Nueve de Octubre Highschool.

Therefore, the role play technique not only helps students develop their speaking skills and improve their pronunciation but can also foster good habits in their social life. In addition, this methodology promotes collaboration and empathy. Key elements were integral and healthy development in students' social life.

**4.4 Conclusions**

➢ Role play is founded as an effective participatory technique in English language teaching, supported by the literature and previous studies. This technique facilitated language practice in simulated context, improving students' pronunciation and communicative skills. Its effective implementation requires a supportive environment and careful planning on the part of the teacher.

➢ The diagnosis, conducted through an observation guide and a pedagogical test, revealed significant deficiencies in students' English pronunciation. These results indicate an urgent need to improve students' English pronunciation skills.

➢ A system of activities employing the participatory technique of role play was designed focused on encouraging creative use of both the content learned in class and the structures previously known to the students. This approach not only improved the learning environment allowing for greater personal expression but also promoted dynamic and constructive interaction among students and with the teacher.

➢ A system of activities based on role-play was designed and applied with the objective of improvement the pronunciation of the students of Nueve de Octubre Highschool. The results showed that this technique was effective for the development of their pronunciation skills.

## 4.5 Recommendations

It is suggested that the Ministry of Education provide continuous training to teachers in participatory and effective teaching techniques. This will not only enable them to implement methods such as role-play effectively but will also foster a dynamic and enriching educational environment that promotes active and constructive interaction among students and with the teacher.

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**ANNEX 1:**

## OBSERVATION GUIDE

Objective: To examine the performance of students and teacher in English classes, focusing on participatory techniques to improve English pronunciation.

| Colegio nueve de Octubre | |
|---|---|
| **Name of the subject** | English |
| **Group:** | Third-year of baccalureate "K" |
| **Authors:** | Kareliz Espinoza, Yalile Ramirez. |
| **Type of observation** | Indirect |

**Compliance**

| N° | Indicators | record | | Observations |
|---|---|---|---|---|

| | | YES | NO | |
|---|---|---|---|---|
| 1 | The teacher uses didactic materials to teach pronunciation | x | | |
| 2 | The teacher employs limited use of participatory techniques in English | x | | Due to lack of resources |
| 3 | Students show a high level of | | x | Lack of the students interest in the subject |

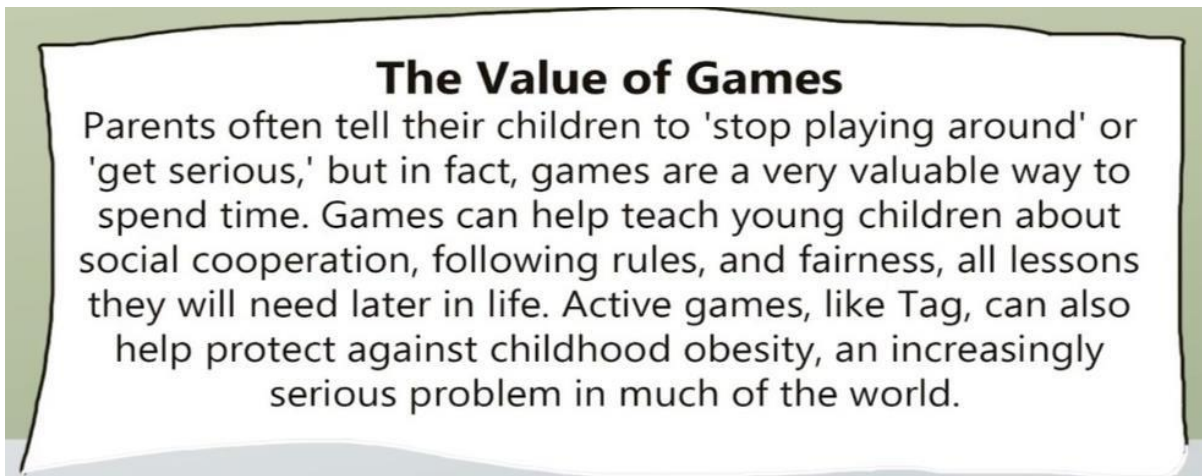| | | | | |
|---|---|---|---|---|
| | motivation toward learning english. | | | |
| 4 | Role play is applied as a participatory technique to improve english pronunciation. | | x | They apply teaching according to the books. |
| 5 | Students pronounce English past tense verbs correctly | | x | They are not sufficiently proficient |
| 6 | Specific problems are identified when reading in english | x | | |

**ANNEX 2:**

## PEDAGOGICAL TEST

Objective: to diagnose the current state of English pronunciation through a reading in students of third-year of baccalaurete, parallel "K", in the Nueve de Octubre High school, in the Academic period 2024-2025

Instruction for preparing the activity:

Distribute copies of the text to each student.

Explain to the students that they should read the text aloud and record their reading.

**Title:**

**The Value of Games**

Parents often tell their children to 'stop playing around' or 'get serious,' but in fact, games are a very valuable way to spend time. Games can help teach young children about social cooperation, following rules, and fairness, all lessons they will need later in life. Active games, like Tag, can also help protect against childhood obesity, an increasingly serious problem in much of the world.

**Reading rubric.**

|  | Good (10-9) | REGULAR (8.9-7.1) | INSUFICIENT (-7) |
|---|---|---|---|
|  |  |  |  |

| CLARITY | The student can clearly read each word of the reading. | The student does not know some words in the reading but has no major difficulty. | The student does not recognize the words within the reading. |
|---|---|---|---|
| FLUENCY | The student can read without stumbling in overweight and with proper pauses. | The student makes unnecessary pauses while reading. | The student read slowly all the time. |
| INTELLIGIBILITY | The student is able to communicate clearly, being easily understood by others. | The student shows a pronunciation that may be understandable, but with some effort for the receiver. | The student faces signiffical difficulties in expresing him/herself clearly, wich can affect the comprenhension and effectiveness of his/her verbal communication. |

**ANNEX 3:**

## POST TEST

**Student:**

**Role play:** Giving directions in the city

**Scenario**:

Two high school students are practicing giving and following directions in the city. One student will act as a tourist asking for directions and the other as a local resident providing the directions.

-------------------------------------------------------------------

Tourist: Excuse me, could you help me find the nearest museum? I'm new to the city

Local Resident: Of course, from here you will want to go straight down this street until you reach the traffic lights, then turn left onto Maple Avenue.
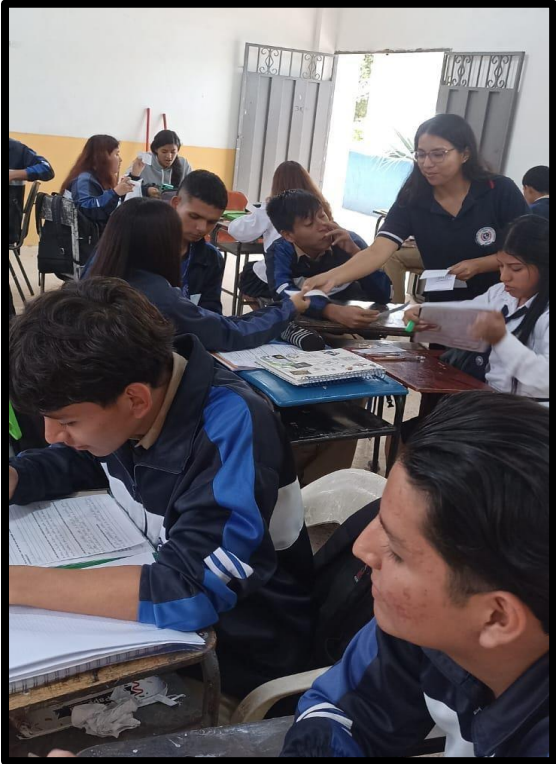
Tourist: OK, turn left on Maple Ave. Got it.

Local Resident: Yes. Then walk two blocks until you see a large building with a sign that says City Museum on your right.

Tourist: Walk two blocks to the City Museum. Thank you so much.

Local Resident: You're welcome. Enjoy your visit to the museum.

**ANNEX 4**

**ANNEX 5**