

ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL

Facultad de Ciencias Sociales y Humanísticas



**“A1 EFL STUDENTS’ INSIGHTS ABOUT THE USE OF ROLE-
PLAYS IN TWO ENGLISH FOR SPECIFIC PURPOSE (ESP)
COURSES TO DEVELOP SPEAKING SKILLS IN THE HOTEL AND
TOURISM MANAGEMENT CAREER OF A PUBLIC UNIVERSITY
IN ECUADOR”**

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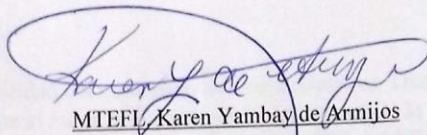
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DEDICATION

To God, my mother and father whose strength and support gave me the inspiration to keep fighting for my dreams and become a good human being.

MARIA ASUNCION ROJAS ENCALADA

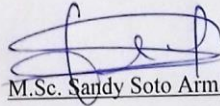
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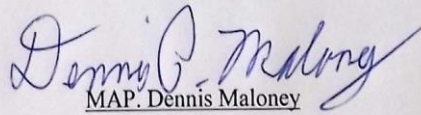
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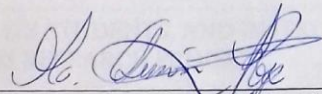
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ABSTRACT

The analysis of this study is expected to show that participants perceive role-plays as an effective technique to improve oral communication skills. For this purpose, the author of this thesis explores the perceptions of two groups of students enrolled in an ESP course in the career of Hotel and Tourism Management in an Ecuadorian public university. In order to obtain information regarding the use of role-plays to develop speaking skills, the researcher interviews students by using semi-structured questions through focus group discussions and individual interviews in three interventions. There are thirty-five participants who take part in this study. Twenty-three students belong to the fifth semester and twelve students to the seventh semester. For the first intervention, nineteen students from the fifth semester participate in the focus group discussion and the twelve students from the seventh semester participate in the individual interview. For the second and third interventions students are divided in half. Twelve students from the fifth semester participate in the focus group discussion of the second intervention and eleven of them participate in the focus group of the third intervention. For the individual interviews, six students from the seventh semester participate in the second intervention and the other six of them participate in the third intervention. The analysis of the results shows that the answers of the participants in the first intervention provide a clear representation of their insights regarding speaking, their favorite speaking activities and how they define role-plays. On the other hand, the results of the second and third interventions answer the two research questions formulated by the author of this thesis. The first research question refers to the perceptions of participants in relation to whether or not there is a development of speaking skills through role-plays. Regarding this, the researcher discovers that according to the participants' perceptions, role-plays allow vocabulary and pronunciation development and interaction and conversational skills improvement. In regards to the second research question, the author identifies that, according to the students' answers,

there are implications to be improved and implications that are positive. Even though the analysis of the results meets the expectations, there are also some drawbacks from the use of role-plays. These drawbacks refer to mispronunciation, memorization, embarrassment, and lack of English understanding which limit the development of speaking skills through role-plays. Therefore, the author suggests future research on this area for better results. As a final point, the importance of this study relies on the fact that oral fluency in the tourism sector is central to assist foreigners when they visit Ecuador. Consequently, it is necessary that the career of Hotel and Tourism Management where the study is conducted includes in its curriculum communicative approach techniques such as role-plays to have students develop speaking skills in a real-life situation. Furthermore, because some students mention that role-plays should be used as a complementary activity for speaking development, the author views future studies on the use of technological resources in order to play similar roles to the ones learners may encounter in their professional lives.

KEYWORDS

Role-Plays, Communicative Approach, speaking skills, students' perceptions, English for Specific Purposes

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ABBREVIATIONS

CLT	Communicative Language Teaching
CUP	Cambridge University Press
EFL	English as a Foreign Language
EGP	English for General Purpose
ELT	English Language Teaching
ESP	English for Specific Purpose
MOE	Ministry of Education
PBL	Problem Based Learning
SRP	Scripted Role-Plays
WTO	World Trade Organization
ZCD	Zone of Current Development
ZPD	Zone of Proximal Development

CHAPTER 1

1.1 INTRODUCTION

The 2011-2015 and 2013-2017 curricula of the Hotel and Tourism Management career of the public university where the study is conducted shows that English for Specific Purposes (ESP) courses are taught in fourth, fifth, sixth, seventh and eighth semesters. This means that students take ESP courses for two and a half years (“Datos Generales,” 2016). Furthermore, one of the Hotel and Tourism Management career students’ exit profile characteristics, specifies that “students who graduate from this career will have the ability to understand and apply important knowledge in humanistic areas such as the use of national and foreign languages” (“Perfil de egreso,” 2016). Unfortunately, learners are not able to communicate in English properly since classes currently are not taught communicatively.

In relation to the importance of English speaking skills for the tourism sector, previous studies such as Kruse and Kruse (as cited in Alonso, 2008) mention that tourism professionals must speak English fluently to be able to assist foreigners. Thus, according to Al-Saadi (2015) employees with a good English level are necessary in order to have successful organizations in the global tourism management.

Consequently, there have been studies about the effectiveness of role-plays to develop speaking skills. For instance, Feinstein, Mann, and Corsun (2002) maintain that through this technique, participants engage themselves by performing the role of a character in a specific situation. This allows them to have a deep understanding of social interactions in a given context. Likewise, Livingstone, Maley, Magos and Politi findings (as cited by Cho, 2015) ponder that role-play is an effective technique for oral skills development.

1.2 AIMS AND RATIONALE:

The general objective of this study is to explore students’ views, through focus group discussions and interviews, regarding the implications of role plays to develop speaking skills in an ESP Hotel and Tourism Management course. In regards to the

specific objective, this study intent to Interview learners individually and through focus group discussions to explore their opinions about the use of role-plays to improve speaking skills.

Considering the relevance of knowing a foreign language to work in the tourism sector, it is important to apply innovative strategies such as role plays to enhance the learners´ speaking skills and achieve their exit profile. Since some students mention the use of role-plays as a complementary activity to develop speaking skills, this research opens new studies in this regard. Therefore, the author acknowledges the study conducted by Yen, Hou & K Chang (2015) to perform a further investigation on the use of technological resources such as video conferences to practice speaking in a real context.

1.2.1 RESEARCH QUESTIONS

In order to assess the use of role-plays to develop speaking skills, the researcher formulates the following research questions:

- a. Do learners feel that improvement of speaking skills take place through role plays?
- b. What implications do learners perceive role plays have for developing speaking skills in an ESP class?

The next chapter describes the context of the study, the institution, the students, and instructors. It also includes the need for this research project.

CHAPTER 2

2.1 INTRODUCTION

The present study takes place in an Ecuadorian public university in the career of Hotel and Tourism Management where ESP courses are taught during five semesters. The study was performed prior authorization by the career coordinator who was interested in improving the English speaking skills of the students. The results of this research work will be useful to improve the skills of oral communication which is vital for the tourism sector.

2.2 THE INSTITUTION, ITS STUDENTS AND INSTRUCTORS

Having taught ESP to students of the fifth level in the Hotel and Tourism Management career and holding conversations with the coordinator and other English professors from different levels in the same career, the researcher has observed how students struggle when producing spoken language, noticing an absence of fluency in their oral communication. With this experience, she started having informal conversations with these students and from lower level learners discovering that past ESP courses have seldom given them the opportunity to perform speaking tasks in real settings. Instead, their classes have been mostly focused on developing grammar and reading activities.

Additionally, it has been demonstrated that most of the times they were required to memorize contents they did not understand. Students have also reported that the majority of instructors explained difficult topics in Spanish. This situation has led to the fact that today many of these students are not even able to hold short conversations in English.

It is important to mention that the researcher of this thesis is at the same time the instructor of the two ESP courses where the study is conducted. This fact simplifies the research process that includes the hours of classes students receive each week taught by the researcher-instructor. Simultaneously, during these hours the instructor applied the Cambridge Placement Test TOUCHSTONE (see Appendix G) to the participants. The results of this test show an A1 level of English.

2.3 The need for this research project

Nowadays, it is not only an option to speak English fluently but also a condition that must be accomplished. Our country is full of tourist attractions such as beaches, Galapagos Islands, The Middle of the World, etc. However, at the present time, it is observed that students are not able to understand and apply contents of their career in English since they have not been given the opportunity to experience and practice spoken language. For that reason, role play is a significant technique to improve speaking skills and prepare students to communicate orally in their future professional settings.

2.4 CONCLUSION

The present study will open doors to new research about innovative ways for developing speaking skills actively through communicative approach activities such as role-plays. At the same time, it will provide important information to make the use of role-plays more effectively and improve oral communicative skills. The next chapter describes previous studies that will support scientifically the aspects of this research work.

CHAPTER THREE: LITERATURE REVIEW

3.1 INTRODUCTION

This section of the thesis includes previous research that provides scientific support to the present study. In this respect, the author exposes findings from authors who wrote about different aspects of active learning. These aspects include the importance of constructivism theory as a significant approach to developing activities that foster learning through social interactions. Likewise, it also provides findings related to the prominence of speaking skills in the tourism sector which is central to this research work. Equally crucial is the previous scientific work related to dialogues, dramatizations, pronunciation, and vocabulary which are significant components to perform well in role-plays.

Because the new trends of the teaching-learning process center on activities related to the communicative approach, this chapter also includes findings that describe this approach in detail. Furthermore, since the author conducted the study in two ESP courses, it also mentions previous studies on this approach.

Considering that the present study refers to the perceptions of learners regarding the use of role-plays to develop speaking skills, the researcher makes references to findings related to the concepts, characteristics, importance, and previous studies about role-plays to develop speaking skills. At the same time, since all techniques have drawbacks, this section also includes limitations on the use of role-plays such as anxiety, memorization, noise, mother tongue, an inappropriate level of English proficiency, artificial application of the technique and learners' expectations.

3.2 CONSTRUCTIVISM THEORY

The constructivism theory is an important approach to consider when educators' main objective is to have learners to be involved in the learning process actively. According to Greenwood (2013), constructivism studies any kind of social relations. It also stands as a system of concepts and propositions. As a matter of fact, a central idea of

constructivism is that people are social beings and we are humans for our social relations. To support this idea, Greenwood writes:

Social relations make or construct people ourselves—into the kind of beings that we are. Conversely, we make the world what it is, from the raw materials that nature provides, by doing what we do with each other and saying what we say to each other. Indeed, saying is doing: talking is undoubtedly the most important way that we go about making the world what it is (Greenwood, 2013, pp. 4).

Together we have developed the world as it is now, and we continue to shape the world. When we become observers, we see many worlds. In fact, the whole world is unlimited. Our world is physical and social. Our world comprises social relations that fit together and use, of our physical circumstances (Greenwood, 2013).

Constructivism relates to two courses in the sociology history: the sociology of knowledge and the sociology of science. The former was designed by three influential thinkers: Marx, Mannheim, and Durkheim. Marx and Engels highlighted the importance of social factors to shape individual belief. Marx claimed that social class determined various intellectual attitudes. The Scientific belief was rationally instead of causally determined, and as a result, it goes beyond social and cultural effect (Kukla, 2000). Consequently, the way people see knowledge is influenced by the different beliefs shaped under philosophical currents and passed on through social interaction among individuals.

Interacting with each other and reflecting on the different thoughts, values and perceptions of life enables us to see the world from different insights and avoid an individualistic thinking of life. In the words of Lambert, et al. (2002) “To be human is to learn, and to learn is to construct meaning and knowledge about the world.” Humans bring to the process of learning prior experience knowledge, beliefs, values, sociocultural histories, and perceptions. Lambert, et al (2002) also maintains that meaning and knowledge are constructed when new experiences come across accompanied by reflection, analysis, and social interaction. When individuals are involved in reflective dialogues, they become more complex in how they view the world, more tolerant of different viewpoints, more flexible and open-minded. Personal and professional learning require an interactive

professional culture if adults are to engage with one another in the processes of growth and development. Not willing to take part on reflective dialogues, involves limiting the capacity of acquiring new skills that facilitate the performance of more complex cognitive processes.

An important principle of constructivism is that learning does not occur passively, instead it is an active process in which students are the main characters of the multiple techniques applied to build new knowledge. Shor's studies (as cited in Hirtle, 1996) maintain that Constructivism is about constructing knowledge from the surroundings and everyday life experiences. Constructivism facilitates learning which is developed democratically and critically by students. It is not the simple acceptance of transmitted knowledge, but a dynamic process in which learners are the active part within a social context (Hirtle, 1996). By being socially active, it is possible to construct new experiences, concepts, and knowledge from the existing ones and therefore build the world through different perspectives.

Social constructivism highlights the cooperative learning and it was developed by Soviet psychologist Lev Vygotsky. He excluded the assumption made by cognitivists Piaget and Perry about separating learning from its social context. He maintained that all cognitive functions must be based on social interactions and that learning did not have to do with the assimilation and accommodation of new knowledge. Learning according to Vygotsky was the procedure by which learners were incorporated into a knowledge community (GSI Teaching & Resource Center, 2016).

Vygotsky viewed language as a development process from social interactions and communication purposes (McLeod, 2014). As a consequence, English should be taught taking into account the application of the target language in a real context and in cooperation with others. In this regard, in order to support the present study, the researcher of this thesis identifies three types of constructivism described by different authors.

3.2.1 Social Constructivism

Social Constructivism supports the idea that things exist when they are involved in communication. Objects exist through a person's sensory perception; through communicative acts, both intra- and interpersonally, they are defined and eventually embody meaning (Keaton & Bodie, 2011). As a result, learning English is done in a significant situation where learners apply knowledge of the target language that is useful for their daily life and not in isolation.

Learners construct new knowledge through the interaction of their beliefs and ideas, events and activities they come into contact. In other words, people construct knowledge interacting with society (Ültanir, 2012). Learning is a process done collaboratively because new knowledge is developed by interacting with peers to apply it in a real situation to solve problems.

3.2.2 Trial Constructivism

Trial Constructivism is conceived as the learners actively obtaining new knowledge rather than passively receiving it from the outside world (Liu & Chen, 2010). When students are involved in cooperative learning, they are given the opportunity to construct new knowledge with others. By working cooperatively, they not only reflect on their own ideas but on the others as well. As a consequence, they see each other as resources rather than as competitors (Lunenburg, 2011).

3.2.3 Cognitive Constructivism

Cognitive constructivists highlight learner-centered and discovery-oriented learning processes. Social environment and social interaction motivate individual cognitive encounters (Hua Liu & Matthews, 2005). In this way, instructors are only helpers of learning because they not only transmit new knowledge but they as well, guide students to construct and discover findings by applying their previous knowledge.

3.2.4 Learning with each other and Zone of Proximal Development (ZPD)

When applying a constructivist approach in classrooms, teachers become facilitators and guides to learners who build their own learning. Teachers help learners by suggesting, challenging, inspiring creativity, and transmitting new ways of learning information. Students work in teams to solve problems in real world situations (Ozer, 2004). In this type of learning, teamwork is always recommended because as people we do not learn in isolation, we are sociable by nature and we learn by working with others.

Learning with each other is the basic norm in a constructivist classroom. Students in such classes collaborate in teams to accomplish different tasks. Vygotsky's studies (as cited in Jones & Brader-Araje, 2002) maintain that learning is best seen as interacting with others. This relationship between the individual and others is known by Vygotsky as the ZPD which refers to the individual's intellectual potential when being assisted from someone else's knowledge (Jones & Brader-Araje, 2002). In the case of learning a new language, learners help each other with the aid of the teacher to apply fresh knowledge of the target language.

Vygotsky's definition of ZPD as found by Wertsch (1984) is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, pp. 86).

Humans from a very young age learn from observing others. Therefore, individuals' attitudes, perceptions, beliefs, etc. shape the personality throughout the years. According to Daniels (2003) ZPD associates a psychological perspective on child development with a pedagogical perspective on instruction. Psychological development and instruction are socially inserted; to understand them it is necessary to analyze the society and its social relations. Vygotsky wrote the following about ZPD:

The child is able to copy a series of actions which surpass his or her own capacities, but only within limits. By means of copying, the child is able to perform much better when together with and guided by adults than when left alone and can do so with

understanding and independently. The difference between the level of solved tasks that can be performed with adult guidance and help and the level of independently solved tasks is the zone of proximal development. (Daniels, 2003, p. 171-172).

All humans' operations are shared functions that result in mutual learning. Wells arguments (as cited by Lee & Smagorinsky, 2003) maintain the need of learning collaboratively. According to Wells, ZPD suggest that all learning is collaborative, even in situations where individuals are isolated with no human contact. Wells claims that learning happens in a process of analysis within a social group through exploration. In this community, all participants are involved in the inquiry. Wells maintains that classrooms are places for two communities of learners: 1) the students and teacher(s) who explore together and 2) a group of teachers whose classroom analysis are part of their professional development as teacher research. Therefore, language for Wells is central for this analysis in order for learning to occur. He sees inquiry as a process in which due to its social nature is collaborative (Lee & Smagorinsky, 2003).

3.2.5 Problem Based Learning (PBL)

Vygotsky proposed the idea that students learn best in a context of PBL by solving real life problems. An issue is presented to a team of students the same way it would be presented in a real-life situation. Learners work on the problem guided by an instructor. The objective of PBL is to have students develop knowledge that belongs in the curriculum. In this context, learners will also develop metacognitive skills that will allow them to be good learners and problem solvers. As a consequence, teaching becomes an integrated process in which mentoring is included (Harland, 2003). In the learning process of a foreign language, learners learn best when they solve a real-life problem in the target language and according to their level of English. Therefore, it is necessary that the teacher makes sure that the complexity of an activity is in accordance with the level of the students' language skills.

When learners are presented with an issue, Harland continues, their first duty is to talk about the problem and what they need to know to solve it. As a result, they set their

own learning objectives. At the beginning of the PBL, learners communicate their Zone of Current Development (ZCD) to each other, so that it could be applied to the problem. As the PBL developed, students get away from the ZCD and close to the ZPD. Through PBL, students set their own experience and acquire new knowledge through their more experienced peers and tutor.

3.2.6 Motivation

Through the implementation of various constructivist principles in a classroom, the instructor needs to guide students in the performance of different activities that catch their interest and as a result motivate their learning. Therefore, an important factor in socio-constructivist approaches, according to Hickey (2010) is motivation. The advantages of socio-constructivist approaches are affected by the view that they are “motivational embellishments” for curricula (Hickey, 2010).

To sum it up the Constructivism Theory is a relevant aspect of this study since role-plays are a collaborative technique in which learners are presented with a situation related to their professional field. Through this technique, the instructor applies PBL and learners need to interact with each other by role-playing different jobs in the tourism sector. In addition, students need to find out ways to solve an issue that might arise in this context by putting into practice vocabulary and expressions related to the tourism situation. For this purpose, ZPD will take an important part for the construction of new knowledge since they will interact with more experienced peers when preparing and presenting the role-plays.

3.3 IMPORTANCE OF SPEAKING SKILLS IN THE TOURISM SECTOR

Human beings communicate through various means such as face and body expressions and writing. However, the communication of basic information is transmitted through words which are combinations of vocal sounds understood by speakers of a language that represent a specific situation or thought (Knight, 2012). In this study speaking is given a prominent importance because through this skill learners will be able to communicate in the tourism sector.

According to Kruse and Kruse studies (as cited in Alonso, 2008), individuals who work in the tourism sector must speak English perfectly, since it is a common worldwide language for people who travel. This entails knowing vocabulary, expressions, intonation and gestures in English that relate to the culture of the foreigners. English is the real lingua franca of today's world. If one cannot speak English, he or she is not able to communicate with the world. Speaking English is an essential skill to develop a career and to learn about other cultures around the world (Polyudora, 2014)

The significant development of tourism management has been an important factor in the tourism industry. English knowledge is and will be a vital mean to communicate in the tourism organization and management. Consequently, staff with an advanced English level is more necessary each time to have efficient and successful organizations in the global tourism management. Good level of language skills improves coordination skills, operates efficiently new technology, builds customer satisfaction, and optimums management in the tourism industry (Al-Saadi, 2015).

Social skills such as speaking are essential because they are needed in our daily life, especially in our jobs. In the tourism industry communication skills are important in order to be able to contact with guests and clients, such as Front Office Receptionist, concierge, Food and Beverage Attendant, Tourist Guide, etc (Trained for Tourisms, s.f.). Therefore, classrooms must be full of practices to apply English knowledge use in different situations of the tourist industry.

In Jordan, for example, the tourism sector is developing as an important role in the state's economic growth. According to the Ministry of Tourism (2014), the information from the Jordanian Central Bank demonstrated that the total revenues from tourism during the first quarter have accounted for about JD 728 million. As a result, Jordan has become a popular destination worldwide. English skills are a significant part of the globalization and hospitality (Aldohon, 2014).

Aldohon maintains that because this industry is succeeding, the government and stakeholders need to develop ESP programs for the tourist sector. To accomplish this goal,

the government needs to secure the safety of the tourists by developing English skills, especially speaking.

Knowing English is an important aspect of the tourism industry since it enables to communicate, negotiate, and execute transactions with tourists. In Thailand, for example, the tourism industry is one of the fastest-growing businesses, and therefore it has an important role in the economy. As a result, many private and public institutions, offer English courses for students who are seeking to work in the tourism industry when they become professionals (Prachanant, 2012).

Because of China's multiple tourist attractions such as the Great Wall, ancient towns, and villages, ancient water towns, etc, it has been more necessary to develop speaking skills in people involved in the tourism sector in order for them to serve foreigners in the most convenient way. Finster's findings (as cited in Zhao, 2013) show that communication among foreign speakers of English signifies 80 percent of global English. Due to the progressing development of the economy, China has been involved in more and more English communication. Consequently, ESP Tourism-oriented EFL programs in China are available in colleges or universities, vocational colleges, and secondary vocational schools (Zhao, 2013).

Communication, specifically speaking, is an important part of the tourism industry that has not been investigated sufficiently. Therefore, it is necessary to do some research on communication and tourism, to obtain background about effective communication skills in order to accurately assess the interaction between tourists and tourism staff (Bowen, Diaz, Tsai, & Yee, 2009). Effective speaking relates to the ability to speak in a public context with confidence and clearness (Skills you Need, 2016). As a result, professors at the university level must enhance speaking skills through techniques such as role-plays to have learners interact with each other in a tourism situation.

3.4 FACTORS TO CONSIDER WHEN DEVELOPING SPEAKING SKILLS

3.4.1 Pronunciation

Oral communication entails a complex language process that provides students with opportunities for improving speaking fluency through interacting with each other. Speaking and listening are key skill areas of interpersonal communication; pronunciation, on the other hand, involves sections of speaking and listening skill development (Murphy, 1991).

Additionally, it is essential to take into account the importance of Phonemes for an effective training on speaking skills. Phonemes are the different sounds within a language in order to produce understandable conversations. For this purpose, individuals are able to describe almost precisely how each sound is produced. Another important factor to consider is meaning since using one sound rather than another can change the meaning of the word. It is necessary for teachers to consider how the sounds are produced and to study the physiology which permits humans to use those sounds. The instructor also needs to consider that the set of sound we acquire, may vary depending on the environment and situations learners are involved (Kelly, 2000).

It is necessary to contemplate training students on pronunciation because it is what will enable them to produce understandable conversations of the target language. Furthermore, having a proper pronunciation will reduce the level of fear that students might be experiencing, specifically at the beginning of their learning process.

Before having students engaged in communicative activities, such as role-plays, the teacher needs to familiarize students with the correct pronunciation of keywords to be used in the dialogues. According to Kelly (2000), mispronunciation is a central factor to consider as the main cause of ineffective communication. Kelly maintains that the study of pronunciation comprises phonetics and phonology. Phonetics is the study of speech sounds and phonology is concerned with how we interpret and systematize sounds. Phonology refers to the system and pattern of the sounds of particular languages.

A learner who frequently mispronounces a variety of phonemes would be difficult to be understood by a speaker from another language community. At the same time, this causes the learner to be frustrated and anxious while experiencing difficulty in understanding and being understood by a native speaker.

The teacher who uses Communicative Approach techniques should include in his or her lessons the practice of pronunciation. The instructor should favor characteristics of pronunciation as key factors to language analysis and lesson planning. Similarly, together with communicative activities related to speaking, the teacher should include features of pronunciation in order to give students the opportunity of being able to communicate successfully (Kelly, 2000).

In a study conducted by Saito & Poeteren (2012) a questionnaire was applied to analyze how 120 highly experienced EFL teachers in Japan modify their pronunciation in order to enable their students' learning skills to reach mutual intelligibility. The results demonstrate that most of the teachers report making efforts for making classroom communication comprehensible to their students via phonological input modification. These findings demonstrate that besides informing teachers on scaffolding and increase mutual intelligibility, it will lead to increase learners' awareness for acquiring accuracy in L2 pronunciation. Equally important, is to mention that the goal is to acquire intelligible pronunciation instead of native-like pronunciation.

3.4.2 Vocabulary

In the tourism sector, it is a significant aspect to training students for oral communication. In this respect, in order to achieve this goal, they need to acquire the necessary vocabulary knowledge. On the contrary, without this knowledge, students would not be able to interact with each other. Taka (2008) maintains that teachers are able to use different strategies and activities. For instance, Hatch and Brown (as cited in Taka, 2008), mention that these strategies relate to what teachers do or are suggested to do to lead students to learn. Regarding this, unplanned teaching strategies refer to teachers' spontaneous actions in order to help learners when necessary. Planned vocabulary

teaching, on the other hand, relates to directed vocabulary teaching. It involves the use of teaching strategies or ways in which teachers present the meaning and form of new words, encourage learners to practice, apply what is known, and control and assess the learning levels of lexical knowledge.

3.5 COMMUNICATIVE APPROACH

Language is not only a system of rules but a dynamic resource for meaning. Regarding learning, it is necessary to know how to use grammatical rules effectively for communicating appropriately (Nunan, 1989). In this case, communication and grammar are an essential combination for meaningful interactions among individuals.

In the communicative approach, it is necessary to develop activities in which learners apply the foreign language meaningfully. Breen findings (as cited in Nunan, 1989) suggest that when the curriculum focuses on communication, the aim of that curriculum is to help learners be capable of using the target language to communicate with each other. The means of the curriculum, as a result, include activities in the classroom that develop communication.

It is important to consider that when students learn grammatical structures, they should immediately be guided to apply these structures to communicate naturally in a context meaningful to them. However, it is necessary that the instructor does not interfere when learners make mistakes since it is a normal process during learning. In 1988, Nunan maintained that some linguists consider that it was not necessary to teach grammar because using the target language would develop automatically when the learner focuses on meaning during the process of using the language to communicate. Furthermore, curriculum designers and teachers of Communicative Language Teaching (CLT) take into account the use of tasks in the learning and teaching process.

A trend developed recently from the CLT has been learner-centered Approach to language teaching in which information from learners is used for planning, implementing and evaluating the curriculum. An important difference of the learner-centered approach from the traditional one is that the information from the learner will be constructed during

each stage of the program process. The Learner-Centered Approach for the curriculum development becomes a collaborative effort between the teacher and the learners. This effort is possible because learners will be part of the decisions about content selection, methodology, and evaluation (Nunan, 1989). Additionally, with this approach students have the opportunity to develop the target language through continuous communicative practices that will result in more insights for the curriculum designers to improve the teaching learning process of a foreign language.

Another important aspect in English Language Teaching (ELT) is the concept of Communicative Competence which was first developed by Hymes around forty years ago. He maintained that competence in language also involves social conventions in different situations for communication. Appropriate grammatical and lexical choices in a specific situation are fundamental for effective language use (Alsagoff, Mckay, Hu, & Renandya, 2012).

The Communicative Approach syllabuses are situational because they create situations through English as a language of communication. The focus of this approach is a life situation in which language is an active factor. A communicative syllabus is task-oriented teaching since it adopts a special meaning in communicating language teaching. The learner is provided with simulated learning situations in or out of the classroom. This approach produces some classroom activities connected to every skill of language as well as classroom techniques that will result in the basic principles of the communicative approach. The instructor decides to use techniques for the students to do communicative functions in English such as group work, debates, role-plays, etc. (Mukalel, 1998). Through these techniques, learners are involved in real life situation activities in which they apply language for basic communication as well as to develop new vocabulary and expressions for more complex interaction.

Communicative Approach involves teaching principles, method, and syllabus that focus on meaningful communication not on structure and usage. Students are allowed to accomplish tasks using language instead of studying the language. The syllabus is functional instead of structural and there is less emphasis on error correction. In other

words, fluency, communication, authentic and meaningful language input are more important than accuracy. The class is more student-centered and the teacher is an observer and a guide (Jin, 2008). For instance, when participating in a communicative activity, the instructor and the learners do not focus on form, but on meaningful content that involves the students' interests and daily life communication.

Jin considers that in the Communicative Approach, the teachers do not act as a controlling power in the classroom, but as a facilitator among all the learners and between the students and the various tasks. Regarding, students' role, Jin maintains that in Communicative Approach the learners' performance is the aim, and therefore they need a lot of practice. The teacher must observe and monitor their activities. The students, on the other hand, do most of the speaking and the majority of times they leave their seats to develop their activities. As a consequence, as time goes by, learners feel more confident when using the target language and more responsible for their own learning.

The Communicative Approach centers on a practical and active use of language related to communicative needs of students. The aim of the educational area of English is to obtain communicative competence since the target language is understood as an instrument of communication. A consequence of Communicative Approach is that learners will feel themselves using a non-native language not yet mastered by them in situations where they urge to communicate, regardless of their mistakes (House, 2011). In order to reach this goal students also need to be involved in a lot of listening through watching videos, movies, audio and interacting with native speakers or the instructor. These listening exercises will enable them to be familiar with words and expressions that will be applied in their speaking practices through various communicative techniques such as role-plays.

Developing speaking skills involve using appropriate language for various situations. Communicative Approach according to Richards (2006) refers to knowing what and how to say appropriate expressions or thoughts in relation to the situation, the participants, and their roles and intentions. It also includes knowing how to use language for different purposes and functions, knowing how to use language in relation to the

situation and the participants, knowing how to interact with different types of texts, and knowing how to maintain communication regardless of the limitations in one's language knowledge (Richards, 2006).

In this approach, language is considered not only in aspects of grammar and vocabulary but also in relation to communicative purposes. In other words, we look at language in terms of how people use these forms when they communicate with each other (Littlewood, 2010). Therefore, watching movies or interacting with native speakers in a non-English speaking country will enable learners to be familiar with these forms when they practice speaking. The best communicator, according to Littlewood, in a non-native language is the most skilled person who is able to process the complete context that involves himself and his receptor through choosing items which will allow communicating his message effectively.

Learners have the opportunity to participate in various tasks that develop their speaking skills through communication. Usó-Juand & Martínez-Flor (as cited in Beltrán-Palanques, 2012) maintains that the main goal of the Communicative Approach is to increase the learner's communicative competence. In other words, learners should communicate efficiently in different areas. In order to reach that aim, it is necessary for learners to increase competence in the four skills (Beltrán-Palenque, 2012).

The communicative approach is learner-centered and experience-based. It relates to acquiring the linguistic resources to perform different tasks. Meaningful language enables the learning process. Learning activities are selected in relation to how well they involve the learner in meaningful and authentic language use. Krashen and other theorists emphasize that language learning is developed using Language communicatively. This free view represents the language that refers to what Hilgard and Bower expressed (as cited in Richards & Rodgers, 2001) as "learning by doing" or "the experience approach". This notion of direct communicative performance is key in CLT situations (Richards & Rodgers, 2001).

CLT is founded on findings of Wilkins, Widdowson, and Hymes who focus language teaching on communicative competence. CLT involves a series of communicative activities which enables students to use language for communication (Gibbs, 2007).

3.6 TECHNIQUES RELATED TO COMMUNICATIVE APPROACH

3.6.1 Dialogues

Dialogues are a uniquely useful resource for developing oral proficiency since they resemble real-life situations. Performing dialogues or generating real ones in class related to a specific topic would create interest which is very motivational for learners (Nasr, 2007).

3.6.2 Dramatization

According to Nasr (2007) dramatization is a useful resource for teaching a language, particularly for teaching phonological aspects. It encompasses actions that can be performed by the teacher and the students which generate an active classroom. The greatest teaching benefits of dramatization are action words, quality words, grammatical words, and expressions. Wagner (1998) also maintains that drama enables learners to balance the different aspects of language. Because students play different roles, they practice communicating through using various modes on language type. In this respect, conversational dialogues in dramas allow students to use language in new ways.

Furthermore, Wagner considers that role-plays in a drama is not simply a practice for interacting in the real world. On the contrary, role-playing is key to all dramatic activities. The aim of drama in education is to have learners understand human interaction, get along with other people, and cope with different points of view.

3.6.3 Role-Plays

In order to define role-plays, it is important to consider what its origins were, therefore, in the following lines, the author gives a brief explanation about the generation

of Role-plays. This teaching activity has its origin in the psychodrama which is a form of psychotherapy, created by Jacob Levy Moreno. In this regards, Moreno statements (as cited in Martinez, 2009) writes: “Historically, psychodrama represents the decisive point in the treatment of the isolated individual to the treatment of the individual in groups, from the treatment of the individual with verbal methods to the treatment with action methods” (Moreno, 1946. P. 10).

Another important finding in relation to psychodrama made by Emunah (as cited in Martinez, 2009) considers the following:

Dramatized action is an internal intermediate state, an intermediary between fantasy and reality. The fictitious modality allows us to make things that they are still out of our reach in real life...Once we have them fictitiously experienced, these new experiences can become part of our real life (Emunah, 1994, p. 27).

Martinez also affirms that psychodrama is a method that focuses on the person which gets involved in the relationship between groups and refers to universal values. Furthermore, among the many techniques of psychodrama, role-playing is the most used in many fields, specifically in teaching. In this respect, Moreno’s claims (as cited in Martinez, 2009) say “education must cultivate spontaneity and creativity as essential points of the personal development and as one of the bases for the social change.”

Once, the author has explained briefly the origin of role-plays, she starts defining role-plays from the findings of different writers. There have been several studies that define role-play as an effective technique to develop speaking skills. For instance, Livingstone, Maley, Magos and Politi findings (as cited by Cho, 2015) consider that role-play is normally known as an effective technique for oral skills development. Additionally, Role-Play as a technique of dramatization is used in many fields, among them in teaching (Martinez, 2009). For the present study, role-plays have been used for teaching and developing speaking skills. Additionally, Van Ments’ discoveries (as cited in Kenny & Savage, 2014) define the concept of role play as a form of expressing norms and the social pressures acting on an individual or group. Therefore, when a student takes up a

role, he or she practices different behaviors appropriate to that specific role. One reason for this is that playing a role different from oneself makes it easier to understand other people's attitudes and perspectives (Kenny & Savage, 2014). Human beings learn in a context of social interaction, therefore "role-play is a form of simulation and acknowledges the importance of the social context of learning" (Nestel & Tierney, 2007).

Since language cannot be learned without its socio-cultural context, role plays offer a social context in which to use and learn a language. Role-playing is defined as participation in simulated social real life situations (Cohen, Manion and Morrison, 2007, p. 447). As a result, students develop intercultural competence, knowledge, skills, attitudes, and values (Bournot, Belliveau and Spiliotopoulos, 2007). That is why role play is an active technique that develops business speaking skills by having learners interact with their peers in order to solve issues that arise in business contexts. Additionally, Brown and Yule's research (as cited in Shen and Suwanthep, 2011) consider that role plays help students become more focused and involved in learning through exploring alternatives and innovative solutions of problems by integrating the knowledge learned in action.

Role-play is a communicative technique that improves fluency in learners promoting interaction and increasing motivation. Through role play, peer learning and sharing the learning process between teacher and students are encouraged. Students are trained in speaking skills to interact in a real-life context (Porter, 2004).

Social factors are always involved in role-playing since students interact with each other to practice real life situations and solve problems together. According to academic authors, role-plays are effective learning strategy since it fosters participation even among passive learners. Additionally, it makes the classroom more dynamic, enables material learning, and encourage collaborative learning (Stevens, 2015). Crookall & Saunders' findings (as cited in Glaser, 2014) write that a role play is "a social activity in which participants take on and act out specific roles, often within a predefined social framework or situational blueprint (a 'scenario')" (Glaser, 2014).

3.6.4 Characteristics of role-plays

Role plays are known in the educational field according to Anderson for the following reasons:

- Facilitate practice for language learning
- Provide the students to practice in a real-world situation
- They become someone else by acting out a character in a real-life situation and therefore decreasing their anxiety.
- Students enjoy each other by practicing speaking through role plays (Anderson, 2006)

Some other features of role-plays include communication development and confidence builder. Tyers (2002) considers that through role plays, learners are exposed to endless experiences while improving communicative competence. The form is practiced in a realistic and meaningful way. Therefore, Role-play intensifies interest and enthusiasm in learning because the task is dynamic and moves from the traditional teaching-learning process to a more student-centered class (Tyers, 2002). Furthermore, role plays help students to build confidence while speaking in the target language and they encourage shy learners to participate in them by role-playing different characters. For this reason, practicing speaking through role-plays reduces anxiety and inhibitions when they need to use the language outside the classroom, building confidence when acting in a real context (Raz, 1985).

3.6.5 The importance of role-plays to develop speaking skills

A key factor in ESP courses is to have students involve in different contexts related to the jobs they will perform in the future. Through role-playing, according to (Cho, 2015) teachers can train ESP students to develop the speaking skills for a real-life situation. Furthermore, role-play can put ESP learners in a context very similar to one they will be required to use specialized language. Cho also maintains that by providing ESP students with the opportunity to practice the specific everyday life language, they may be

prepared to deal with similar situations in their future professional jobs. Preparation in the classroom is essential for getting used to the new language and contexts they will experience.

At the university level, every career needs English as an important subject to develop professionally in the current globalized world. Lu & Chang (2015) argue that the development of global business has caused English-language skills to be an important aspect of competing in the worldwide economy. Furthermore, Hutchinson & Waters study (as cited in Lu & Chang, 2015) claim that ESP accomplishes the needs of learners who need to learn English to be used in their future jobs, such as business, science, technology, or academic learning.

Role-plays go in hand with classrooms that follow the constructivist principles related to social interaction and collaborative learning. Antonini and Fernández findings (as cited in Rodríguez & Morón, 2011) mention that role-plays facilitate communicational interactions between learners of a second language and enhance cooperative learning. These researchers maintain that the use of role-plays in the classroom help learners to have a fluent communication, to develop skills to open and close conversations, present topics, take turns, use communicational strategies, and understand and apply language expressions (Rodríguez & Morón, 2011).

In the college curriculum, role-play is being used for a profound and more critical understanding of a subject (Shapiro & Leopold, 2012). It is not enough to know the theory of a subject, but also learning the concepts by doing. For example, it is not enough to learn that it is important to be kind and speak clearly to customers, but also to practice those situations as they happen in a real context.

3.6.6 Previous research about role-plays

Studies on the use of role plays have been done for educational and training aims. The next lines provide a description of the different fields where role-plays are used to develop speaking skills in a meaningful context. When role playing, participants immerse themselves by performing the role of a character in a specific situation. This activity lets

participants get a profound understanding of the various social interactions that arise when being involved in a problem (Feinstei, Mann, & Corsun, 2002).

3.6.7 Role-plays for job training purposes

As for workers in the tourism sector is concerned, it is essential that employees in the hospitality and tourism industry are well trained in language and communication skills. They must be properly prepared to interact with customers. For this purpose, role playing is used worldwide as a training tool. In this technique, employees are presented with a real-life situation or problem on the job and observe how they handle and resolve them. For example, dealing with an angry customer who is complaining about the room condition, bad food, overcharge or security (Sebakijje, 2013).

To develop communicational skills in the medical field, there have been simulated activities to role play the patients and the medical staff. An effective method for this purpose is the use of ‘simulated patients’. This is a common practice for medical undergraduates worldwide and it has proved to have positive results. These simulated techniques for developing communication skills have also been used in nursing, dentistry, and dietetics. Role-play provides an opportunity for trainees to gain further knowledge by undergoing the role of the patient (Lane & Rollnick, 2007).

In a hospital context, the relationship of nurses with patients is a difficult aspect since it is an alive, dynamic, complex, often hard to handle situation due to communication issues. There is no other way to feel like another person feels than to play the role of that individual in the same situation. Therefore, it is necessary to move away from the individualistic perspective of life which does not allow the real identity of the others’ problems, needs, and demands. For this purpose, role-playing is an exploration instrument regarding the personal attitude towards the rest. The role that one plays determines the role of the other. Consequently, Role-playing is a pedagogic instrument that shows nurses to understand the perspectives of patients and as a result care for them in the most effective way in all aspects (Martínez, 2009).

3.6.8 Role-plays for educational purposes

An interesting study regarding the use of role-plays for educational purposes refers to a research on Biotechnology in which students discuss ideas about animal transgenesis. Simonneaux (2001) maintains that as members of the European Initiative for Biotechnology Education (EIBE), they are developing the content of biotechnology educational syllabus to teach students how they should act in the 21st century. The target audience were secondary students. The first work relies on decision-making for didactic preparation. For example, a role play was performed in which students were involved in a fictitious situation. In this activity, students decided whether or not they agreed to install a Sumotori salmon farm in a seaside village. They were asked to perform the roles of people participating in a discussion planned by the Mayor (Simonneaux, 2001).

Since developing speaking skills is a difficult issue in countries such as Asia due to cultural aspects, authors have conducted studies to overcome obstacles that refrain students from speaking. For instance, Yen, Hou & K. Chang (2015) conducted a study in which a course was developed to have students perform role-plays activities by the use of Facebook and Skype. The study included 42 participants enrolled in an English conversation course in a business college in Taiwan. The results demonstrated that the learners improved their speaking and writing skills through role-playing activities. Additionally, the learners improve their speaking and writing skills by the use of peer-to-peer and self-correction actions.

Furthermore, Yang & Chang findings (as cited in Ye, Hou & Chang, 2015) maintain that social and cultural interactions are key factors to developing meaningful strategies for EFL. In this respect, learners in Taiwan have dealt with cultural and environmental factors in their efforts to learn, such as deficiency of a suitable environment for the practice of English to develop communicational skills.

In general, in the study of Ye, Hou & Chang, the answers of the participants to the open-ended attitude questionnaire were positive about the course and its results. For instance, one student commented about how useful the course was when stating “because, in this

activity of role-playing on Facebook, I learn some vocabulary” (pp. 19). Another student commented about the meaningfulness of this course “because we will find something we have to sell, and when we used English to talk with our classmates, it’s really funny” (pp. 19). When students were asked about their English level, most of them express concern regarding their own ability to use English. For example, student 14 commented on hers and her classmates’ English level when saying “Yes, some of my classmates are good in English, they know difficult words and use them. My English is poor, so sometimes I can’t understand” (pp. 19). When asked to comment on the effectiveness of the course, the answers were completely positive. Some students also expressed that the role-playing activities by using Facebook and Skype enable them to feel comfortable to interact with each other. One of the participants commented in regards of role-playing that “It’s very interesting to play as a seller” (pp.19) and another participant mentioned that it was significant “because we can work together” (pp. 19).

In relation to the present study, the researcher found a research conducted by Rogers & Evans (2006) where the focus was on analyzing the perspective of a group of children in a small town of the UK towards the use of role-plays. The researchers of this study explored children's understanding of role play. The exploration was made to small groups of children using focus groups where the researcher recorded children's discussions. For instance, vignettes were used to encourage children to express their ideas 'I like our pretend play area because 'In the three schools where the study was conducted, the children's answers showed many similarities. When asked 'what is role play?' the majority of them expressed good understanding of the differences between 'real' and 'pretend.' The authors also asked children why they had a role play area in school and their answers concentrated on learning specific themes. This answer generated due to the fact that role play in school is seen as learning and curriculum objectives rather than the interests and feelings of the children. A very important theme that originated from the data collected from the children's answers was the perspective of role play as an opportunity to be with their friends and learn with them (Rogers & Evans, 2006).

Another qualitative study connected to the present research investigated the perceptions of role-play activities taken from observations, questionnaires, and interviews. The results demonstrated that learners expressed several improvements such as oral proficiency, vocabulary, and real-life communication practice. However, they also stated some drawbacks such as artificiality and lack of vocabulary and ideas. Students also maintained that role-plays help them to get accustomed effectively to speaking in English. One student observed that role-plays required him to overcome anxiety when he had to speak English and to recognize that by doing that continually, he will get better and feel less shy (Bonella, 2002).

Similarly, Bonella's thesis mentioned that four students stated to be very attentive to their classmates when they were presenting their role-plays. Two of them said they could learn from their classmates' performance, even when they made mistakes. As a consequence, the researcher proves from these findings that the ZPD plays an important role in this strategy since individuals learn from each other through social interactions.

3.6.9 Limitations in the use of role-plays

Even though role-plays are an effective communicative approach activity to develop speaking skills, it also presents some drawbacks which are important to learn through reading previous research work regarding the different limitations that might refrain participants to produce oral communication. These difficulties are presented in the following lines.

3.6.9.1 Anxiety

Developing speaking skills through role-playing is an effective technique for foreign learners. However, it may also entail some limitations related to negative emotions while expressing themselves orally in front of others. In this respect Shumin (2002) writes:

Speaking a foreign language in public is most of the time anxiety-provoking. Sometimes extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. Unlike children, adults are

concerned with how they are judged by others. They are very cautious about making errors in what they say, for making errors would be a public display of ignorance, which would be an obvious occasion of "losing face" in some cultures as in China. Clearly, the sensitivity of adults learners to making mistakes or fear of "losing face," has been the explanation for their inability to speak English without hesitation (Shumin, 2002, pp. 206)

Encouraging students to learn actively enables skill acquisition. Nonetheless, trainees get nervous when being observed which decreases the chances of developing the language. The facilitator, on the other hand, gets anxious changing his role to a passive one during the teaching process. These factors present challenges at the moment to use interactive methods to teach communication skills (Lane & Rollnick, 2007).

3.6.9.2 Memorization

In recent years, with China's reform and Open Door Policy, and especially with China's entry into World Trade Organization (WTO), more and more people found traditional English teaching methods problematic and criticized them for their ineffectiveness in training qualified personnel with sufficient oral English proficiency. In 2004, the Division of Higher Education of the Ministry of Education (MOE) first stipulated that college English teaching should cultivate students' comprehensive English skills, especially listening and speaking skills, so they can communicate effectively in both oral and written English after graduation. Such a stipulation put developing college students' communicative competence in English as a priority in ELT in China (Ruan & Leung, 2012).

3.6.9.3 Noise

Role-play is a group work technique that has some disadvantages such as noise. During this technique, students speak all at once in order to accomplish their activity causing disturbance to other students. In this situation, the teacher should help students to keep noise at a moderate level. It is necessary that the teacher walks around the class to monitor the learners and avoid noise going out of hand (Ramírez, 2005).

3.6.9.4 Mother Tongue

A negative characteristic of group work, in this case, role-plays, are the use of the mother tongue and seldom correction of errors. Brown suggestions (as cited by Ramirez, 2005) recommends “to encourage students to practice using the target language in face-to-face contexts and to make them aware of the importance of some real uses for English in their own lives” (p.180). Brown also points out that “errors are a necessary manifestation of interlanguage development, and we do well not to become obsessed with their constant correction. Well managed group work can encourage spontaneous peer feedback on errors within the small group itself” (p. 181). We, teachers, are facilitators and guides. Currently, language teaching is autonomous learning (Ramirez, 2005).

3.6.9.5 Inappropriate level of English Proficiency

Another drawback of role-plays is that participants receive feedback from other participants that in many cases are not consistent with the real world. Simultaneously, implementation of rules of the role playing at times is subjective because the learning environment depends on other participants’ interactions who usually are beginners or not prepared to perform in a way that goes in hand with the objective of the activity. Consequently, for role plays to be effective, it is necessary for the instructor to make sure participants possess some appropriate level of English proficiency (Feinstei, Mann, & Corsun, 2002). However, one aspect of Communicative Competence is to be able to communicate regardless of limited knowledge of the target language through different communication strategies (Richards, 2006).

3.6.9.6 Artificial application of the technique

Role-play should be used spontaneously whenever is needed or when occasion requires its implementation. It is recommended for this technique not to be applied artificially. Instead, its application needs to go in hand with the content studied by learners which provide the linguistic basis needed for role-plays. As a result, students will fully put into practice all they have learned for self-expression (Raz, 1985).

In the medical field where role-plays are often used to develop communication skills, there have been demonstrated that trainees have some resistance to using this technique. They claim that role-play with colleagues or peers feels artificial. However, this fact has been proved to relate to anxiety and willingness to take part in this activity (Lane & Rollnick, 2007).

3.6.9.7 Learners' expectations

It is also important to consider learners' expectations since some of them may be used to formal methods in which they require continuous feedback or corrections from the instructor. Instead, they must be helped to understand the importance of spontaneous expressions in the target language instead of the negative effects of teachers correcting their mistakes constantly (Raz, 1985)

3.7 ENGLISH FOR SPECIFIC PURPOSES

In today's world research of the English language has a significant role. This is due to the fact that English is a key element for a better communication between specialized and non-specialized people. As it is known technical development depends on English since it allows the rapid exchange of information and global research. Every scientist should be able to use ESP and English for General Purpose (EGP) properly in order to communicate any specialized and non-specialized subject for professionally-oriented activities (Popescu, 2010).

An important element to consider is to identify the features of the ESP approach in order to design and prepare classes appropriate for its purpose. In this respect, Popescu (2010) considers that the most relevant ESP features are:

1. The focus is on training;
2. As English is intended to be used in specific vocational contexts, the selection of the appropriate content is easier;

3. It is important for the content in the syllabus to have a high surrender value, most relevant to the vocational context;
4. The aim may be to create a restricted English competence (Popescu, 2010, pp. 51).

Trends lead to the creation of new ways of thinking and approaches that result in innovations for different academic fields. According to Hutchinson and Waters (1991), ESP was identified as a phenomenon that emerged from a number of converging trends. Therefore, these two authors recognized three principal motives on the appearance of all ESP:

1. The end of the Second World War in 1945 was an age of extraordinary scientific, technical and economic development on an international scale. This generated a greater demand for English which became the international language of technology and commerce. It shaped a new generation of learners who knew why they were learning English. This ranged from women who wanted to sell their products to technicians and professional who needed to read instruction manuals and to keep up with new developments in their field. It finally included students whose course of study was textbooks and journals only available in English.
2. Because language is used differently from one situation to another, it is possible to identify the characteristics of specific situations and create the basis of these courses. To summarize, it was viewed that the English needed by specific learners could be identified by analyzing the linguistic features of their academic field. For this purpose, the key principle of ESP became 'Tell what you need English for and I will tell you the English that you need'.
3. It was observed that learners have different needs and interests which influence their motivation and effectiveness for learning. For this purpose, there was a development of courses relevant to the learners' needs and interests (Hutchinson & Waters, 1991).

ESP is an approach that has an evolving theory of language in specific academic or professional groups. It also views language as communicative purposes categories. The

most important linguistic unit in ESP is the genre which has a specific purpose recognized by the members of the community that use it. As a result, ESP has tried to provide usable language for specific learners. There has been increasing research regarding the description of genres. These studies have moved from only language-based description to also a description of the context of use. This emphasis on the generation and development of genres leads to a vision of society and how it functions (Basturkmen, 2008). Therefore, in order to design an ESP course, it is necessary to consider its purpose and objective. In this respect, Hutchinson & Waters (1991) consider that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning."

While students develop English skills, they can also develop vocabulary and expressions related to their professional field. Bloor and Bloor arguments (as cited in Basturkmen, 2008) maintain that teaching ESP can start from a very low English level.

For the purpose of the present research, the students of the two courses where the study is conducted have a low level of English and the type of role-playing used to develop speaking skills is called fully scripted role-plays (SRP). In this type of role-playing, according to Harper-Whalen & Morris (as cited in Cho, 2015), every word is given to students in order for them to read or memorize their lines. This type of role-playing comprises interpreting the model dialogue from the textbook and it is appropriate for lower level proficiency learners since SRP type is highly structured (Cho, 2015).

Even though, learning a foreign language is the major objective of a language course, as far as ESP classroom is concerned, syllabus designers focus considerably on Needs Analysis which reveal that learners not only require general language teaching but also aspects of the language taught to native speakers or knowledge learned by them during formal education (Bloor & Bloor, 1986).

Additionally, learning from the specific selection of English such as English for doctors and English for hospitality is highly effective while learners develop structures related to the variety of meanings in which they are used in their academic, workplace, or

professional settings. Due to the fact that the syllabus is based on needs, students are also motivated to learn because of the relevance of what they are studying. Because ESP students have limited time to learn English, it is reasonable to teach them only the bits of English they need. Consequently, the aim of the ESP course developer is to identify the needs of the learner and design a course related to those needs (Basturkmen, 2008).

There are several reasons to mention why vocabulary in ESP is important. Firstly, it is imperious that classroom time should be related to the learners and teacher language needs. They should practice reading material with key ideas and the language of their academic field and at the same time writing by applying those ideas and language. Woodward-Kron (2008: 246) found that students' knowledge of a discipline is related to the specific language of that discipline. Secondly, understanding and applying this specific vocabulary demonstrate that these learners belong to a particular academic field (Coxhead, 2013).

Students become interested in taking an ESP course because it relates to a field of study relevant to them. In other words, through ESP courses, they are able to use the contents for professional and academic purposes enabling them to use the English they know to learn even more English. ESP focuses more on language in context than on teaching grammar and language structures. It involves teaching subjects from different fields such as accounting, computer science, tourism, business administration, etc. The key element of ESP is that English is taught from the students' real world and related to an area important for them (Hans & Hans, 2015).

Furthermore, learning English in texts relevant to the students' professional field will enable them to learn the ways and situations they need to use the language for. On the other hand, without texts that are meaningful and authentic for ESP students, they will not be very motivated to attend the classes and learn. Because learning a language is a life-process, students learn new words using different strategies in their native languages. As a result, ESP learners apply these strategies from their native language to learning English vocabulary related to their professional field (Xhaferi & Xhaferi, 2011).

In this respect, the author of this research finds role-plays as a useful resource to develop speaking skills of students of two ESP course in the career of Hotel and Tourism Management.

3.8 CONCLUSION

The development of speaking skills in the career of Hotel and Tourism Management is crucial to functioning effectively in the future professional jobs of learners. Therefore, the author carries out a profound research regarding relevant investigations performed by different researchers to support the findings of the present study. As a consequence, literature on the constructivism theory, communicative approach, role-plays and its limitations set the basis to construct the building blogs for the process of this thesis.

The next section corresponds to the description of the rationale for the application of procedures that will identify the data from the student's perceptions on the use of role-plays to develop speaking skills. For this purpose, the researcher uses focus group discussions and individual interviews for the understanding of the research problem.

CHAPTER 4

4.1 RESEARCH PARADIGM

4.1.1 Definition and rationale

The objective of this chapter was to offer an explicit picture of the students' perceptions regarding the use of role-plays for the development of speaking skills in an ESP course. For this purpose, considering the significance of developing oral communication through communicative activities such as role-plays, led the author to discover the positive aspects of role-plays and to also make improvements for future better results on the use of this technique in the career of Hotel and Tourism Management.

4.1.2 Ontological, epistemological and axiological stances

The researcher followed the constructivism paradigm for the ontological and epistemological positions. According to Guba and Lincoln (1994), the ontological position for the Constructivism paradigm is Relativist which centers on “realities that are apprehended in the form of multiple, intangible mental constructions, socially and experientially based, local and specific in nature, and dependent on their form and content of the individual persons or groups holding the constructions” (Guba and Lincoln, 1994, p. 110). Therefore, the ontological level of the investigator related to the view that roleplaying is an effective strategy to immerse students in real life like situations as they give learners the opportunity to interact through dialogues to experience conversations that resemble tourism situations. The epistemological position for the constructivist paradigm is transactional and subjectivist. In this position “the investigator and the object of investigation are assumed to be interactively linked so that the findings are literally created as the investigation proceeds” (Guba and Lincoln, 1994, p. 111). Therefore, epistemologically, the researcher strongly believed that the findings obtained from this research contributed to expanding our knowledge about the effectiveness of roles plays to develop speaking skills considering what learners thought of the implementation of role plays for this purpose.

4.1.3 Methodological stances

4.1.3.1 Researcher's role

The researcher of this study was also the participants' instructor. This enabled the researcher to have an easy access to the information obtained from the methods to collect data and to observe the different aspects that took place during the performance of the role-plays. While the students acted in the role-plays, the instructor took notes of any mispronunciation, grammar mistakes, voice intonation, etc. that occurred during their participation in order to give them feedback at the end of all the presentations.

4.1.3.2 Participant researcher's role

The students of the career Hotel and Tourism Management participated voluntarily in this research work. They engaged themselves to be part of this study and participated in the role-plays. In this respect, they were asked to work in pairs or small groups to prepare the dialogues for the role-plays based on the model dialogues from their textbooks. Then they learned their dialogues and performed the role-plays in front of the class. Many times, they brought materials to adequate the stage and make it similar to a real situation in the tourism sector.

The students' role in the focus group discussions and individual interviews was the foundation for the present study. As a result, their active participation allowed the researcher to have a profound understanding of their perceptions when participating in role-plays.

4.2 RESESEARCH TRADITION: ACTION RESEARCH

This study uses an action research approach in which the researcher and participants work together for the analysis of a problem and therefore the development of a solution to solve the problem (Bryman, 2012). Furthermore, for the present study the researcher was closely connected to the research and field of study, so she was able to be an active part of the diagnosis of the problem and its solution. In this respect, Bryman (2012) maintains "in action research, the investigator become part of the field of study."(p.

397). Furthermore, the primary data collection methods in an action research according to Diaz (2015) are, among others, interviews and recordings which were the ones used by the author to conduct the study.

4.2.1 Definition and Rationale

The necessity of this research was first originated from the requirement of the tourism sector to have personnel more capable of communicating orally with foreigners. At the same time, ESP courses at the public university where the study was conducted have always been taught by using traditional methods which have caused the inefficacy of developing the students' speaking skills. Therefore, the researcher's aim was to explore the participants' point of views about the use of role-plays in order to improve aspects of its use and, as a consequence, develop learners' speaking skills in a more efficient way. The significance of this study relied on the need of students to have fluent English speaking skills in order to function well in the tourism sector.

Because the whole university where the author conducted the present research is becoming more competitive and aiming to obtain national and international quality certifications, the career coordinator and the author of this thesis saw the importance to make innovations in order to have better qualified professionals who will meet the requirements of the tourism sector such as being able to communicate orally with foreigners.

The improvements in the quality of education that the university is going through, requires students to make more efforts in order to improve their speaking skills which will open for them more doors in the tourism sector. Consequently, the perceptions of the students about the use of role-plays were very valuable to overcome aspects that interfere with the development of speaking skills. This research modified the view of learners in regards to the English courses which for a long time have been taught in a passive way. At the same time, it will provide instructors with better tools that will enable them to improve the oral skills of learners.

4.2.2 Type: Action research

The present study was an action research, in which the author looked for a solution to the traditional approach for teaching ESP courses which focus on learners receiving knowledge passively. In this respect, Hult, Lennung and McKernan study (as cited in Cohen et al., 2007) propose that “action research makes for practical problem-solving as well as expanding scientific knowledge.”

The findings of this study offered a valuable source of information to solve various aspects that interfere with the development of speaking skills through the use of role-plays in two ESP courses. It enabled, at the same time, to make some modifications and innovations in the curriculum, so ESP courses become more practical and meaningful for students of this career.

4.2.3 Ascertaining the warrant for the issue of validity and reliability

a. Reliability

According to Bryman (2012) reliability is concerned with the question of whether the results of a study are repeatable. Therefore, in this study, the methods demonstrated to be a source of consistent information from the two groups of students who participated in the research. For this reason, the data collected from the focus group discussions and individual interviews are reliable.

b. validity

At the same time, these methods needed to explore what the researcher said she was going to explore. For the present study, a methodological triangulation was applied to confirm if the results from the two methods achieve what they were supposed to achieve or if they provided validity in the results. In addition, the purpose of the use of two sources of information, focus group discussions and individual interviews, was to support the researcher’s findings and conclusions of the study. “One method alone cannot provide adequate support. It may take two or more independent sources to support the study and its conclusions” (Mackey and Gass, 2005, p. 181).

Mackey and Gass (2005) mention two concerns to ensure validity in a qualitative study: credibility and transferability. In relation to credibility, Mackey and Gass (2005) maintain that several explanations of social reality are obvious through credibility. This feasibility of the researcher's findings will determine the acceptance of the audience. Therefore, "collecting data in as many contexts and situations as possible to make certain that the picture provided in the research is as full and complete as it can be" (Mackey and Gass, 2005, pp. 180). Regarding this point, the investigator collected the data through focus groups discussions and interviews in three moments of the investigation.

Transferability, on the other hand, means that the audience is able to determine which findings are transferable to their situation (Mackey and Gass, 2005, pp. 180). The results obtained from this investigation will enable language researchers to learn about the efficacy of role plays for the development of speaking skills from students' perceptions and compare these results to their reality in order to transfer them to their specific contexts.

c. Pre-Pilot and Pilot Study

These instruments were piloted with participants who were not part of the present study before their application to ensure their validity. In this respect, Bryman (2012) maintains that the piloting should not be applied to the same participants who are part of the study. By piloting the semi-structured questions of the two methods of data gathering, the researcher discovered errors that were immediately fixed and used in the actual research. For this purpose, the two methods were applied to two group of students who were not part of the study but had the same level of English proficiency A1. The intention of piloting the questions was to identify any inaccuracy that might cause misunderstanding or irrelevant information to the study.

4.2.4 Ethical Considerations

For the purpose of performing this research work, the author received authorization from the career coordinator. After the coordinator agreed to carry out the present study, students were informed about the research that was going to be done and signed a Consent Form for Participation in a Research Study (Appendix E). The objective

of the consent form was to describe the purpose of this research and to protect the participants' privacy during the investigation process. The form also included a telephone number for students to contact an authority from ESPOL if there are any questions regarding the research.

4.3 METHODOLOGY

In order to explore the perceptions of learners, the researcher asked students to participate in 20 role plays of situations they may face in their field. Additionally, the author applied focus group discussions and individual interviews with semi-structured questions to find out what their views were about the use of role plays to develop speaking skills. These two methods were applied at the beginning, middle and end of the study. According to Bryman (2012), semi-structured interviews have the ability to provide insights regarding the views of participants about the world. Furthermore, "the interviewee has a great deal of leeway in how to reply" (Bryman, 2012, p.471). As a consequence, through the semi-structured interviews, the researcher reached the aim of this study which was to explore the views of participants regarding the use of role-plays to develop speaking skills in two ESP courses. Additionally, focus group discussions allow participants to discuss with each other and challenge each other's views. Through this technique, the researcher will have a more realistic view of what people's perceptions are because they are enforced to consider their views (Bryman, 2012). The questions were based on their perceptions regarding the use of role-plays to improve speaking skills.

4.3.1 Methods of data Collection, selection, and handling

The author applied focus group discussions and individual interviews with semi-structured questions. These two methods were applied at the beginning, middle and end of the study. According to Bryman (2012), semi-structured interviews have the ability to provide insights regarding the views of participants about the world. Furthermore, "the interviewee has a great deal of leeway in how to reply" (Bryman, 2012, p.471). As a consequence, through the semi-structured interviews, the researcher reached the aim of this study which was to explore the views of participants regarding the use of role-plays to

develop speaking skills in two ESP courses. Additionally, focus group discussions allows participants to discuss with each other and challenge each other's views. Through this technique, the researcher had a more realistic view of what people's perceptions were because they are enforced to consider their views (Bryman, 2012). The questions for the present study were based on their perceptions regarding the use of role-plays to improve speaking skills (see Table 1 and Table 2).

Questions 9 and 10 (Table 2) selected for the focus group discussions and individual interviews of the second and third interventions were constructed and adjusted, prior written authors' authorization, from a study conducted by Doorn, N & Kroesen, J. O. (2013) (see Appendix D) who deliberated about the importance of using of role plays related to ethics education for engineering students. Question 5 (Table 2) was formulated and adapted from a study conducted by Mi Nam (2005) who wrote about the insights of college students and their English teachers concerning the use of communication-based English curriculum. The other questions were written by the author according to the purpose of the present study.

4.3.2 Selection of the sample

As part of the curriculum, students from 5th and 7th semester of the career of Hotel and Tourism Management took an ESP course in which the author conducted the present study. The 35 participants became the total population of this study. A reason why the researcher chose these students is because they were in the career of Tourism and Hotel Management in which learners are required to be fluent in speaking skills when they become professionals and to be able to communicate properly with foreign tourists. Another reason for choosing these participants was because they were students of two courses in which the researcher taught. Consequently, the researcher considered that this was a convenience sampling because it depended on data collection from members who were available to participate in the research (A Global Leader in Quality Improvement & Standards, 2016). In this case, the participants of this investigation had been selected because of their availability to participate in the study. Additionally, the investigator considered that since one of the advantages of convenience sampling was "simplicity of

sampling and ease of research” (A Global Leader in Quality Improvement & Standards, 2016), having her students as participants for the present study made the sampling simple and the research easy to conduct. However, the researcher also considered that since one disadvantage of the convenience sampling was “highly vulnerable to selection bias” (A Global Leader in Quality Improvement & Standards, 2016), the results of the data collection could have been affected by the fact that participants were the researcher’s students. Consequently, the researcher talked to students about being honest in their responses and speak freely about how they actually feel regarding the use of role plays. For that reason, they were allowed to express negative or positive opinions about role-plays.

4.3.3 Participants and its background

The participants’ ages for this study ranged from 21 to 25 years old. The English proficiency level of students was determined by administering them a placement test provided by CUP in Ecuador (see appendix G) which according to its result gave them a level of A1.

4.3.4 Sessions

The sessions took place over 20 weeks. There was one role-play each week with a total of 20 role-plays in the whole semester from May to September. Participants were required to work in their textbooks in which they read the different type of passages related to tourism topics. Learner read the passages assisted by the instructor. Afterward, they listened from an audio CD the reading of the passage and chose the correct answers to evaluate reading and listening comprehension. The next step was to practice vocabulary related to the topic they read through two different activities such as matching the words with the corresponding definitions or filling in blanks using words from a word bank. The third activity was to listen to a conversation between two people in order to answer questions and filling in blanks about the dialogue. The final step was to prepare and present a role-play based on the dialogue from the previous task. For the performance of the role-plays, students were required to use language and vocabulary related to the topic

learned that week. The researcher chose this textbook for the two ESP courses because it includes practices on listening and speaking.

4.3.5 Research questions

In order to learn about the participants' perceptions on the use of role-plays to develop speaking skills, the author of this research conducted a qualitative study with the intention to answer the following research questions:

- a. Do learners feel that improvement of speaking skills take place through role plays?
- b. What implications do learners perceive role plays have for developing speaking skills in an ESP class?

4.4 TRIANGULATION

For the present study, a methodological triangulation was applied to confirm if the results from the two methods achieved what they were supposed to achieve or if they provided validity in the results. According to Cohen, et al (2007) triangulation is the application of two or more methods of data collection for the study of human behavior. Furthermore, Campbel & Fiske findings (as cited by Cohen, et al, 2007) state that "triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research." (pp. 141)

4.5 ANALYSIS OF THE FINDINGS FROM THE INTERVIEW

4.5.1 Participants' code

It is important to offer confidentiality for participants' privacy protection. For this purpose, it is recommended to use a minimal amount of recognizable information. Authors of research should code participant identity to assure confidentiality (Given, 2008). With this in mind the researcher used the following codes to protect the identity of her participants:

FGF18-5TH SEMESTER

FGM1-5TH SEMESTER

IF1-7TH SEMESTER

IM3-7TH SEMESTER

FG: Focus Group

I: Individual Interview

F: Female

M: Male

#: Identity

4.5.2 Notations

In relation to the information from the transcripts, the author used various representations to express the different meanings associated with the participant's responses. In view of the importance of notations to identify the different meanings of a transcript, De Guerrero & Villamil findings (as cited in Mackey & Gass, 2005) consider the significance of using notations to identify different meanings in their transcripts such as italics, brackets, parentheses, a sequence of dots, and quotation marks.

4.6 CONCLUSION

In the next section, the author presents the results of the three interventions where she used focus group discussions and individual interviews to gather information from the students' contributions. The author transcribed the participants' answers, coded the names of the participants to ensure confidentiality, and included notations in some of the participants' answers.

CHAPTER 5

5.1 PRESENTATION FINDINGS

In this section, the author presents the results obtained from the three interventions of the focus group discussions and individual interviews. Along the section of results are the questions used for each intervention. In the first intervention, the researcher used three questions (see Table 1). In the second and third interventions, she used seven questions (see Table 2 and Table 3).

Similarly, tables of categories obtained from the analysis of the students' answers with their respective codes are also included (First intervention: see Tables 1.1 and 1.2; second intervention: see Tables 2.1 and 2.2.; Third intervention: see Tables 3.1 and 3.2). After the tables of categories and codes, it is presented other tables with the categories by intervention which include the codes and supporting samples for each category (First intervention: see Table 1.1.1, Table 1.1.2, Table 1.2.1, Table 1.2.2, and Table 1.2.3; Second intervention: Table 2.1.1, Table 2.1.2; Table 2.1.3; Table 2.1.4; Table 2.1.5; Table 2.1.6; Table 2.1.7; Table 2.2.1; Table 2.2.2; Table 2.2.3; Table 2.2.4; Table 2.2.5; Table 2.2.6; and Table 2.2.7. Third intervention: Table 3.1.1; Table 3.1.2; Table 3.1.3; Table 3.1.4; Table 3.1.5; Table 3.1.6, Table 3.2.1; Table 3.2.2; Table 3.2.3; Table 3.2.4; Table 3.2.5; and Table 3.2.6. The samples included in these tables correspond to the answers of the participants which have been transcribed in the original language (Spanish) and translated into English. At the end of each sample, there is a number between parenthesis which represents the order of the participants' answers in the transcription, presented in Appendix A, Appendix B, and Appendix C.

Likewise, below each table of categories, there are samples of participants' complete answers collected from the focus group discussions and individual interviews; these samples correspond to the code or codes of the corresponding table. Similar to the samples included in the tables of categories by intervention, the number between parentheses at the end of each sample represents the order of the participants' answers in the transcription.

5.2 FINDINGS FROM THE FIRST INTERVENTION

5.2.1 Semi-structured questions for focus group discussions and individual interviews

Table 1 Semi-structured questions for focus group discussions and individual interviews

QUESTIONS IN SPANISH AS IT WAS ASKED TO STUDENTS	ENGLISH TRANSLATION OF THE QUESTIONS ASKED TO STUDENTS
1. ¿Te gusta hablar en inglés durante la clase? ¿Por qué sí o por qué no?	1. Do you like to speak English during class? Why or why not?
2. ¿En qué actividad de speaking te gusta participar más? ¿Por qué?	2. What activity of speaking would you like to participate more? Why?
3. ¿Qué es un role play para ti?	3. What is a role-play for you?

5.2.2 Findings from focus group discussions

Table 1.1 shows the category called “*Students’ Perspectives towards Speaking*” which originated from the answers provided by the students to the first, second and third questions; the category “*Favorite Speaking Activities*” was created from the answers to the second question. Finally, the category “*Concept of Role-Plays*” resulted from the answers to the third question. Next to each category, there are their corresponding codes.

Table 1.1 Categories and codes from focus group discussion

CATEGORIES	CODES
Students’ perspectives towards speaking	Lack of vocabulary limits speaking
	Teacher’and peer’s support motivates speaking
	Mispronunciation limits speaking
	Lack of interest limits speaking
	Vocabulary knowledge and pronunciation promotes speaking

	Listening promotes speaking
	Improvised interaction promotes speaking
	Speaking provides learning opportunities
	Lack of English knowledge limits speaking
Favorite speaking activities	Dialogues
	Dramatization
	Role-Plays
Concept of Role-Play	Interaction between two or more p
	Dramatization
	Daily life topics
	Learning Strategy

Table 1.1.1 Category: Students perspectives towards speaking

CODE	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
Lack of vocabulary limits speaking	FGF2-5TH SEMESTER. A mí la verdad no me gusta mucho hablar en inglés en la clase porque hay palabras que no entiendo, que me gustaría conocer más... (2)	FGF2-5TH SEMESTER. I don't really like to speak English in class because there are words that I don't understand, that I would like to know more...(2)
	FGF1 – 5TH SEMESTER. Bueno si...me gusta mucho [hablar en inglés] porque me ayuda a decir lo que yo pienso que está bien y si en alguna palabra me equivoco tengo el refuerzo del profesor para no volver a cometer ese error. (1)	FGF1-5TH SEMESTER. Well, yes...I do like it a lot [to speak English] because it helps me to say what I think that is fine and if there is a word that I say it wrongly, I have the teacher's support in order not to make the same mistake. (1)
Teacher and peers' support motivates	FGF3-5TH SEMESTER. Pero cómo vamos a saber si no sabemos hablarlo [el inglés], si no intentamos hacerlo....Y así el profesor nos ayuda mismo a ver los errores que estamos haciendo. (3)	FGF3-5TH SEMESTER. But how are we going to know that we have the knowledge to speak [English], if we don't tryand this way the teacher helps us to see the errors that we are making. (3)

speaking	FGF8-5TH SEMESTER. Yo creo que es importante que en una clase de inglés y más si se trata de hablar, que se genere un ambiente de confianza. Que se quede claro que todo el mundo está aprendiendo y si por ahí alguien que sabe más que guíe que oriente. (16)	FGF8-5TH SEMESTER. I think it is important that in an English class where speaking is the key, a confidence environment should be generated. It must be clear that everybody is learning and if there is someone who knows more, he or she should guide the rest. (16)
	FGF5-5TH SEMESTER Porque hay palabras que no sé y no sé cómo pronunciarlas. (8)	FGF5-5TH SEMESTER Because there are words that I don't know and I don't know how to pronounce them. (8)
Mispronunciation limits speaking	FGF7-5TH SEMESTER Yo he tratado de aprender el inglés, pero es que en serio es muy dificultoso pronunciarlo, al menos para mí sí. (13)	FGF7-5TH SEMESTER I have tried to learn English, but it is really difficult to pronounce it, at least for me it is. (13)
	FGF11-5TH SEMESTER Es que yo he visto que algunas veces como en inglés se escribe una cosa y se pronuncia diferente y ahí un tipo de confusión y las personas no se atreven a decirlo, porque les da vergüenza o piensan que se les van a reír. (14)	FGF11-5TH SEMESTER Sometimes I have seen how English is written one way and it is pronounced in another and there is a type of confusion and people don't dare to say it because they are ashamed or they think others will laugh. (14)
	FGF8-5TH SEMESTER. Que es verdad, que a veces nos da miedo de expresarnos en inglés porque no sabemos cuál es la pronunciación correcta. Y por eso tal vez no lo hacemos. (15)	FGF8-5TH SEMESTER. It is true...sometimes we are scared to express ourselves in English because we don't know what the correct pronunciation is...That is why maybe we don't do it. (15)
Lack of interest limits speaking	FGF4-5TH SEMESTER. Pero actualmente está la tecnología. Existen herramientas que nos puede mostrar la pronunciación de cada palabra [en inglés] si no la sabemos, pero como existe la falta de interés por parte de los estudiantes, no se practica. (9)	FGF4-5TH SEMESTER. But nowadays there is the technology. There are tools that show us the pronunciation of each word [in English] if we don't know it, but because there is the lack of interest from the students, it is not practiced. (9)
	FGM1-5TH SEMESTER Por eso existe la autoeducación para tratar de aprender lo que nos enseñan en clase.	FGM1-5TH SEMESTER. That's why there is self-education to try to learn what is taught in class. (10)

(10)

FGF6-5TH SEMESTER. Porque no les gusta el idioma [Inglés], se les complica mucho y por eso mejor no se atreven. (11)

FGF6-5TH SEMESTER. Because they don't like the language [English]. It is complicated for them and that is why they don't dare to speak. (11)

I. Y cómo E. Y cómo practicas el speaking con vocabulario?

I. and how do you practice speaking with vocabulary?

FGF9-5TH SEMESTER. Porque el vocabulario nos puede reforzar palabras que no entendemos. No las podemos pronunciar. (18)

FGF9-5TH SEMESTER. Because the vocabulary can reinforce words that we don't understand...that we cannot pronounce. (18)

E. Y qué tiene que ver el listening con el speaking?

I. and how does it relate listening with speaking?

Vocabulary knowledge and pronunciation promotes speaking

FGM1-5TH SEMESTER. Nos ayuda en si alimentar nuestra parte lexica para tener una fluidez en el momento de conversar.(20)

FGM1-5TH SEMESTER. It helps us to increase our lexical knowledge to become fluent speakers.(20)

FGF11-5TH SEMESTER. Así nosotros podemos nuestro vocabulario o nuestra parte de, cómo se podría decir, de habla, podríamos pulirlo mejor. (21)

FGF11-5TH SEMESTER. This way we can improve our vocabulary and speaking skills. (21)

FGF4-5TH SEMESTER....y cada uno puede desenvolverse de acuerdo al vocabulario que uno tiene. (22)

FGF4-5TH SEMESTER....and each one can interact according the vocabulary one has. (22)

E. Entonces la traducción de textos te ayuda a desarrollar el speaking?

I. So does the translation of texts help you to develop speaking?

FGF13-5H SEMESTER. Sí, porque va mejorando el vocabulario. (27)

FGF13-5TH SEMESTER. Yes, it does because the vocabulary improves. (27)

Listening promotes

FGF10-5TH SEMESTER. Los listenings [me gusta participar] porque cuando los escuchamos y volvemos a escuchar se nos va memorizando la correcta pronunciación...(19)

FGF10-5TH SEMESTER. The listening [I like to participate].because when we listen to them over and over again, we memorize them and learn the correct way to pronounce the words... (19)

speaking	FGF14-5TH SEMESTER. el speaking es poner en práctica lo que hemos aprendido del listening.(28)	FGF14-5 TH SEMESTER. Speaking is to apply what we have learned from the listening. (28)
Improvised interaction promotes speaking	FGF11-5TH SEMESTER. Interactuar con los compañeros y profesores improvisadamente...(21)	FGF11-5TH SEMESTER. Interact with classmates and teachers spontaneously...(21)
	FGF4-5TH SEMESTER. Por ejemplo si proponen un tema en clase, digamos, y cada uno da una lluvia de ideas referente al tema. (22)	FGF4-5TH SEMESTER. For example if a topic is proposed in class and each one brainstorms ideas related to the topic. (22)

P1. ¿Te gusta hablar en inglés en la clase? ¿Por qué sí o por qué no?

Q1. Do you like to speak English in class? Why or why not?

Lack of vocabulary limits speaking

FGF2-5TH SEMESTER A mí la verdad no me gusta mucho hablar en inglés en la clase porque hay palabras que no entiendo, que me gustaría conocer más también la pronunciación. Eso me da miedo y por eso no me gusta hablar inglés en la clase. (2)

FGF2-5TH SEMESTER. I don't really like to speak English in class because there are words I don't understand, that I would like to know more including the pronunciation. I'm scared of that and that's why I don't like to speak English in class. (2)

Teacher and peers' support motivates speaking

FGF1 – 5TH SEMESTER. Bueno si...me gusta mucho porque me ayuda a decir lo que yo pienso que está bien y si en alguna palabra me equivoco tengo el refuerzo del profesor para no volver a cometer ese error. (1)

FGF1-5TH SEMESTER. Well yes...I like a lot because it helps me to say what I think that is right and if I make a mistake in a word I have the support of the teacher for not making that error again. (1)

Mispronunciation limits speaking

FGF11-5TH SEMESTER Es que yo he visto que algunas veces como en inglés se escribe una cosa y se pronuncia diferente y ahí un tipo de confusión y las personas no se atreven a decirlo porque les da vergüenza o piensan que se les van a reír. (14)

FGF11-5TH SEMESTER. It's because I have seen that sometimes English is written one way and pronounced in another way and there is a kind of confusion and people do not dare to say it because they are embarrassed or think that others are going to laugh. (14)

Lack of interest limits speaking

E. Entonces porque será esa falta de interés para desarrollar el speaking? ¿Ustedes piensan que es falta de interés?

FGF6-5TH SEMESTER Porque no les gusta el idioma se les complica mucho y por eso mejor no se atreven. (11)

I. Why is that lack of interest to develop speaking? Do you think it is lack of interest?

FGF6-5TH SEMESTER. Because they don't like the language since it is complicated for them and therefore they don't dare to say it.

P2. ¿En qué actividad de speaking les gusta participar más? ¿Y por que?

Q2. What activity of speaking do you like to participate more and why?

Vocabulary knowledge and pronunciation promotes speaking

E. Y cómo tú practicas el speaking con vocabulario?

FGF9-5TH SEMESTER Porque el vocabulario nos puede reforzar a palabras que no entendemos. No las podemos pronunciar. (18)

I. How do you practice speaking with vocabulary?

FGF9-5TH SEMESTER. Because the vocabulary can reinforce words that we don't understand. We can't pronounce. (18)

Listening promotes speaking

FGF10-5TH SEMESTER Los listenings que se encuentran en los diferentes actividades de los libros con los que trabajamos aquí en la universidad y en el instituto de idiomas también nos ayudan mucho porque cuando los escuchamos y volvemos a escuchar se nos

va memorizando la correcta pronunciación y como tenemos que nosotros desenvolvemos al momento que nos hacen hacer una actividad. (19)

FGF10-5TH SEMESTER. The listening that is found in different activities in the books that we work with here at the university and at the Language Institute also help us a lot because when we listen to them again and again, we memorize the correct pronunciation and the way we perform at the moment we are asked to do an activity. (19)

Improvised interaction promotes speaking

FGF4-5TH SEMESTER Yo también pienso lo mismo porque si nosotros nos preguntan cosas de nuestra vida cotidiana, nosotros podemos decirlo en inglés y mejorar nuestro speaking. Por ejemplo si proponen un tema en clase, digamos y cada uno da una lluvia de ideas referente al tema y cada uno puede desenvolverse de acuerdo al vocabulario que uno tiene. (22)

FGF4-5TH SEMESTER. I think so too. If we are asked things of our daily life we can say it in English and improve our speaking. For example, if a topic is proposed in class and each one provides a brainstorm of ideas related to the topic, so each one can perform according to the vocabulary that he or she has. (22)

FGF11-5TH SEMESTER. Porque mediante la escritura podemos saber las normas gramaticales que tiene el inglés, entonces podemos guiarnos para decir bien las palabras, porque si decimos un auxiliar en una pregunta después o un to be después de una pregunta no podríamos hablarlo bien. (29)

FGF11-5TH SEMESTER. Because through writing we can learn the grammatical norms that English has, so we can guide ourselves to say things in the right way, because if we say an auxiliary in a question after or a to be after a question, we would not speak well, because we have to know how it is written and the rules are applied in that writing. (29)

Table 1.1.2 Category: Concept of Role-Plays

CODE	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
Interaction between two or more people	FGM1-5th SEMESTER. Un role-play es la interacción que puede suceder entre dos personas...(30)	FGM1-5TH SEMESTER. Role-play is the interaction that takes place between two people...(30)
	FGM2-5TH SEMESTER. Pero el role-play no es necesario que sea la intervención de dos personas, puede ser de dos o más... (31)	FGM2-5TH SEMESTER. But role-play is not necessary the intervention of two people. It could be two or more... (31)
Dramatization	FGM2-5TH SEMESTER. Porque simplemente es una especie de dramatización... (31)	FGM2-5TH SEMESTER. Because it is simply a type of dramatization... (31)
Daily life topics	FGF13-5TH SEMESTER. Por lo general los role-plays se tratan de temas cotidianos que suceden a diario. (33)	FGF13-5TH SEMESTER. Generally, role-plays are about daily life topics. (33)
Learning Strategy	FGF16-5TH SEMESTER...el role-play es una buena estrategia de pedagogía...(37)	FGF16-5TH SEMESTER...Role-play is good pedagogical strategy...(37)
	FGF9-5TH SEMESTER. Es una buena estrategia para aprender mejor. (40)	FGF9-5TH SEMESTER. It is a good strategy to learn better. (40)

P3. ¿Qué es un Role Play?

Q3. *What is a Role-Play?*

Interaction between two or more people

FGM1-5TH SEMESTER Un role-play es la interacción que puede suceder entre dos personas para tratar de que la comunicación o diálogo sea bastante fluida. (30)

FGM1-5TH SEMESTER. A role-play is the interaction that takes place between two people to make the communication or dialogue very fluent. (30)

Dramatization

FGM2-5TH SEMESTER pero el role-play no es necesario que sea la intervención de dos personas, puede ser de dos o más. Porque simplemente es una especie de dramatización entre las personas que se quieren integrar para poder tener una conversación traducida en inglés. (31)

FGM2-5TH SEMESTER. But role-play is not necessarily the intervention of two people, it can be two or more. Because it is simply similar to a dramatization between people who want to integrate themselves to be able to hold a translated English conversation. (31)

Daily-Life Topics

FGF13-5TH SEMESTER Por lo general los role-plays se tratan de temas cotidianos que suceden a diario. (33)

FGF13-5TH SEMESTER. Generally role-plays are about daily topics. (33)

Learning Strategy

FGF16-5TH SEMESTER También el role play es una buena estrategia de pedagogía...que nos ayuda a nosotros a desarrollarnos mejor. (37)

FGF16-5TH SEMESTER. Role-plays are a good pedagogical strategy that helps us to perform better. (37)

5.2.3 Findings from Individual Interviews

Table 1.2 shows the category called “*Students’ Perspectives towards Speaking*” which originated from the answers provided by the students to the first and second questions; the category “*Favorite Speaking Activities*” was formulated from the answers to the second question. Finally, the category “*Concept of Role-Plays*” resulted from the answers to the third question. Next to each category there are their corresponding codes.

Table 1.2 Categories and codes from Individual Intervention

CATEGORIES	CODES
Students' perspectives towards speaking	Mispronunciation limits speaking
	Speaking provides learning opportunities
	Lack of interest limits speaking
	Lack of vocabulary limits speaking
	Lack of English knowledge limits speaking
	Vocabulary knowledge promotes speaking
	Teacher and peers support motivates speaking
Favorite speaking activities	Dialogues
	Dramatization
	Role-Plays
Concept of Role-Plays	Interactive activity
	Dramatization
	Dialogue

Table 1.2.1 Category: Students perspectives towards speaking

CODE	SPANISH TRANSCRIPTION	ENGLISH TRANSCRIPTION
Mispronunciation limits speaking	IF1-7TH SEMESTER. No [me gusta hablar en inglés], porque hay palabras que no sé pronunciar bien y eso me hace dar vergüenza para poderme expresar delante mis compañeros. (41)	IF1-7TH SEMESTER. No, [I don't like to speak English] because there are words that I don't know how to pronounce well and that embarrass me when I try to express myself in front of my classmates.

(41)

IF8-7TH SEMESTER. Si [me gusta hablar en inglés]...En parte porque uno práctica, pero en parte no porque a veces son palabras muy complicadas al momento de pronunciarlas. (94)

IF8-7TH SEMESTER. Yes. [I don't like to speak English] Because one practices, but sometimes there are words too complicated to pronounce. (94)

IF2-7TH SEMESTER. Si [me gusta hablar en inglés], porque nos ayuda mucho a aprender cómo se dice una oración, Como se dice una palabra...(45)

IF2-7TH SEMESTER. Yes, [I like to speak English] because it helps us a lot to learn how to say a sentence and a word...(45)

IF4-7TH SEMESTER Si [me gusta hablar en inglés] porque a la vez aprendes vocabulario. (54)

IF4-7TH SEMESTER yes, [I like to speak English] because you learn vocabulary. (54)

IF5-7TH SEMESTER. Si, si me gusta hablar en inglés durante las clases porque ahí uno aprende y sabe cómo desenvolverse en otro lugar o en otra área...(58)

IF5-7TH SEMESTER. Yes, I do like to speak English during class because that is how someone learns how to perform in another place or area...(58)

Speaking provides learning opportunities

IF6-7TH SEMESTER. Si me gusta [me gusta hablar en inglés] porque así el inglés puedo aprenderlo y puedo hablarlo perfectamente... perfeccionarlo cada día. (66)

IF6-7TH SEMESTER. I do like [I like to speak English] because I'm able to learn and speak English perfectly and to improve it each day. (66)

IM3-7TH SEMESTER. La verdad que sí [me gusta hablar en inglés]...Es muy importante hablar en inglés porque con la práctica y escuchando uno se le van quedando las

IM3-7TH SEMESTER. Yes, I do [like to speak English]. It is very important to speak English because with practice and listening we learn words...(83)

	palabras...(83)	
	IF7-7TH SEMESTER Yo creo que sí [me gusta hablar en inglés] porque eso nos ayuda a practicar más y poder aprender más rápido el idioma. (87)	IF7-7TH SEMESTER. I believe so [I like to speak English] because it helps us to practice more and learn the language faster. (87)
Lack of interest limits speaking	IM3-7TH SEMESTER.... pero a veces es muy difícil [hablar en inglés] para la persona que no le gusta el inglés o que nunca ha estado acostumbrado a que le den inglés....Siempre ha sido una materia que no la ha favorecido a esa persona...se le hace difícil...(83)	IM3-7TH SEMESTER. But sometimes it is very difficult [to speak English] for the person who doesn't like English or who has never been accustomed to learn English... There has always been a subject that has not favored that person...(83)
Lack of vocabulary limits speaking	I.Y hay ocasiones en que no te gusta [hablar en inglés]? IF7-7TH SEMESTER. A veces cuando no entiendo mucho las palabras. (88)	I. Are there times you don't like [to speak English]? IF7-7TH SEMESTER. Sometimes when I don't understand the words well. (88)
Lack of English knowledge limits speaking	IF9-7TH SEMESTER. Más o menos [me gusta hablar en inglés]...porque no manejo mucho el inglés, pero me gusta. (99) IM3-7TH SEMESTER. ...porque en esta actividad de turismo se encuentra con muchas personas que en general hablan bastante inglés y la verdad que me ha tocado pasar esto porque yo hice prácticas de guía turístico y muchas veces me tocaba guiar personas que sabían inglés y me pedían ellos que les guíe en inglés y yo no	IF9-7TH SEMESTER. More or less [I like to speak English] because I don't manage English well, but I like it. (99) IM3-7TH SEMESTER ...because in the tourism industry there are a lot of people who generally speak a lot of English. Once I did a tour guidance practical training. Many times I had to guide people who knew English and they asked me to guide them in that language and I didn't know how to. This

sabía y era algo desmotivador.....porque muchas personas se preparan bastante en eso....Y nosotros tenemos un bajón muy grande en inglés. (84)

was something demotivating. There are a lot of people who prepare themselves a lot. We have a serious drawback in English. (84)

Vocabulary knowledge promotes speaking	IF2-7TH SEMESTER. Si uno sabe vocabulario, también va saber speaking. (47)	IF2-7TH SEMESTER. If someone knows vocabulary, he or she will know how to speak. (47)
Teacher and peer's support motivates speaking	IF1-7TH SEMESTER. ...Si hay palabras que no se entienden, con la ayuda de la profesora se aprende a pronunciar ese tipo de palabras. (42)	IF1-7TH SEMESTER. There are words that are not understood. However, with the help of the teacher we learn how to pronounce those words. (42)

P1. ¿Te gusta hablar inglés durante la clase? ¿Por qué sí o por qué no?

Q2. *Do you like to speak English during class? Why or why not?*

Mispronunciation limits speaking

IF1-5TH SEMESTER. No, porque hay palabras que no sé pronunciar bien y eso me hace dar vergüenza para poderme expresar delante de mis compañeros. (41)

IF1-5TH SEMESTER. No, I don't, because there are words that I don't know how to pronounce well and that makes me feel embarrassed to be able to express myself in front of my classmates. (41)

Speaking provides learning opportunities

IF6-7TH SEMESTER. Si me gusta porque así el inglés puedo aprenderlo y puedo hablarlo perfectamente, perfeccionarlo cada día. (66)

IF6-7TH SEMESTER. I do like it because that way I learn English and I can speak perfectly and improve it each day (66)

Lack of interest limits speaking

IM3-7TH SEMESTER. La verdad que sí. Es muy importante hablar en inglés porque con la práctica y escuchando uno se le van quedando las palabras, pero a veces es muy difícil para la persona que no le gusta el inglés o que nunca ha estado acostumbrado a que le den inglés. Siempre ha sido una materia que no la ha favorecido a esa persona y se le hace difícil, pero cuanto tu sigues esta carrera, tienes que acostumbrarte al inglés, porque es algo necesario, es algo por el bien de cada persona, porque ahora el inglés es un lenguaje universal y es muy importante aprenderlo. Y si me gusta en clase hablarlo. (83)

IM3-7TH SEMESTER. It is true. It is very important to speak English because with practice and listening, one learns the words, but sometimes it is very difficult for the person who doesn't like English or never has been accustomed to learn English. It has always been a language that has not benefited that person and it is difficult for him or her, but when you study this career, you have to be accustomed to English because it is something necessary, is something good for each person, because nowadays English is a universal language and it is very important to learn the language. I like to speak English in class. (83)

Lack of vocabulary limits speaking

IF7-7TH SEMESTER. A veces cuando no entiendo mucho las palabras. (88)

IF7-7TH SEMESTER. Sometimes when I don't understand the words a lot. (88)

P2. ¿En qué actividad de speaking te gusta participar más y por que?

Q2. In what activity of speaking do you like to participate more and why?

Lack of English knowledge limits speaking

IM3-7TH SEMESTER. Me gusta participar más cuando es una interpretación de una guianza en inglés donde uno pueda ser un guía turístico y pueda interpretar y dialogar con las personas con diferentes idiomas porque es algo que se puede presentar en la vida diaria que uno no sabe porque en esta actividad de turismo se encuentra con muchas personas que en general hablan bastante inglés y la verdad que me ha tocado pasar esto porque yo hice

prácticas de guía turístico y muchas veces me tocaba guiar personas que sabían inglés y me pedían ellos que les guíe en inglés y yo no sabía y era algo desmotivador porque muchas personas se preparan bastante en eso....Y nosotros tenemos un bajón muy grande en inglés. (84)

IM3-7TH SEMESTER. I like to participate more when there is an interpretation of an English tour guidance where one can be a tour guide and be able to interpret and talk with people in different languages because it is something that can be presented in daily life. In the tourism profession, one can meet with many people who generally speak a lot of English. Once I did a practical training of a tour guide and many times I had to guide people who spoke English and they asked me to guide them in English and I didn't know how to, so it was very discouraging because a lot of people prepare themselves a lot on this, and we have a big gap in this aspect. (84)

Vocabulary knowledge promotes speaking

IF2-7TH SEMESTER Realmente no, pero sí tiene que ver, porque si uno sabe vocabulario, también va saber speaking. (47)

IF2-7TH SEMESTER. Not really, but it has to do, because if one knows vocabulary, he or she will also know how to speak. (47)

Teacher's and peer's support motivates speaking

IF1-5TH SEMESTER. [I like to participate] en los diálogos. Porque ayuda a la pronunciación...porque si hay palabras que no se entienden, con la ayuda de la profesora se aprende a pronunciar ese tipo de palabras. (42)

IF1-5TH SEMESTER. [me gusta participar] in the dialogues. Because it helps with pronunciation, because if there are words that are not understood, with the help of the teacher, we learn how to pronounce them. (42)

Table 1.2.2 Category: Favorite Speaking Activities

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
	IF1-7th SEMESTER. En los diálogos. (42)	IF1-7TH SEMESTER. In the dialogues. (42)
	IF2-7th SEMESTER. Yo creo que en los diálogos...porque nos ayudaría mucho en lo que es el vocabulario que nos falta muchísimo...(46)	IF2-7TH SEMESTER. I believe in the use of dialogues...because they help us a lot in the vocabulary that we don't know well...(46)
Dialogues	I.F.3.-7TH SEMESTER. cuando salimos y hacemos diálogos (51)	I.F.3-7TH SEMESTER. When we go up front and do dialogues. (51)
	I.F.4-7TH SEMESTER. Me gusta las actividades de diálogo ya que se practica más las conversaciones y se puede interactuar ...(55)	I.F.4-7TH SEMESTER. I like the dialogue activities because one can practice more conversations and therefore interact...(55)
	I.F.5-7TH SEMESTER. Me gusta participar bastante en lo que son los diálogos porque ahí uno se puede desenvolver más. (60)	I.F.5-7TH SEMESTER. I like to participate a lot in the dialogues because one can develop more. (60)
	I.F.7-7TH SEMESTER. Es mejor participar en los diálogos porque entre dos personas uno se puede ir ayudando...(89)	I.F.7-7TH SEMESTER. It is better to participate in the dialogues because between two people, one can help each other...(89)
	I.F.8-7TH SEMESTER. En los diálogos porque así con la otra persona te puedes ayudar y como que es más factible para aprender. (95)	I.F.8-7TH SEMESTER. In the dialogues because in that way with another person you can get help and therefore, it is easier to learn. (95)
	I.M.2-7TH SEMESTER. Más me gustan los diálogos porque hay actuación entre las dos personas y se puede hablar entre las dos partes. (79)	I.M.2-7TH SEMESTER. I like the dialogues more because there is speaking performance between the two people. (79)

Dramatization	I.F.3-7TH SEMESTER. Bueno me gusta más lo que es la dramatización...(51)	I.F.3-7TH SEMESTER. Well I like dramatization more...(51)
	I.M.1-7TH SEMESTER. Me gusta participar en las que se está ofreciendo un producto...Por ejemplo en un restaurante digamos así...Vendiendo algún producto en el restaurante en inglés. (73)	I.M.1-7TH SEMESTER. I like to participate when a product is being offered...For example in a restaurant, selling a product, etc. (73)
Role-Plays	I.M.3-7th SEMESTER. Me gusta participar más cuando es una interpretación de una guianza en inglés donde uno pueda ser un guía turístico y pueda interpretar y dialogar con las personas con diferentes idiomas porque es algo que se puede presentar en la vida diaria que uno no sabe. (84)	I.M.3-7TH SEMESTER. I like to participate more when there is a performance of a tour guidance in a real context. (84)
	I.F.9-7TH SEMESTER. Sería actividades ligadas a mi carrera. Por ejemplo un guiado turístico de áreas naturales. (101)	I.F.9-7TH SEMESTER. It would be activities related to my career. For example a tour guidance in natural areas. (101)

P2. ¿En qué actividad de speaking te gusta participar más y por que?

Q2. In what activity of speaking do you like to participate more and why?

Dialogues

IF2-7TH SEMESTER. Yo creo que [me gustaría participar] en los diálogos [como actividad de speaking] porque nos ayudaría mucho en lo que es el vocabulario que nos falta muchísimo y también nos ayudaría con vocabulario porque hay muchas palabras que se dicen de una manera, pero en realidad significa otra cosa, entonces vocabulario sería esencial para nosotros. (46)

IF2-7TH SEMESTER. I believe [I would like to participate] in dialogues [for speaking activity] because it would help us a lot in the vocabulary that we lack of a lot. Moreover,

there are many words that are said one way, but in reality mean another thing, consequently vocabulary would be essential for us. (46)

P2. ¿En qué actividad de speaking te gusta participar más y por qué?

Q2. In what activity of speaking do you like to participate more and why?

Dramatization

IF3-7TH SEMESTER. Bueno me gusta más lo que es la dramatización cuando salimos y hacemos diálogos y luego lo dramatizamos como lo traducimos. (51)

IF3-7TH SEMESTER. Well I would like to participate more in dramatizations when we go up front and perform the dialogues and then dramatize them as we translate them. (51)

P2. ¿En qué actividad de speaking te gusta participar más y por que?

Q2. In what activity of speaking do you like to participate more and why?

Role-Plays

IM1-7TH SEMESTER. Me gusta participar en las que se está ofreciendo un producto. Por ejemplo en un restaurante digamos así vendiendo algún producto en el restaurante en inglés. (73)

IM1-7TH SEMESTER. I like to participate when a product is being offered. For example, the situation of being in a restaurant selling a product in English.

Table 1.2.3 Category: Concept of Role-Plays

CODE	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
	I.F.1-7TH SEMESTER. Es una actividad que se la hace con uno o más amigos. (44)	I.F.1-7TH SEMESTER. It´s an activity done with one or more friends. (44)
	I.F.2-7TH SEMESTER. Un role play para mi es una actividad que se realiza entre dos o más personas...y que sirve para	I.F.2-7TH SEMESTER. A role-play for me is an activity done between two or more people...and that it is used to interact in

	interactuar en la clase,..(48)	class...(48)
Interactive activity	I.F.3-7TH SEMESTER. Bueno para mí un role-play es como una serie de actividad o juego que se realiza entre dos o más compañeros. (52)	I.F.3-7TH SEMESTER. Well for me a role-play is like a series of activities or game that is done between two or more classmates. (52)
	I.F.4-7TH SEMESTER. Un role-play es una actividad que permite la interacción entre dos personas...(56)	I.F.4-7TH SEMESTER. A role-play is an activity that allows the interaction between two people...(56)
	I.F.8-7TH SEMESTER... En sí un role-play es como un juego de roles...algo para interactuar entre dos o más personas...(98)	I.F.8-7TH SEMESTER....something to interact between two or more people...(98)
<hr/>		
Dramatization	I.M.2-7TH SEMESTER...como una dramatización o actuación. (81)	I.M.2-7TH SEMESTER... is like a dramatization or performance. (81)
	I.F.4-7TH SEMESTER. Un role-play es... una dramatización. (56)	I.F.4-7TH SEMESTER. a role-play is... a dramatization. (56)
	I.F.6-7TH SEMESTER. Es un diálogo dramatizado. (70)	I.F.6-7TH SEMESTER. It is a dramatized dialogue. (70)
	I.M.3-7TH SEMESTER. Un role play es una una interpretación, una dramatización de algo...(85)	I.M.3-7TH SEMESTER. A role-play is an interpretation, a dramatization of something...(85)
	I.F.7-7TH SEMESTER. Un role play es como una dramatización que hacen dos o más personas de un tema determinado. (90)	I.F.7-7TH SEMESTER. A role-play is like a dramatization performed by two or more people about a specific topic. (90)
<hr/>		
	I.F.2-7TH SEMESTER. Un role play para mi es una actividad... que sirve para ...dar diálogos (48)	I.F.2-7TH SEMESTER. A role-play for me is an activity...to provide dialogues. (48)

	I.F.6-7TH SEMESTER. Es un diálogo dramatizado. (70)	I.F.6-7TH SEMESTER. It is a dramatized dialogue. (70)
	I.F.4-7TH SEMESTER. ... es como una conversación...	I.F.4-7TH SEMESTER. ...It's like a dramatization.
Dialogue	I. Sientes que desarrollas las habilidades de habla en inglés cuando participas en un role play?	I. Do you feel that you have developed the English speaking skills when participating in role-plays?
	I.F.4-7TH SEMESTER Sí porque se practica lo que es un diálogo principalmente...(57)	I.F.4-7TH SEMESTER. I think so because it is practiced what a dialogue is principally...(57)
	I.F.8-7TH SEMESTER. En si un role play es ...algo para... intercambiar un diálogo. (98)	I.F.8-7TH SEMESTER...A role-play is...something to exchange a dialogue. (98)

P3. ¿Qué es un role-play para ti?

Q3. *What is a role-play for you?*

Interactive Activity

IF2-7TH SEMESTER Un role play para mi es una actividad que se realiza entre dos o más personas y que sirve para interactuar en la clase, dar diálogos, expresiones, speaking, etc. (48)

IF2-7TH SEMESTER. A role-play for me is an activity that is performed between two or more people and that it is used to interact in class, give dialogues, expressions, speaking, etc. (48)

P3. ¿Qué es un role-play para ti?

Q3. *What is a role-play for you?*

Dramatization

IF4-7TH SEMESTER Un role-play es una actividad que permite la interacción entre dos personas o sea es como una conversación o una dramatización. (56)

IF4-7TH SEMESTER. A role-play is an activity that allows the intervention between two people. In other words, a conversation or a dramatization. (56)

P3. ¿Qué es un role-play para ti?

Q3. What is a role-play for you?

Dialogues

IF2-7TH SEMESTER Un role play para mi es una actividad que se realiza entre dos o más personas y que sirve para interactuar en la clase, dar diálogos, expresiones, speaking, etc. (48)

IF2-7TH SEMESTER. A role-play for me is an activity that is performed between two or more people and it is used to interact in class, give dialogues, expressions, speakin, etc. (48)

5.3 FINDINGS FROM THE SECOND INTERVENTION

5.3.1 Semi-structured questions for focus group discussions and individual interviews

Table 2 Semi-structured questions for focus group discussions and individual interviews / Second and Third Interventions

SPANISH QUESTIONS AS ASKED TO PARTICIPANTS	ENGLISH TRANSLATION OF THE QUESTIONS
4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role plays? Por qué?	4. What do you like the most and the least when you participate in role-plays? Why?

5. ¿Piensas que los role-plays te dan diferentes situaciones y oportunidades para tu desarrollo y mejoramiento de tu speaking? ¿Por qué sí o por qué no? Y ¿cómo? (Mi Nam)	5. Do you think role-plays give you different situations and opportunities for your development and improvement of your speaking skills? How?
6. En tu opinión, ¿cuáles son las ventajas y desventajas de utilizar role-plays en referencia al desarrollo del habla en inglés?	6. In your opinion, what are the advantages and disadvantages of using role-plays in reference to the development of English speaking?
7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role-plays? Por qué si o por qué no?	7. Do you think that the tourism students must practice speaking through role-plays? Why?
8. ¿Cuáles serían tus recomendaciones para la utilización de role-plays en la clase de inglés en la carrera de turismo? Qué crees que se debe mejorar?	8. What would be your recommendations for the use of role-plays in the English class in the tourism career? What do you think it should be improved?
9. ¿Cuál piensas fue el objetivo de los role plays? ¿Piensas que logro su objetivo?	9. What do you think was the objective of the role-plays? Do you think the objective was reached?
10. ¿Qué encontraste como constructivo en los role plays?	10. What did you find as constructive in role-plays?

Table 2.1 shows the category called “Likes about role-plays” which originated from the answers provided by the students to the fourth question; the category “Dislikes about role-plays” was also made from the answers of the fourth question; the category “Advantages of role-plays” resulted from the answers of the fourth, fifth, sixth, and tenth questions; the category “Disadvantages of role-plays” resulted from the answers of the sixth and seventh questions; the category “use of role-plays in tourism courses” was created from the answers to the tenth question; the category “Recommendations for the use of role-plays” was caused from the answers of the seventh and eighth questions. Finally, the category “Objective of Role-Plays” was produced from the answers of the ninth and tenth questions. Next, to each category, there are their corresponding codes.

Table 2.1 Categories and Codes of focus group discussion (second intervention)

CATEGORY	CODES
Likes about role-plays	Participating in role-plays decreases fear
	Role-Plays resemble real life situations
	Role-Plays allow weakness identification
	Role-Plays allow speaking practice
	Role-plays allow pronunciation practice
Dislikes about role-plays	Memorization
	Monotonous
Advantage of using role-plays	Role-plays allow pronunciation development
	Participating in role-plays decreases fear
	Role-plays develop conversational skills
Disadvantages of using role-plays	Monotonous
	Memorization
	Embarrassment feeling interferes in role-plays participation
Use of role-plays in tourism courses	Role-plays develop conversational skills
Recommendations for the use of role-plays	Dynamic role-plays
	Increase Interaction
	Role-plays as a complementary activity for speaking practice
Objective of role-play	Enhance speaking confidence and decrease fear

5.3.2 Findings from focus group discussions

Table 2.1.1 Category: Likes about role-plays

CODE	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
Participating in role-	FGF3-5TH SEMESTER. Me gusta	FGF3-5TH SEMESTER. I like it

plays decreases fear	porque uno puede en frente de las personas quitarse el miedo de hablar en inglés...(110)	because a person can get rid of the fear to speak English... (110)
Role-plays resemble real life situations	FGF3-5TH SEMESTER...y a veces hay escenarios que ocurren en nuestros trabajos. (110)	FGF3-5TH SEMESTER...and sometimes there are situations that take place in our jobs. (110)
Role-Plays allow weaknesses identification	FGF1-5TH SEMESTER. Lo que más me gusta es hablarlo porque así de esa manera uno ve las falencias que tiene al decir cierta palabra... (107)	FGF1-5TH SEMESTER. What I like it the most is to speak it because in this way, a person can see errors that happen when saying certain words. (107)
Role-Plays allow speaking practice	FGF3-5TH SEMESTER. Me gusta porque... nosotros podemos practicar [speaking]. (110)	FGF-5TH SEMESTE. I like it because...we can practice [speaking]. (110)
	FGF9-5TH SEMESTER. Los role-plays a nosotros nos ayudan a...practicar el speaking ante los demás. (112)	FGF9-5TH SEMESTER. Role-plays have helped us to improve the way we speak in order to interact with the rest of people. (112)
	FGF7-5TH SEMESTER. Lo que a mí más me gusta de los role-plays es que podemos desarrollar las habilidades para poder hablar en público. (113)	FGF7-5TH SEMESTER. What I like the most about role-plays is that we can develop the skills to be able to talk in public. (113)
Role-plays allow pronunciation practice	FGF7-5TH SEMESTER. Lo que a mí más me gusta...[con los role-plays] Podemos mejorar lo que es la pronunciación. (113)	FGF7-5TH SEMESTER. What I like the most...[with role-plays] we can improve pronunciation. (113)
	FGF11.5TH SEMESTER. A mí lo que... si me gusta hablarlos [role-plays] porque así uno va aprendiendo ciertas pronunciaciones de cada palabra porque uno piensa que se pronuncia de tal modo y en realidad no es así, tienen otras pronunciaciones.(115)	FGF11-5TH SEMESTER. What I like is to speak [in role-plays] because one is able to learn certain pronunciations since one thinks that it is pronounced in a way and in reality is not so, they have other pronunciations. (115)

P4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role-plays y por qué?

Q4. What likes you the most and the least when participating in role-plays and why?

Participating in role-plays decreases fear

Role-Plays resemble real-life situations

FGF3-5TH SEMESTER. Me gusta porque uno puede enfrente de las personas quitarse el miedo de hablar en inglés y nosotros podemos practicar y a veces hay escenarios que ocurren en nuestros trabajos. (110)

FGF3-5TH SEMESTER. I like it because we can get rid of the fear to speak English in front of people. We can practice and sometimes there are situations that happen in our jobs. (110)

P4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role-plays y por qué?

Q4. What likes you the most and the least when participating in role-plays and why?

Role-Plays allow weaknesses identification

FGF1-5TH SEMESTER. Lo que más me gusta es hablarlo [inglés] porque así de esa manera uno ve las falencias que tiene al decir cierta palabra. Lo que no me gusta de los role-plays es aprenderlos porque no le hallo el chiste de aprenderse una frase y decirlo porque vas a la siguiente clase y ya no te acuerdas. (107)

FGF1-5TH SEMESTER. What I like the most is to speak [English] because in that way one sees the mistakes when saying certain words. What I don't like about role plays is to learn them because it doesn't make sense to learn a phrase and say it because you go to the next class and you don't remember. (107)

Role-Plays allow speaking practice

FGF9-5TH SEMESTER. Los role-plays a nosotros nos ayuda a mejorar la manera de hablar para interactuar con las demás personas. Practicar el speaking ante los demás. Lo que no me gusta es hacerlo [role-plays] diariamente y al momento de escribirlo. (112)

FGF9-5TH SEMESTER. Role-plays help us to improve the way to speak in order to interact with the rest of people. Practice the speaking in front of others. What I don't like is doing it [role-plays] daily and when writing the script. (112)

Role-Plays allow pronunciation practice

FGF11-5TH SEMESTER. A mí lo que no me gusta es memorizarlos [role-plays] y si me gusta hablarlos [role-plays] porque así uno va aprendiendo ciertas pronunciaciones de cada palabra porque uno piensa que se pronuncia de tal modo y en realidad no es así, tienen otras pronunciaciones.(115)

FGF11-5TH SEMESTER. What I don't like is to memorize them [role-plays] and I like to speak [in role-plays] because in that way one is learning certain pronunciations of words because one thinks it is pronounced one way and in reality has a different pronunciation. (115)

Table 2.1.2 Category: Dislikes about role-plays

CODE	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
Memorization	FGF1-5TH SEMESTER. Lo que no me gusta de los role-plays es aprenderlos porque no le hallo el chiste de aprenderse una frase y decirlo porque vas a la siguiente clase y ya no te acuerdas. (107)	FGF1-5TH SEMESTER. What I don't like from role-plays is to learn them because it doesn't make sense to memorize a phrase and then in the next class it is forgotten. (107)
	FGF7-5TH SEMESTER. Lo que no me gusta es que... Uno los hace [role-plays], pero no los hace conscientemente, sino que al apuro y se los aprende de memoria....(114)	FGF7-5TH SEMESTER. What I don't like is that...One performs [role-plays], but unconsciously, in a hurry and by memorizing them... (114)
	FGF11.5TH SEMESTER. A mí lo que no me gusta es memorizarlos [role-plays]...(115)	FGF11.5TH SEMESTER. I don't like to memorize them [role-plays]...(115)
Monotonous	FGF7-5TH SEMESTER. Lo que no me gusta es que los role-plays son poco dinámicos y aveces no los comprende bien...(114)	FGF7-TH SEMESTER. What I don't like is that role-plays are not very dynamic and don't understand them well sometimes...(114)

P4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role-plays y por qué?

Q4. What likes you the most and the least when participating in role-plays and why?

Memorization

Monotonous

FGF7-5TH SEMESTER. Lo que no me gusta es que los role-plays son poco dinámicos y a veces no los comprendo bien. Uno los hace [role-plays], pero no los hace conscientemente, sino que al apuro y se los aprende de memoria. (114)

FGF7-5TH SEMESTER. What I don't like is that role-plays are not dynamic enough and sometimes I don't understand them well. One does them [role-plays], but not consciously. They are performed in a hurry and learned by memory. (114)

Table 2.1.3 Category: Advantages of using Role-Plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
	FGM1-5TH SEMESTER. En mi caso me ha ayudado bastante en lo que es la pronunciación de diferentes palabras. (108)	FGM1-5TH SEMESTER. It has helped me to improve the pronunciation of different words. (108)
	FGF7-5TH SEMESTER. ...[con los Role-Plays] podemos mejorar lo que es la pronunciación. (113)	FGF7-5TH SEMESTER. [with role-plays] we can improve the pronunciation. (113)
Role-plays allow pronunciation development	FGM3-5TH SEMESTER. Yo pienso que a través de los role-plays uno puede hablar y pronunciar las palabras como son. (116)	FGM3-5TH SEMESTER. I think that through role-plays one can speak and pronounce the words as they are. (116)
	FGF14-5TH SEMESTER. ...porque vamos aprendiendo... como se pronuncian palabras que hemos aprendido... (117)	FGF14-5TH SEMESTER...because we are learning how the words that we have learned are pronounced... (117)
	FGF2-5TH SEMESTER.... y por medio del role-play nos ayuda a muchas habilidades en la pronunciación (118)	FGF2-5TH SEMESTER...and through role-play we learn pronunciation skills (118)

	FGF3-5TH SEMESTER. La ventaja del role-play sería que nosotros podemos...aprender la pronunciación. (119)	FGF3-5TH SEMESTER. The advantage of role-plays would be that we can develop ourselves and learn the pronunciation. (119)
	FGF20-5TH SEMESTER. Yo comparto con la compañera y la ventaja es que uno va aprendiendo la pronunciación de ciertas palabras. (122)	FGF20-5TH SEMESTER. I share the opinion of my classmate and the advantage is that one is learning the pronunciation of certain words. (122)
Participating in role-plays decreases fear	FGF2-5TH SEMESTER. Porque esto nos permite romper paradigmas o sea el temor o el miedo que tenemos en el momento de conversar... (118)	FGF2-5TH SEMESTER. Because this allows us to break paradigms, in other words the fear that we have when we talk...(118)
	FGM1-5TH SEMESTER. Que fue una buena manera de poder expresarnos, de poder quitar el miedo de hablar en público. (140)	FGM1-5TH SEMESTER. It was a good way to express ourselves and to get rid of the fear of public speaking. (140)
Role-plays develop conversational skills	FGF3-5TH SEMESTER. La ventaja del role-play sería que nosotros podemos aprender a dialogar. Son como diálogos que se hacen con varias personas...(119)	FGF3-TH SEMESTER. The advantage of role-plays would be to be able to learn dialogues. They are like dialogues that are done with some people...(119)
	FGF1-5TH SEMESTER Por medio de este [role-plays] podemos revisar un diálogo y podemos desenvolvernos mejor a la hora de hablar. (121)	FGF1-5TH SEMESTER. Through this [role-plays] we can revise a dialogue and we can develop ourselves better when we speak. (121)
	FGM1-5TH SEMESTER. Sí comparto la opinión de mi compañera. .Nos ayuda bastante porque en si nuestro trabajo se trata de socializar con personas y los role plays nos ayuda porque siempre intervienen dos o más personas en cada role play. (120)	FGM1-5TH SEMESTER. I share the opinion of my classmate. It helps us a lot because our job is about socializing with people and role-plays helps us because there are always two or more people in each role-play. (120)

P5. ¿Piensas que los role-plays te dan diferentes situaciones y oportunidades para tu desarrollo y mejoramiento de tu speaking? ¿Por qué sí o por qué no?

Q5. Do you think role-plays give you different situations and opportunities for your development and improvement of your speaking skills? How?

Role-Plays allow pronunciation Development

FGF14-5TH SEMESTER. Si [los role-plays nos dan diferentes situaciones y oportunidades para el desarrollo y mejoramiento del speaking] porque vamos aprendiendo nuevas palabras, como se pronuncian palabras que hemos aprendido. Y ahí nos ayuda el profesor líder para orientarnos en lo que es pronunciación en inglés. (117)

FGF14-5TH SEMESTER. Yes [role-plays give us different situations and opportunities for the speaking development and improvement] because we are learning new words, how words that we have learned are pronounced. The teacher guides us in the English pronunciation. (117)

Participating in role-plays decreases fear

FGF2-5TH SEMESTER. Porque esto [participar en role-plays] nos permite romper paradigmas o sea el temor o el miedo que tenemos en el momento de conversar y por medio del role-play nos ayuda a muchas habilidades en la pronunciación. (118)

FGF2-5TH SEMESTER. Because [participating in role-plays] allow us to break paradigms or the fear we have at the moment of holding a conversation and through role-plays we develop many skills in the pronunciation. (118)

P6. Cuáles son las ventajas y desventaja de utilizar role plays para desarrollar habilidades del habla?

Q6. What are the advantages and disadvantages of using role-plays to develop speaking skills?

Role-plays develop conversational skills

FGM1-5TH SEMESTER. Sí comparto la opinión de mi compañera. Nos ayuda bastante porque en si nuestro trabajo se trata de socializar con personas y los role-plays nos ayuda porque siempre intervienen dos o más personas en cada role-play. Y lo veo en sentido

negativo, pero hasta cierto punto porque siempre nos vamos a equivocar. No siempre vamos a decir las cosas bien. Y por esas equivocaciones a veces por malas pronunciaciones a los compañeros les causa diversión o algo, empiezan a reírse y uno siente vergüenza y no quiere seguir hablando. (120)

FGM1-5TH SEMESTER. I share my classmate´s opinion. It helps us a lot because our job is about socializing with people and role-plays help us since there are always two or more people in each role-play. And I see it as negative, but until certain point, because we are always going to make mistakes. Not always we are going to say the things in the right way. And because of those mistakes sometimes because of mispronunciations, classmates laugh and one feels embarrassed and doesn't want to talk anymore. (120)

Table 2.1.4 Category: Disadvantages of using Role-Plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
	FGF20-5TH SEMESTER. O sea es cierto lo que dicen los compañeros no mediante role-plays porque a veces no es dinámico y entonces uno se aburre...(125)	FGF20-5TH SEMESTER. In other words, it is true what my classmates say, not only by role-plays because sometimes it is not dynamic and one tends to get bored... (125)
	FGF3-5 TH SEMESTER. Las desventajas es que se vuelve rutinario. (119)	FGF3-5TH SEMESTER. The disadvantages are that it becomes routinary. (119)
Monotonous	FGF1-5TH SEMESTER. y las desventajas podría ser que es muy rutinario. (121)	FGF1-5TH SEMESTER....and the disadvantages could be that it becomes routinary. (121)
	FGF10-5TH SEMESTER. Si llega aburrir, pero el compañero utilizó una palabra clave que “nos acostumbramos” y cuando uno se acostumbra a algo como que se vuelve rutinario y lo hacemos así como inconscientemente...Entonces yo creo que un role play podríamos hacerlo que sea nuestra única opción es caer en la rutina. (126)	FGF10-5TH SEMESTER. It tends to get boring, but my classmate used a keyword “accustomed” and when someone gets use to something, it becomes routinary and we do it unconsciously...Therefore, I believe that making role-plays our only option would be something routinary. (126)
	FGF10-5TH SEMESTER. ...no lo hacemos [role-plays] con el sentido de ya aprender términos nuevos, sino lo memorizamos.... (126)	FGF10-5TH SEMESTER...we don´t do it [role-play] with the sense to learn new words, but we memorize it...(126)

Memorization	FGF1-5TH SEMESTER. y uno se aprende el diálogo y hay cosas que uno se aprende, pero en si no sabe qué significado tienen. (121)	FGF1-5TH SEMESTER. and one learns the dialogue without knowing the meaning. (121)
	FGF20-5TH SEMESTER. ...Y como desventaja sería tener que memorizar. (122)	FGF20-5TH SEMESTER. ... and as a disadvantage would be to memorize. (122)
Embarrassment feeling interferes in role-plays participation	FGF3-5TH SEMESTER. ... También hay personas que se ríen porque hacen mal o puede hacer pasar vergüenza ... (119)	FGF3-5TH SEMESTER. ...There are also people that laugh because others make mistakes or make them feel embarrassed... (119)
	FGM1-5TH SEMESTER.Y lo veo en sentido negativo [role-plays], pero hasta cierto punto porque siempre nos vamos a equivocar. No siempre vamos a decir las cosas bien. Y por esas equivocaciones a veces, por malas pronunciaciones a los compañeros les causa diversión o algo, empiezan a reírse y uno siente vergüenza y no quiere seguir hablando. (120)	FGM1-5TH SEMESTER.and I see it [role-plays], but in a certain way because we are always going to make mistakes. Not always we are going to say the things right. And because of these mistakes sometimes because of wrong pronunciations, classmates make fun of that, they laugh, and therefore one gets embarrassed and doesn't want to continue talking. (120)

P7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role plays? ¿Por qué sí o por qué no?

Q7. *Do you think that the tourism students must practice speaking through role-plays? Why?*

Monotonous

Memorization

FGF10-5TH SEMESTER. Si llega aburrir, pero el compañero utilizó una palabra clave que “nos acostumbramos” y cuando uno se acostumbra a algo como que se vuelve rutinario y lo hacemos así como inconscientemente, no lo hacemos con el sentido de ya aprender términos nuevos, sino lo memorizamos y lo ponemos en práctica. Entonces yo creo que un role play podríamos hacerlo que sea nuestra única opción es caer en la rutina. Y podríamos

Puna respuesta de acuerdo a nuestro propio conocimiento sacar la respuesta improvisadamente en ese momento. (126)

FGF10-5TH SEMESTER. It tends to get boring, but my classmate used a keyword “accustomed” and when someone gets used to something, it becomes routinary and we do it unconsciously, we don't do it with the sense of learning new terms, but we memorize them and put them into practice. Therefore, I believe that making role-plays our only option would be something routinary. We could use other options such as listening to music, singing, presentations, etc. (126)

P6. ¿Cuáles son las ventajas y desventaja de utilizar role-plays para desarrollar habilidades del habla?

Q6. What are the advantages and disadvantages of using role-plays to develop speaking skills?

Embarrassment feeling interferences in role-plays participation

FGF3-5TH SEMESTER. La ventaja del role-play sería que nosotros podemos desenvolvemos, podemos aprender la pronunciación, aprender a dialogar. Son como diálogos que se hacen con varias personas. Las desventajas es que se vuelve rutinario. También hay personas que se ríen porque hacen mal o puede hacer pasar vergüenza. (119)

FGF3-5TH SEMESTER. The advantage of role-plays is that we are able to develop ourselves, learn the pronunciation, and learn to hold a conversation. They are like dialogues that are performed with some people. The disadvantages are that they become routinary. There are also people who laugh when someone makes mistakes or they can make the role-play participant feel embarrassed. (119)

Table 2.1.5 Category: Use of role-plays in tourism courses

CODE	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
	FGM1-5TH SEMESTER. Sí, yo comparto el criterio de la compañera. Nos ha ayudado bastante porque nos ha ayudado	FGM1-5TH SEMESTER. I think so too. It has helped us a lot because we have developed ourselves in each situation...For example, we started by

Role-plays develop conversational skills	a desarrollarnos en cada situación que se nos presenta. Por ejemplo hemos hecho role-plays iniciando saludos hacia el turista, luego fuimos avanzando, incluso ya ofreciéndole lugares turísticos y en sí seguimos avanzando. Nos ayuda bastante porque eso es lo que vamos a necesitar en un mañana. (139)	participating in role-plays greeting tourists, then offering touristic places, and so on. It helps us a lot because this is what we are going to need in the future. (139)
	FGF14-5TH SEMESTER. Bueno yo encontré como constructivo de que las exposiciones que se daban en los role plays eran acerca de nuestra carrera como guía turístico, de cómo hacer reservaciones y cosas así. Y para mí es muy instructivo porque nos permite desarrollarnos y va relacionado con el turismo. (141)	FGF14-5TH SEMESTER. I found as constructive that the role-plays were related to our career as a tour guide, how to make reservations, and things like that. For me was very instructive because it allowed me to develop myself in a context related to tourism. (141)

P10. ¿Qué encontraste como constructivo en los role-plays?

Q10. *What did you find as constructive in role-plays?*

Role-Plays develop conversational skills

FGM1-5TH SEMESTER. Si yo comparto el criterio de la compañera. Nos ha ayudado bastante porque nos ha ayudado a desarrollarnos en cada situación que se nos presenta. Por ejemplo hemos hecho role-plays iniciando saludos hacia el turista, luego fuimos avanzando, incluso ya ofreciéndole lugares turísticos y en sí seguimos avanzando. Nos ayuda bastante porque eso es lo que vamos a necesitar en un mañana. (139)

FGM1-5TH SEMESTER. I think so, too. It has helped us a lot because we have developed ourselves in each situation. For example, we started by participating in role-plays greeting tourists, then offering touristic places, and so on. It helps us a lot because this is what we are going to need in the future. (139)

Table 2.1.6 Category: Recommendations for the use of Role-Plays

CODES	SPANISH TRANSCRIPTTION	ENGLISH TRANSLATION
Dynamic role-plays	FGF2-5TH SEMESTER. Una de las recomendaciones sería es que ya que hay role-plays, que estos sean dinámicos. (127)	FGF2-5TH SEMESTER. One of the recommendations would be that role-plays should be dynamic. (127)
	FGM3-5TH SEMESTER Nuestro escenario sea algo divertido algo dinámico y no que sea aburrido. (132)	FGM3-5TH SEMESTER. Our context should be something fun and dynamic and not something boring. (132)
	FGM3-5TH SEMESTER. y al momento de desarrollar este role-play sea una manera más dinámica y adecuada. (130)	FGM3-5TH SEMESTER. At the moment to perform this role-play, they should be dynamic and adequate. (130)
	FGM3-5TH SEMESTER. Yo considero que una recomendación sería que al momento de crear los role-plays que cada quien los haga según a su criterio, según el tema que a uno más le gusta para que así pueda ser más dinámico. (130)	FGM3-5TH SEMESTER. I consider that a recommendation would be that at the moment to create the role-plays, each person does it according to his or her idea, according to the topic that most interest him or her, so it becomes more dynamic. (130)
	FGF10-5TH SEMESTER. En cuanto al role-play podemos hacer de un tema que a nosotros nos interesa que no nos encasillemos en un tema determinado que nos obligue a nosotros buscar términos y vocabulario de acuerdo al tema, sino que sea un tema que a nosotros nos motive y podamos utilizar nuestras propias palabras. (131)	FGF10-5TH SEMESTER. Regarding role-plays, we can develop a topic that interest us, instead of focusing in a specific topic that make us look for terms and vocabulary according to the topic, but a topic that motivates us and that we can use our own words. (131)
	FGF1-5TH SEMESTER... y como dijo el compañero mediante eso podemos adecuar el escenario y hacer como si fuera en la vida real. (129)	FGF1-5TH SEMESTER ...and as my classmate said, through that we can adequate the situation and make it as it were real. (129)
	FGF1-5TH SEMESTER Podría ser interactuar con los profesores mediante los role-plays, o sea los estudiante y los docentes. (129)	FGF1-5TH SEMESTER Could be to interact with the teachers through role-plays. In other words, between students and teachers. (129)
FGM3-5TH SEMESTER. y pueda haber una mejor interacción entre las personas. (130)	FGM3-5TH SEMESTER. And there could be a better interaction between people. (130)	

Increase Interaction	FGF2-5TH SEMESTER. y saber poder interactuar y pronunciarlos. (127)	FGF2-5TH SEMESTER. Learn to interact and pronounce the words. (127)
Role-plays as a complementary activity for speaking practice	FGM3-5TH SEMESTER. Mi recomendación sería buscar nuevas estrategias como anteriormente decían nuestras compañeras. (132)	FGM3-5TH SEMESTER. My recommendation would be to look for new strategies as mentioned by our classmates. (132)
	FGM1-5TH SEMESTER. Eso conversábamos con nuestra compañera. Lo que es speaking como un complemento... (123)	FGM1-5TH SEMESTER. We were talking about this with my classmate. In relation to speaking, as a complement...(123)
	FGF1-5TH SEMESTER. No necesariamente mediante role plays, sino mediante otras interacciones sería cantando o que se yo exposiciones, pero no necesariamente role plays. (124)	FGF1-5TH SEMESTER. Not necessarily through role-plays, but through other interaction such as singing or presentations, but not necessarily through role-plays. (124)

P8. ¿Cuáles serían tus recomendaciones para la utilización de role plays en la clase de inglés en la carrera de turismo? ¿Qué crees que se debe mejorar?

Q8. What would be your recommendations for the use of role-plays in the English class in the tourism career? What do you think it should be improved?

Dynamic Role-Plays

FGF2-5TH SEMESTER. Una de las recomendaciones sería es que ya que hay role plays, que estos sean dinámicos y saber poder interactuar y pronunciarlos. (127)

FGF2-5TH SEMESTER. One of the recommendations would be to make role-plays more dynamic and know how to interact and pronounce them. (127)

Increase interaction

FGM3-5TH SEMESTER. Yo considero que una recomendación sería que al momento de crear los role-plays que cada quien los haga [role-plays] según a su criterio, según el tema que a uno más le gusta para que así pueda ser más dinámico y pueda haber una mejor interacción entre las personas y al momento de desarrollar este role-play sea una manera más dinámica y adecuada. (130)

FGM3-5TH SEMESTER. I consider that one recommendation would be that when creating role-plays. Each person makes them [role-plays] according to his or her judgment, according to the topic that one most like, so it becomes more dynamic and would be a better interaction between people. Consequently, role-plays become more dynamic. (130)

P7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role plays? ¿Por qué sí o por qué no?

Q7. Do you consider that the tourism students should practice their speaking through role-plays? Why or why not?

Role-plays as a complementary activity for speaking practice

FGM1-5TH SEMESTER. Eso conversábamos con nuestra compañera. Lo que es speaking como un complemento porque en la realidad hay varias maneras para tener una mejor pronunciación. Por ejemplo mi compañera me dice que ha aprendido también cantando canciones en inglés. O sea pensamos que es un complemento muy importante. Es importante porque lo hacen dinámico y tú te acostumbras a eso porque ese va ser tu trabajo socializar con personas. (123)

FGM1-5TH SEMESTER. We were talking about this with my classmate. In relation to speaking, as a complement because in fact there are different ways to have a better pronunciation. For example, my classmate tells me that she has also learned by singing English songs. In other words, it is a very important complement. It is important because it turns dynamic and you get accustomed to that because that will be your job to socialize with people. (123)

Table 2.1.7 Category: Objective of role-plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
	FGF1-5TH SEMESTER. Los role-plays ha logrado el objetivo de perder el miedo de hablar en inglés y hablar frente a un grupo de personas. Pienso que ese temor poco a poco va yéndose atrás y nosotros podremos expresarnos con mayor facilidad y así poder entrar en confianza y poder pronunciar	FGF1-5TH SEMESTER. Role-plays have accomplished the objective of losing fear of talking in front of a group of people. I think that we are getting rid of that fear little by little, and we can express ourselves with more easiness and become confident and able to

	correctamente las palabras sin miedo a equivocarnos. (133)	pronounce the words correctly, without being afraid to make mistakes. (133)
Enhance speaking Confidence and decrease fear	FGF2-5TH SEMESTER. Yo creo que sí está cumpliendo el objetivo, pero no totalmente porque todavía hay compañeros que les atemoriza hablar el inglés frente al profesor y frente a los compañeros por el miedo de equivocarse o se rían por mala pronunciación y cosas así, pero poco a poco este objetivo se ha de ir construyéndose y cumpliéndose. (134)	FGF2-5TH SEMESTER. I believe that the objective is being accomplished, but not totally because there are still classmates who are afraid to speak English in front of the teacher and other classmates for fear of being wrong or that others laugh because of their mispronunciation and things like that. However, little by little this objective is being obtained. (134)
	FGF10-5TH SEMESTER. Yo creo que en si el objetivo fue que nosotros perdamos el miedo y que nos desenvolvamos ante la gente y frente a otras personas dominando el inglés. Yo creo que el objetivo se está logrando porque hemos practicado lo suficiente como para perder el miedo y la vergüenza principalmente,.. El miedo y la vergüenza yo digo que ya nos hemos equivocado tanto que ya solo es de poner en práctica lo que hemos aprendido. (136)	FGF10-5TH SEMESTER... I believe that the objective is being accomplished because we've been practicing enough to lose the fear and shame principally. Now it depends of us to get prepared by learning new terms in order to apply them. I believe that we have made so many mistakes, that we just have to put into practice what we have learned into practice. (136)
	FGM3- 5TH SEMESTER. Lo mismo. Yo estoy de acuerdo con la compañera. Es verdad que poco a poco se va perdiendo el miedo a medida que se va a realizar el role-play y con esto nos ha fomentado un nuevo cambio para todos los estudiantes de aquí y así nos ayuda mucho en todo. (137)	FGM3-5TH SEMESTER. I think so. I agree with my classmate. It is true that gradually we are losing fear by participating in role-plays and the changes are evident. (137)
	FGF20-5TH SEMESTER. Yo pienso que sí. Uno poco a poco va logrando el objetivo de aprender a dominar ciertas palabras en inglés y eso. (138)	FGF20-5TH SEMESTER. I think so. Little by little the objective of learning to dominate certain English words is being accomplished. (138)

P9. ¿Cuál piensas fue el objetivo de los role-plays? ¿Piensas que logró su objetivo?

Q9. *What do you think was the objective of the role-plays? Do you think the objective was reached?*

Enhance speaking confidence and decreases fear

FGF1-5TH SEMESTER. Los role-plays han logrado el objetivo de perder el miedo de hablar en inglés y hablar frente a un grupo de personas. Pienso que ese temor poco a poco va yéndose atrás y nosotros podremos expresarnos con mayor facilidad y así poder entrar en confianza y poder pronunciar correctamente las palabras sin miedo a equivocarnos.

(133)

FGF1-5TH SEMESTER. Role-plays have accomplished the objective of losing fear of talking in front of a group of people. I think that we are getting rid of that fear little by little, and we can express ourselves with more easiness and become confident and able to pronounce the words correctly, without being afraid to make mistakes. (133)

5.3.3 Findings from the individual interviews

Table 2.2 shows the category called “*Likes about role-plays*” which originated from the answers provided by the students to the fourth question; the category “*Dislikes about role-plays*” was made from the answers of the fourth question; the category “*Advantages of role-plays*” resulted from the answers of the fifth, sixth, seventh and tenth questions; the category “*Disadvantages of role-plays*” resulted from the answers of the sixth and seventh questions; the category “*Recommendations for the use of role-plays*” resulted from the answers of the seventh and eighth questions. Finally, the category “*Objective of Role-Plays*” was produced from the answers of the ninth question. Next to each category there are their corresponding codes.

Table 2.2 Categories and Codes of individual interviews (second intervention)

CATEGORY	CODES
Likes about role-plays	Role-plays allow vocabulary development
	Role-plays promote interaction
Dislikes about role-plays	Mispronunciation limits speaking
	Memorization

Advantages of using role-plays	<ul style="list-style-type: none"> Role-plays resemble real-life situations Role-plays develop conversational skills Role-plays allow speaking practice Role-plays allow pronunciations development Role-plays promote learning Role-plays allow vocabulary development Participating in role-plays decreases fear
Disadvantages of using role-plays	<ul style="list-style-type: none"> Fear interferes in role-plays participation Embarrassment feeling interfere in role-plays participation Mispronunciation interferes speaking in role-plays
Use of role-plays in tourism courses	<ul style="list-style-type: none"> Role-plays allow learning by doing Role-plays allow speaking practice Role-plays allow vocabulary development Role-plays promote ZPD
Recommendations for the use of role-plays	<ul style="list-style-type: none"> Dynamic role-plays Pronunciation practice Role-plays as a complementary activity More role-plays More vocabulary
Objective of role-plays	<ul style="list-style-type: none"> Develop conversational skills Enhance speaking confidence and decreases fear Improve pronunciation

Table 2.2.1 Category: Likes about Role-Plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
Role-Plays allow vocabulary development	IF2-7TH SEMESTER. Lo que más me gusta es aprender palabras nuevas y términos nuevos en el idioma inglés. (150)	IF2-7TH SEMESTER. What I like the most is to learn new English words. (150)
	IF5-7TH SEMESTER. Lo que más me gusta es aprender nuevos vocabularios, nuevas frases, aprender a traducir cada palabra. (174)	IF5-7TH SEMESTER. What I like the most is to learn new vocabulary, new phrases, learn to translate each word. (174)
Role-Plays promote interaction	IF1-7TH SEMESTER. Lo que más me gusta es que es interactivo. (143)	IF1-7TH SEMESTER. I like the interaction the most. (143)
	IF6-7TH SEMESTER. Lo que más me gusta es la interacción que tengo en una conversa en un role-play. La interacción o sea aprender y conversar con las demás personas. (182)	IF6-7TH SEMESTER. What I like the most is the interaction that I have during a conversation in a role-play. The interaction, in other words to learn and talk with other people. (182)

P9. ¿Cuál piensas fue el objetivo de los role-plays? ¿Piensas que logró su objetivo?

Q9. What do you think was the objective of the role-plays? Do you think the objective was reached?

Role-Plays allow vocabulary development

IF5-7TH SEMESTER. Lo que más me gusta es aprender nuevos vocabularios, nuevas frases, aprender a traducir cada palabra. (174)

IF5-7TH SEMESTER. What I like the most is to learn new vocabulary, new phrases, learn to translate each word. (174)

P4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role-plays y por qué?

Q4. What likes you the most and the least when participating in role-plays and why?

Role-Plays promote interaction

IF6-7TH SEMESTER. Lo que más me gusta es la interacción que tengo en una conversa en un role-play. La interacción o sea aprender y conversar con las demás personas. (182)

IF6-7TH SEMESTER. What I like the most is the interaction that I have during a conversation in a role-play. The interaction, in other words to learn and talk with other people. (182)

Table 2.2.2 Category: Dislikes about Role-Plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
Mispronunciation	IF1-7TH SEMESTER. Lo que más me disgusta es que no sé pronunciar bien y por esa razón se me complica más la pronunciación. (143)	IF1-7TH SEMESTER. What I dislike the most is that I don't know to pronounce well and for that reason the pronunciation is more complicated for me. (143)
	IF3-7TH SEMESTER. ... El equivocarse al pronunciar una palabra. (158)	IF3-7TH SEMESTER. ..Because of mispronunciation. (158)
Memorization	IF2-7TH SEMESTER. ...Lo que menos me gusta es a veces la dificultad que tengo para aprenderme textos grandes en cuanto al role-play. (150)	IF2-7TH SEMESTER. ...What I like the least is that sometimes it is very difficult to learn long texts for the role-plays. (150)

P4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role-plays y por qué?

Q4. What likes you the most and the least when participating in role-plays and why?

Mispronunciation

IF1-7TH SEMESTER. Lo que más me disgusta es que no sé pronunciar bien y por esa razón se me complica más la pronunciación. Lo que más me gusta es que es interactivo.(143)

IF1-7TH SEMESTER. What I dislike the most is that I don't know to pronounce well and for that reason the pronunciation is more complicated. What I like the most is that it is interactive. (143)

Memorization

IF2-7TH SEMESTER. Lo que más me gusta es aprender palabras nuevas y términos nuevos en el idioma inglés. Lo que menos me gusta es a veces la dificultad que tengo para aprenderme textos grandes en cuanto al role-play. (150)

IF2-7TH SEMESTER. What I like the most is to learn new words and terms in English.

What I like the least is that sometimes it is very difficult for me to learn long texts for the role-plays. (150)

Table 2.2.3 Category: Advantages of using Role-Plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
Role-Plays resemble real life situations	IF1-7TH SEMESTER. Sí [role-plays da situaciones y oportunidades para el desarrollo y mejoramiento del speaking] porque ponemos en práctica lo que hemos aprendido. Nos da una visión de lo que puede ser en la profesión. (144)	IF1-7TH SEMESTER. I think so [role-plays give situations and opportunities for speaking development and improvement] because we put into practice what we have learned. It gives us a vision of what it can be like in the profession. (144)
	IF3-7TH SEMESTER. ...Otra ventaja es que uno se familiariza hacerlo y eso lo tomamos como si fuera la vida real. (160)	IF3-7TH SEMESTER. ... Another advantage is that one familiarizes with the participation of role-plays and we do it as in real life situations. (160)
	IF4-7TH SEMESTER. Las ventajas es que conoceré, para mi será fomentar mi estudio en algo positivo que yo así podré en un futuro trabajar y será para beneficio mío. (168)	IF4-7TH SEMESTER. The advantages is that I will know. For me it will be to promote my studies in something positive and in that way I will be able to work and it will be very beneficial for me. (168)
	IF3-SEVENTH SEMESTER. Académicamente el desenvolverse en varias áreas, ya sea en lo que es restaurante, hotel, agencia de viaje, o sea en distintas actividades que se realizan a diario. (165)	IF3-SEVENTH SEMESTER. Academically to develop ourselves in different areas such as restaurants, hotels, travel agency. In other words, in different activities which are done daily. (165)
Role-plays develop conversational skills	IF2-7TH SEMESTER. Si eso [role-plays] ayuda mucho... para...comunicarnos mejor en el idioma inglés. (151)	IF2-7TH SEMESTER. That [role-plays] helps a lot... in order to communicate better... in the English language. (151)
	IF6-SEVENTH SEMESTER. Por medio de los role-plays yo puedo establecer una conversación.... (191)	IF6-SEVENTH SEMESTER. Through role-plays, I can establish a conversation ...(191)
	IF1-7TH SEMESTER. Hay más ventajas, porque es interactivo. (145)	IF1-7TH SEMESTER. There are more advantages because it is interactive. (145)
	IF6-7TH SEMESTER. Una ventaja que...mmmmm...desarrollas la habilidad del habla. (186)	IF6-7TH SEMESTER. An advantage is that it develops speaking skills. (186)
Role-plays allow	IF2-7TH SEMESTER. Las ventajas serían aprender a tener un mejor speaking...(152)	IF2-7TH SEMESTER. The advantages would be to have a better speaking...(152)

speaking practice	IF6-7TH SEMESTER. Pienso que sí porque mediante este nuevo recurso que es el role-play me permite desarrollar habilidades por medio del speaking...(185)	IF6-7TH SEMESTER. I think so because through this new resource called role-play I am allowed to develop skills through speaking... (185)
Role-plays allow pronunciation development	IF6-7TH SEMESTER. ...mediante este nuevo recurso que es el role-play me permite...aprender más la pronunciación. (185)	IF6-7TH SEMESTER. ... Through this new resource called role-play...I learn pronunciation. (185)
Role-plays promote learning	IF5-7TH SEMESTER. Sí, es muy importante que practiquen en role-plays porque creo que es algo muy completo por lo cual los estudiantes podrían aprender mucho. (177)	IF5-7TH SEMESTER. Yes, it is very important to practice through role-plays because I believe that is something complete through which students could learn a lot. (177)
	IF6-7TH SEMESTER. ...mediante este nuevo recurso que es el role-play me permite.... poder aprender más... (185)	IF6-7TH SEMESTER. ...through this new resource called role-play...I am able to learn more...(185)
	IF6-7TH SEMESTER. Por medio de los role plays yo puedo...intercambiar conocimiento o adquirir nuevos conocimientos. (191)	IF6-7TH SEMESTER. Through role-plays I am able to exchange knowledge or acquire new knowledge. (191)
Role-Plays allow vocabulary development	IF4-SEVENTH SEMESTER. Aprendí palabras nuevas, frases nuevas en inglés...(172)	IF4-SEVENTH SEMESTER. I learned new English words and phrases... (172)
Participating in role-plays decreases fear	IF5-7TH SEMESTER. Incluso con el miedo a hablar en público nos ayuda muchísimo. (176)	IF5-7TH SEMESTER.It helps us to overcome fear. (176)
	IF3-7TH SEMESTER Las ventajas es perder miedo delante de las demás personas...(160)	IF3-7TH SEMESTER. The advantage is to lose fear in front of the rest of people... (160)

P10. ¿Qué contraste como constructivo en los role-plays?

Q10. What did you find as constructive in role-plays?

Role-Plays resemble real-life situations

IF3-7TH SEMESTER. Académicamente el desenvolverse en varias áreas, ya sea en lo que es restaurante, hotel, agencia de viaje, o sea en distintas actividades que se realizan a diario. (165)

IF3-7TH SEMESTER. Academically the performance in different areas such as restaurant, hotel, travel agencies. In other words, in different activities which take place daily. (165)

P10. ¿Qué encontraste como constructivo en los role-plays?

Q10. What did you find as constructive in role-plays?

Role-Plays develop conversational skills

Role-Plays promote learning

IF6-7TH SEMESTER. Por medio de los role plays yo puedo establecer una conversación y de esa manera intercambiar conocimiento o adquirir nuevos conocimientos. (191)

IF6-7TH SEMESTER. Through role-plays I can establish a conversation and in that way exchange knowledge or acquire new ones. (191)

P5. ¿Piensas que los role-plays te dan diferentes situaciones y oportunidades para tu desarrollo y mejoramiento de tu speaking? ¿Por qué sí o por qué no? Y ¿cómo?

Q5. Do you think role-plays give you different situations and opportunities for your development and improvement of your speaking skills? How?

Role-Plays allow speaking practice

Role-Plays allow pronunciation development

IF6-7TH SEMESTER. Pienso que sí [los role plays dan diferentes situaciones y oportunidades para el desarrollo y mejoramiento del speaking] porque mediante este nuevo recurso que es el role-play me permite desarrollar habilidades por medio del speaking y poder aprender más y aprender más la pronunciación. (185)

IF6-7TH SEMESTER. I think so [role-plays provide different situations and opportunities for the speaking development and improvement] because through this new resource which is role-play I am allowed to develop skills through speaking and be able to learn more about English pronunciation. (185)

P10. ¿Qué encontraste como constructivo en los role-plays?

Q10. What did you find as constructive in role-plays?

IF4-7TH SEMESTER. Aprendí palabras nuevas, frases nuevas en inglés. También en lo que son diálogos. Formar diálogos completos de una situación. (172)

IF4-7TH SEMESTER. I learned new words and phrases in English. Also the dialogues. Make complete dialogues of a situation. (172)

P6. ¿En tu opinión cuáles son las ventajas y desventajas de utilizar role-plays en referencia al desarrollo del habla en inglés?

Q6. What are the advantages and disadvantages of using role-plays to develop speaking skills?

Participating in role-plays decreases fear

IF3-7TH SEMESTER. Las ventajas es perder miedo delante de las demás personas. Otra ventaja es que uno se familiariza hacerlo [role-plays] y eso lo tomamos como si fuera la vida real. En cuanto a desventajas podría ser el equivocarse. Que los nervios ataquen y que las otras personas se burlen y ya no poder salir más y quedarse con eso. (160)

IF3-7TH SEMESTER. The advantage is to lose fear in front of the rest of people. Another advantage is that one becomes familiarized to participate [in role-plays] and we take it as if it were real life. Regarding disadvantages would be to make mistakes. That one becomes anxious and that other people make fun and not being able to participate more. (160)

Table 2.2.4 Category: Disadvantages of using Role-Plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
Fear interferes in role-plays participation	IF5- 7TH SEMESTER. Luego en cuanto a las desventajas para quien le tiene miedo a hablar al frente es una desventaja porque no va a poder desempeñarse muy bien. (176)	IF5-7TH SEMESTER. Regarding the disadvantage, a person who is afraid to speak in front of others will not be able to perform very well. (176)

Embarrassment feeling interferes in role-plays participation	IF3-7TH SEMESTER. ... Que los nervios ataquen y que las otras personas se burlen y ya no poder salir más y quedarse con eso. (160)	IF3-7TH SEMESTER. ...that nervousness attack. Another disadvantage is that other people make fun of us and not being able to participate more. (160)
Mispronunciation interferes speaking in role-plays	IF6-7TH SEMESTER...y como desventaja que te puede fallar en cuanto a su pronunciación. (186)	IF6-7TH SEMESTER. As a disadvantage would be mispronunciation. (186)

P6. ¿En tu opinión cuáles son las ventajas y desventajas de utilizar role-plays en referencia al desarrollo del habla en inglés?

Q6. What are the advantages and disadvantages of using role-plays to develop speaking skills?

Fear interferes in role-plays participation

IF5-7TH SEMESTER. Bueno en cuanto ventajas, nos [role-plays] ayuda muchísimo en lo que es el vocabulario, grammar. Incluso con el miedo a hablar en público nos ayuda muchísimo. Luego en cuanto a las desventajas para quien le tiene miedo a hablar al frente es una desventaja porque no va a poder desempeñarse muy bien. (176)

IF5-7TH SEMESTER. Regarding advantages, it [role-play] help us a lot in vocabulary and grammar. It also help us with the fear of public speaking. It is a disadvantage to participate in role-plays, for people who are afraid to speak in front of others because he or she will not be able to perform well. (176)

Embarrassment feeling interferes in role-plays participation

IF3-7TH SEMESTER. Las ventajas es perder miedo delante de las demás personas. Otra ventaja es que uno se familiariza hacerlo [role-plays] y eso lo tomamos como si fuera la vida real. En cuanto a desventajas podría ser el equivocarse. Que los nervios ataquen y que las otras personas se burlen y ya no poder salir más y quedarse con eso. (160)

IF3-7TH SEMESTER. The advantage is to lose fear in front of the rest of people. Another advantage is that one becomes familiarized to participate [in role-plays] and we take it as

it were real life. Regarding disadvantages would be to make mistakes. That one becomes anxious and that other people make fun of our errors and not being able to participate more. (160)

Mispronunciation interferes speaking in role-plays

IF6-7TH SEMESTER. Una ventaja que...mmmmm...desarrollas la habilidad del habla y como desventaja que te puede fallar en cuanto a su pronunciación, (186)

IF6-7TH SEMESTER. An advantage is that speaking development develops and as a disadvantage, mispronunciation might occur. (186)

Table 2.2.5 Category: Use of Role-Plays in tourism courses

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
	IF1-7TH SEMESTER. Si se puede practicar mediante los role plays, porque como ya dije se practica de lo aprendido. (146)	IF1-7TH SEMESTER. It is possible to practice through role-plays, because, as I said, learners practice from what it was learned. (146)
Role-plays allow learning by doing	IF6-7TH SEMESTER. Creo que sí sería muy interesante ya que mediante esta habilidad podríamos aplicar en turismo. (187)	IF6-7TH SEMESTER. I believe it would be very interesting because through this skill, we could apply in tourism. (187)
Role-plays allow speaking practice	IF2-7TH SEMESTER. Nos ayuda bastante porque nosotros como profesionales del turismo debemos desarrollar un idioma, y el idioma inglés debemos practicarlo bastante y los role plays son una buena manera de practicar...(153)	IF2-7TH SEMESTER. It helps us a lot because we as tourism professionals must develop a language, and the English language must be practiced a lot. Therefore, role-plays are a good way to practice ...(153)
Role-plays allow vocabulary development	IF4-7TH SEMESTER. Creo que sí deberíamos estudiar [mediante role-plays] porque veo que nos ayuda muchísimo en lo que es poder familiarizarnos con palabras en inglés...(169)	IF4-7TH SEMESTER. I believe that we must study [through role-plays] because I see that it helps us a lot to get familiarized with English words...(169)
	IF2-7TH SEMESTER. ...porque con otra compañera nos ayudamos [en los role-plays]. (153)	IF2-7TH SEMESTER. ...because with another classmate we help each other [in the role-plays]. (153)

Role-plays promote ZPD	<p>E. Se ayudan. O sea tú piensas que esa parte de la cooperación y colaboración cuando preparan, cómo es cuando ustedes preparan en conjunto o en pareja los role-plays? ¿Cómo se ayudan? ¿De qué forma?</p> <p>IF2-7TH SEMESTER. Nos ayudamos en algunas palabras que nos olvidamos o no sabemos pronunciar y tenemos más seguridad para hablar. (154)</p>	<p>I. You help each other. In other words, cooperation and collaboration when preparing role-plays. How is it when you prepare role-plays as a group or in pairs? How do you help each other? In what way?</p> <p>IF2-7TH SEMESTER. We help each other in some words that we forget or we don't know how to pronounce. In that way we have more confidence when talking. (154)</p>
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P7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role plays? ¿Por qué sí o por qué no?

Q7. Do you consider that the tourism students should practice their speaking through role-plays? Why or why not?

Role-Plays allow learning by doing

IF1-7TH SEMESTER. Si se puede practicar mediante los role-plays, porque como ya dije se practica de lo aprendido. Se practica el speaking, el grammar, todo en conjunto para el role play. También hay talleres para poder seguir los listenings y facilita mucho a las personas que están aprendiendo inglés. (146)

IF1-7TH SEMESTER. It is possible to practice through role-plays, because, as I said, learners practice from what it was learned. Speaking, grammar and everything is practiced through role-plays. There are also workshops to follow the listening and it helps a lot to the people who are learning English. (146)

Role-Plays allow speaking practice

IF2-7TH SEMESTER. Nos [role-plays] ayuda bastante porque nosotros como profesionales del turismo debemos desarrollar un idioma, y el idioma inglés debemos practicarlos bastante y los role plays son una buena manera de practicar, porque con otra compañera nos ayudamos. (153)

IF2-7TH SEMESTER. *It [role-plays] helps us a lot because as tourism professionals we must develop a language, and the English language must be practiced a lot. Therefore, role-plays are a good way to practice because with another classmate we help each other. (153)*

Role-Plays allow vocabulary development

IF4-7TH SEMESTER. *Creo que sí deberíamos estudiar porque veo que nos ayuda muchísimo [practicar el speaking mediante role-plays] en lo que es poder familiarizarnos con palabras en inglés, conocimientos en inglés y para un futuro es beneficioso. (169)*

IF4-7TH SEMESTER. *I believe that we must study because I see that it helps us a lot [practice speaking through role-plays] to get familiarized with English words, English knowledge and it is beneficial for the future (169).*

Role-Plays promote ZPD

E. *Se ayudan. O sea tú piensas que esa parte de la cooperación y colaboración cuando preparan, cómo es cuando ustedes preparan en conjunto o en pareja los role plays? ¿Cómo se ayudan? ¿De qué forma?*

IF2-7TH SEMESTER. *Nos ayudamos en algunas palabras que nos olvidamos o no sabemos pronunciar y tenemos más seguridad para hablar. (154)*

I. You help each other. In other words, cooperation and collaboration when preparing role-plays. How is it when you prepare role-plays as a group or in pairs? How do you help each other? In what way?

IF2-7TH SEMESTER. *We help each other in some words that we forget or we don't know how to pronounce. In that way we have more confident when talking. (154)*

Table 2.2.6 Category: Recommendations for the use of role-plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
	IF1-7TH SEMESTER. Mejorar un poco la participación. Ser más dinámico y fluido en el momento de la participación en los role-plays. Esa	IF1-7TH SEMESTER. Improve a little bit the participation. Be more dynamic and fluent when participating in the role-plays. That

Dynamic role-plays	sería mi recomendación de ambas partes [profesores y estudiantes], porque si una parte no está de acuerdo no sirve de nada. Ambos deben trabajar en conjunto para ser más dinámico y fluido. (147)	would be my recommendation for both parts [teachers and students]. Because if one of them does not agree, then it's not worth it. Both must work together to become more dynamic and fluent. (147)
Pronunciation practice	IF2-7TH SEMESTER. Creo que se debe mejorar un poco la pronunciación. Que el maestro nos diga más cómo pronunciar algunas palabras. Que nos corrija...(155)	IF2-7TH SEMESTER. I believe that pronunciation must be improved a little. The teacher should tell us how some words are pronounced. She needs to correct us...(155)
	IF6-7TH SEMESTER.... Deberían de darnos...más a fondo la pronunciación. (188)	IF6-7TH SEMESTER ...we should be taught pronunciation more deeply.
Role-plays as a complementary activity for speaking practice	IF3-7TH SEMESTER. Se debe mejorar el speaking porque esa es la parte fundamental para poder salir hacer un role-play, o sea que los profesores ya no nos enseñan lo que es la gramática, sino cómo pronunciar las palabras y cómo poder hablar directamente con una persona. (162)	IF3-7TH SEMESTER. Speaking should be improved because it is an essential part in order to perform in a role-play. In other words, the teachers should not teach us grammar any more, but how to pronounce the words and how to speak directly with a person. (162)
	IF3-7TH SEMESTER. A parte de los role-plays podría ser que se hagan más dramatizaciones, pero en forma más larga como por ejemplo en una agencia de viajes. Tener el área...es decir hacerlo en la vida real si es posible. (161)	IF3-7TH SEMESTER. Besides role-plays, there should be more dramatizations, but in a longer way such as in a travel agent. In other words, doing it in real life, if it's possible. (161)
More Role-plays	IF4-SEVENTH SEMESTER. ... Recomendaría más ejercicios de role-plays... en el speaking que es otra falencia que tengo, pero creo que eso me ayudará bastante. (170)	IF4-SEVENTH SEMESTER ... I would recommend more exercises of role-plays that will help improve...speaking which is a drawback that I have, but I believe role-plays will help me a lot. (170)
More vocabulary	IF5-7TH SEMESTER. Creo que nos deberían dar un poco más de vocabulario. (178)	IF5-7TH SEMESTER. I believe that they must give us a little more vocabulary. (178)
	IF6-SEVENTH SEMESTER. mmmmm. Este. Deberían de darnos más vocabulario...(188)	IF6-7TH SEMESTER. We should be taught more vocabulary...(188)

P8. ¿Cuáles serían tus recomendaciones para la utilización de los role plays en la carrera de turismo? ¿Qué crees que se debe mejorar?

Q8. What would be your recommendations for the use of role-plays in the English class in the tourism career? What do you think it should be improved?

Dynamic Role-Plays

IF1-7TH SEMESTER. Mejorar un poco la participación. Ser más dinámico y fluido en el momento de la participación en los role plays. Esa sería mi recomendación de ambas partes, porque si una parte no está de acuerdo no sirve de nada. Ambos deben trabajar en conjunto para ser más dinámico y fluido. (147)

IF1-7TH SEMESTER. Improve a little the participation. Be more dynamic and fluent at the moment of participating in the role-plays. That would be my recommendation for both parts [teachers and students]. Because if one of them does not agree, it's not worth it. Both must work together to become more dynamic and fluent. (147)

Pronunciation practice

IF2-7TH SEMESTER. Creo que se debe mejorar un poco la pronunciación. Que el maestro nos diga más cómo pronunciar algunas palabras. Que nos corrija. Meternos más en el papel que estamos haciendo para poder creernos y hacerlo mejor. (155)

IF2-7TH SEMESTER. I believe that pronunciation must be improved a little. The teacher should tell us how some words are pronounced. She needs to correct us. We should become more involved in the role that we are performing and improve it. (155)

P7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role plays? ¿Por qué sí o por qué no?

Q7. Do you consider that the tourism students should practice their speaking through role-plays? Why or why not?

Role-Plays as a complementary activity

IF3-7TH SEMESTER. A parte de los role plays podría ser que se hagan más dramatizaciones, pero en forma más larga como por ejemplo en una agencia de viajes. Tener el área, es decir hacerlo en la vida real si es posible. (161)

IF3-7TH SEMESTER. Besides role-plays, there should be more dramatizations, but in a longer way such as in a travel agent. In other words, doing it in real life, if it's possible. (161)

More role-plays

IF4-7TH SEMESTER. Yo creo así como en el momento las clases con role-plays, considero que está bien y que deberíamos seguir participando en estas actividades [role-plays]. Recomendaría más ejercicios de role plays que ayudará a mejorar mi inglés y también en el speaking que es otra falencia que tengo, pero creo que eso me ayudará bastante. (170)

IF4-SEVENTH SEMESTER. I believe that we should continue participating in these activities [role-plays]. I would recommend more exercises of role-plays that will help improve speaking which is a drawback that I have, but I believe role-plays will help me a lot. (170)

P8. ¿Cuáles serían tus recomendaciones para la utilización de los role plays en la carrera de turismo? ¿Qué crees que se debe mejorar?

Q8. What would be your recommendations for the use of role-plays in the English class in the tourism career? What do you think it should be improved?

More Vocabulary

IF5-7TH SEMESTER. Creo que nos deberían dar un poco más de vocabulario. (178)

IF5-7TH SEMESTER. I believe that they must give us a little more vocabulary. (178)

Table 2.2.7 Category: Objective of Role-Plays

CODES	SPEAKING TRANSCRIPTION	ENGLISH TRANSLATION
Develop conversational skills	IF1-SEVENTH SEMESTER. ... El objetivo sería aprender a desenvolverse en idioma que no nos manejamos habitualmente. (148)	IF1-SEVENTH SEMESTER. ...The objective would be to learn to function in the language that we manage habitually. (148)
	IF4-SEVENTH SEMESTER. Bueno el objetivo es llegar a aprender cómo tener una conversación en inglés y saber entender asimismo cuando a uno le hablan en inglés. (171)	IF4-SEVENTH SEMESTER Well, the objective is to be able to learn how to have an English conversation and learn to understand when we are spoken to in English. (171)
	IF6-SEVENTH SEMESTER Si, El objetivo fue establecer una enseñanza por medio...es algo más interactivo que mediante el habla se aprende más y se desarrolla más las habilidades. (189)	IF6-SEVENTH SEMESTER. Yes. The objective was to establish a teaching...it is something more interactive that it is learned through talking and skills are developed more. (189)
	IF6-SEVENTH SEMESTER...esta nueva modalidad del role-play permite interactuar más con las personas y de esa manera adquirir más conocimiento y estamos aprendiendo más. (190)	IF6-SEVENTH SEMESTER.... but this new modality of doing role-plays allow us to interact more with people and in that way acquire more knowledge. (190)
Enhance speaking confidence and decrease fear	IF3-SEVENTH SEMESTER. ... El objetivo fue poder desenvolverse en público y no tener miedo a pronunciar las palabras...(163)	IF3-SEVENTH SEMESTER....The objective was to be able to develop ourselves in public and not to fear when pronouncing words...(163)
	IF3-SEVENTH SEMESTER. Para cuando consigamos un trabajo no vamos a tener miedo cómo expresarnos y cómo nos ven las otras personas, sino que ya vamos preparados. Ese es el objetivo. (164)	IF3-SEVENTH SEMESTER. When we get a job, we are not going to be afraid to express ourselves and how others see us because we are going to be prepared. That is the objective. (164)
Improve pronunciation	IF2-SEVENTH SEMESTER. ...tener un buen speaking y una buena pronunciación del idioma inglés.... (156)	IF2-SEVENTH SEMESTER. ...to have a good speaking and a good pronunciation of the English language...(156)

P9. ¿Cuál piensas fue el objetivo de los role-plays? ¿Piensas que logró su objetivo?

Q9. What do you think was the objective of the role-plays? Do you think the objective was reached?

Develop conversational skills

IF4-7TH SEMESTER. Bueno el objetivo es llegar a aprender cómo tener una conversación en inglés y saber entender asimismo cuando a uno le hablan en inglés.(171)

IF4-SEVENTH SEMESTER. Well, the objective is to be able to learn how to have an English conversation and learn to understand when we are spoken to in English. (171)

Enhance speaking confidence and decrease fear

IF3-7TH SEMESTER. Logró [role-plays] el objetivo porque no estamos acostumbrados a este tipo de actividad y el hacerlo [role-plays] es como estar en la vida real para cuando consigamos un trabajo no vamos a tener miedo cómo expresarnos y cómo nos ven las otras personas, sino que ya vamos preparados. Ese es el objetivo. (164)

IF3-SEVENTH SEMESTER. It [role-plays] accomplished the objective, because we are not accustomed to this type of activity and participating in one is like being in real-life. When we get a job, we are not going to be afraid to express ourselves and how others see us because we are going to be prepared. That is the objective. (164)

Improve pronunciation

IF2-7TH SEMESTER. Hasta ahora pienso que todavía falta para lograr el objetivo para poder tener un buen speaking y una buena pronunciación del idioma inglés y aún nos falta mucho, porque lamentablemente no tenemos un nivel de inglés muy avanzado. (156)

IF2-SEVENTH SEMESTER. Until now I think that it has not accomplished the objective yet which is to have a good speaking and a good pronunciation of the English language. Unfortunately we don't have a very advanced English level. (156)

5.4 FINDINGS FROM THE THIRD INTERVENTION

5.4.1 Findings from the focus group discussion

Table 3.1 shows the categories called “Likes about role-plays” and “Dislikes about role-plays” which originated from the answers provided by the students to the fourth question; the category “Advantages of role-plays” resulted from the answers of the fourth, sixth, and tenth questions; the category “Disadvantages of role-plays” resulted from the answers of the fourth, fifth, sixth, seventh, eighth and ninth questions; the category “Recommendations for the use of role-plays” originated from the answers of the sixth, seventh, eighth and ninth questions. Finally, the category “Objective of Role-Plays” was formulated from the answers of the ninth question. Next, to each category, there are their corresponding codes.

Table 3.1 Categories and Codes (Focus Group Discussion Third Intervention)

CATEGORIES	CODES
Likes about using role-playas	Role-plays allow vocabulary development
Dislikes about using role-plays	Mispronunciation
	Role-plays allow pronunciation development
	Role-plays develop conversational skills
	Role-plays allow vocabulary development
	Participating in role-plays decreases fear
Advantages of using role-plays	Role-plays promote ZPD
	Memorization
	Lack of vocabulary limits speaking in role-plays
	Monotonous
Disadvantages of using role-plays	Embarrassment feeling interferes in role-plays participation
	Mispronunciation interferes speaking in role-plays
	Vocabulary practice enables speaking in role-plays
Recommendations for the use of role-plays	Pronunciation practice enables speaking in role-
Objective of the Role-Plays	

plays

Role-plays as a complementary activity

Dynamic Role-Plays

Objective of the Role-Plays

Improve Pronunciation

Develop conversational skills

Table 3.1.1-Category: Likes about using Role Plays

CODE	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
Role-Plays allow vocabulary development	FGF15-5TH SEMESTER. Lo que más me gusta [de los role-plays] es que voy aprendiendo más palabras. (192)	FGF15-5TH SEMESTER. What I like the most [about role-plays] is that I am learning new words. (192)

P4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role-plays y por qué?

Q4. What do you like the most and the least when participating in role-plays and why?

Role-Plays allow vocabulary development

FGF15-5TH SEMESTER. Lo que más me gusta [de los role-plays] es que voy aprendiendo más palabras y lo que no me gusta es que hay veces que no las puedo pronunciar [palabras en los role-plays]. Como dice mi compañera, se escribe de una forma y se pronuncia de otra. (192)

FGF15-5TH SEMESTER. What I like the most [from role-plays] is that I am learning new words and what I don't like is that sometimes I can't pronounce them [words in role-plays]. As my classmate says it is written one way and pronounced in another. (192)

Table 3.1.2 Category: Dislikes about using Role Plays

CODE	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
Mispronunciation	FGF15-5TH SEMESTER. ...y lo que no me gusta es que hay veces que no las puedo pronunciar [palabras]... (192)	FGF15-5TH SEMESTER. ...what I don't like that there are times that I cannot pronounce [the words]... (192)

Mispronunciation

FGF15-5TH SEMESTER. Lo que más me gusta [de los role-plays] es que voy aprendiendo más palabras y lo que no me gusta es que hay veces que no las puedo pronunciar [palabras en los role-plays]. Como dice mi compañera, se escribe de una forma y se pronuncia de otra. (192)

FGF15-5TH SEMESTER. What I like the most [from role-plays] is that I am learning new words and what I don't like is that sometimes I can't pronounce them [words in role-plays]. As my classmate says it is written one way and pronounced in another. (192)

Table 3.1.3 Category: Advantages of using role-plays

CODE	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
	E. Piensan que la pronunciación es lo más importante para el speaking? ¿Por qué es importante la pronunciación en el speaking [de los role-plays]?	I. And do you think that pronunciation is the most important thing for speaking? Why is it important the pronunciation for speaking [in the role-plays]?
	FGF12-5TH SEMESTER. Para que nos entiendan, porque si vamos a pronunciar mal, nosotros no lo sabemos. (193)	FGF12-5TH SEMESTER. To be understood because if we are going to mispronounce, we are not going to know. (193)
	FGF8-5TH SEMESTER. Ventajas...porque a través de ellos aprendemos a pronunciar las palabras ... (200)	FGF8-5TH SEMESTER. There are advantages...because through them, we learn to pronounce words, (200)
Role-plays allow pronunciation development	FGF16-5TH SEMESTER.... [Mediante los role-plays aprendí] a pronunciar nuevas palabras. (233)	FGF16-5TH SEMESTER [through role-plays I learned] to pronounce new words. (233)
	FGF6-5TH SEMESTER. ...[Mediante los role-plays aprendí] la pronunciación de esas palabras. (234)	FGF6-5TH SEMESTER... [Through role-plays I learned] the pronunciation of those words. (234)
	FGF4-5TH SEMESTER. Enseñándome [los role-plays] la pronunciación de palabras nuevas. (235)	FGF4-5TH SEMESTER Teaching me [through role-plays] to pronounce new words. (235)
	FGF13-5TH SEMESTER. En muchos aspectos porque el simple hecho de hacer un role-play... es positivo porque en este caso, aprendí más la pronunciación. (236)	FGF13-5TH SEMESTER. In many aspects because the fact of participating in a role-play...is positive because in this activity, I learned to pronounce better. (236)

	<p>FGF5-5TH SEMESTER. Es importante porque al practicar con la otra persona la conversación va a ser bastante fluida, bastante entendible y por ende va a tener una buena calificación al momento de participar. (194)</p>	<p>FGF5-5TH SEMESTER. It is important because when we practice with another person, the conversation will be very fluent, very understandable and as a consequence we will get a good grade when participating. (194)</p>
<p>Role-plays develop conversational skills</p>	<p>FGF4-5TH SEMESTER. El mejoramiento es bueno porque al momento que uno desea una conversación o practica una conversación con una persona que domina ese otro idioma, a uno con este tipo de trabajo [role-plays], ya se le hace más fácil comunicarse con esa otra persona. (195)</p>	<p>FGF4-5TH SEMESTER. The improvement is good because when someone wishes to hold a conversation or practice one with a person who knows that language, [role-plays] make it easier to communicate with that other person. (195)</p>
	<p>FGF8-5TH SEMESTER. ...y vamos soltándonos más en lo que es hablar en inglés e interpretar diálogos. (200)</p>	<p>FGF8-5TH SEMESTER. ...and we function better in English speaking and we also learn to interpret dialogues. (200)</p>
	<p>FGF17-5TH SEMESTER. Las ventajas de...interactuar en un role play es que podemos desenvolvernos porque interviene en lo que es el ámbito turístico y en el momento que nosotros tengamos un trabajo hay que interactuar con las demás personas...(209)</p>	<p>FGF17-5TH SEMESTER. The advantage of interacting in a role-play is that we can function well in the target language since it is related to the tourism field. So at the moment we get a job, we interact with the rest of people...(209)</p>
	<p>FGF15-5TH SEMESTER. ...La mayoría de personas hoy en día tienen miedo a equivocarse o que se burlen cuando salen a la pizarra [participan en un role-play] y nos saben pronunciar las palabras. (229)</p>	<p>FGF15-5TH SEMESTER. ...The majority of people nowadays are afraid to make mistakes or that classmates make fun of them [when participating in role-plays]...(229)</p>
	<p>FGF16-5TH SEMESTER.... y hablar ya un poco fluido ya lo que es el inglés. (233)</p>	<p>FGF16-5TH SEMESTER.. And speak English a little more fluently. (233)</p>
	<p>FGF17-5TH SEMESTER. Yo creo que nos ha enseñado [los role-plays] las expresiones de cada uno de los temas de turismo digamos como expresarnos y cómo preguntar algo relacionado a un tema específico... (237)</p>	<p>FGF17-5TH SEMESTER. I believe that it has taught us [role-plays] the expressions of each of the tourism topics. In other words, how to express ourselves and how to ask questions about something related to a specific topic...(237)</p>
	<p>FGF19-5TH SEMESTER. Que nos ayuda a desenvolvernos en nuestro ámbito...(238)</p>	<p>FGF19-5TH SEMESTER. It helps us to function well in our context...(238)</p>
		<p>FGF8-5TH SEMESTER. ..Porque a través de ellos [role-plays].conocemos nuevas palabras...(200)</p>

Role-Plays allow vocabulary development	<p>FGF6-5TH SEMESTER. ... Aprender nuevas palabras [mediante los role-plays]... (234)</p> <p>FGF13-5TH SEMESTER. En muchos aspectos [encontré como constructivo participar en role-plays] porque el simple hecho de hacer un role-play es positivo porque primeramente me incrementó el vocabulario. (236)</p> <p>FGF17-5TH SEMESTER. ...aprendemos [mediante role-plays] nuevo vocabulario y nuevas maneras de preguntar acerca de cómo guiar o cómo describir un lugar. (237)</p>	<p>FGF16-5TH SEMESTER...Learn new words [through role-plays]...(234)</p> <p>FGF13-5TH SEMESTER. In many aspects [I found it constructive to participate in role-plays] because of the simple fact that participating in a role-play is positive since it primarily increases the vocabulary. (236)</p> <p>FGF17-5TH SEMESTER. ...we learn [through role-plays] new vocabulary and new ways to ask about how to guide or discover a place. (237)</p>
Participating in role-plays decreases fear	<p>FGF16-5TH SEMESTER. ...[Mediante los role-plays aprendí] a perder el miedo escénico. (233)</p> <p>FGF13-5TH SEMESTER. ..En muchos aspectos [encontré como constructivo participar en role-plays] porque el simple hecho de hacer un role-play es positivo porque...perdí un poco el miedo a hablar en público... (236)</p> <p>E. Ustedes sienten que han perdido el miedo a hablar en público y en inglés [al participar en role-plays], aunque nos podemos equivocar porque es un proceso normal de aprendizaje? Han tenido menos nervios?</p> <p>FGF6-5TH SEMESTER. Si, he perdido nervios de salir a hablar en público, porque ahora mis compañeros se sienten mejor. (230)</p> <p>E. ¿Y ustedes que opinan, han perdido un poco el miedo para hablar en público en inglés?</p> <p>FGF8- 5TH SEMESTER. Si un poco, porque incluso los compañeros se han enseñado a escuchar a los demás a hablar inglés y han dejado la burla. (231)</p>	<p>FGF16-5TH SEMESTER. ...[Through role-plays I learned] To lose the stage fright. (233)</p> <p>FGF13-5TH SEMESTER. ...In many aspects [I found as constructive to participate in role-plays] because of the fact that participating in a role-play is positive because ... I lost a little the fear to speak in front of a public a little... (236)</p> <p>I. Do you feel that you have lost fear to speak publicly in English [when participating in a role-play], even though we make mistakes because it is a normal process of learning...have you experienced less nervousness?</p> <p>FGF6-5TH SEMESTER. Yes, I have...I have lost nervousness to speak publicly because now my classmates feel better. (230)</p> <p>I. And what do you think, have you lost fear to speak publicly in English?</p> <p>FGF8-5TH SEMESTER. Yes, a little bit, because even our classmates are used to listen to the others to speak in English and have left the mockery aside. (231)</p>

FGF12- 5TH SEMESTER. Sí,..yo si pienso que si se ha perdido un poco los nervios debido a que el inglés es un idioma que pocos hablamos debido a que a veces tenemos miedo a pronunciar mal y salimos al frente [a participar en los role-plays] ya cuando vamos teniendo más práctica y ya perdemos el miedo para seguir hablando. (232)

FGF12-5TH SEMESTER. Yes, I think so. Nervousness has been lost a little bit because English is a language that few of us speak since we sometimes are afraid to mispronounce it and we go upfront [to participate in role-plays] when we have more practice and have lost fear to continue talking. (232)

	FGF13-5TH SEMESTER. Lo que hace la profesora al final, por ejemplo si uno se equivocó en una palabra, ella nos enseña la verdadera pronunciación de dicha palabra si nos equivocamos. (197)	FGF13-5TH SEMESTER. What the teacher does at the end, for example if a person made a mistake in a word, she teaches us the real pronunciation of that word. (197)
Role-plays promote ZPD	E. Qué te parece esa estrategia que la miss Maria Asunción hace al final de todas las presentaciones?	I. What do you think about the strategy that Miss Maria Asuncion uses at the end of every presentation?
	FGF8-5TH SEMESTER. Es muy bueno porque al final cuando nosotros terminamos nuestro role-play, la miss anota las palabras que no hemos sabido pronunciar bien y luego nos hace pronunciar y nos enseña el significado...si no lo sabemos y es muy bueno. (198)	FGF8-5TH SEMESTER. It is very good because at the end when we finish our role-plays, miss Maria Asuncion writes down the words that we have mispronounced and then she makes us pronounce and teaches us the meaning...if we don't know it and that is good. (198)
	E. Te gustaría que la miss Maria Asuncion mientras ustedes están presentando el role-play les interrumpa y les diga "no la pronunciación no es así"?	I. Would you like that while you are presenting the role-play, miss Maria Asuncion interrupts and tells you that you are mispronouncing?
	FGF16-5TH SEMESTER. No, porque es como una mala educación mientras tú estás exponiendo algo, venga alguien y te interrumpa. Mejor es que al final alguien te diga tu error para poderlo corregir la siguiente vez. (199)	FGF16-5TH SEMESTER. It would be like impolite that while you are presenting something, someone comes to interrupt you. It is better that at the end someone tells you your mistake to do it in the right way next time. (199)

P4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role plays y por qué?

Q4. What do you like the most and the least when participating in role-plays and why?

Role-Plays allow pronunciation development

E. Y ustedes piensan que la pronunciación es lo más importante para el speaking? Por qué es importante la pronunciación en el speaking?

FGF12-5TH SEMESTER. Para que nos entiendan, porque si vamos a pronunciar mal, nosotros no lo sabemos. (193)

I. And do you think that pronunciation is the most important thing for speaking? Why is it important the pronunciation for the speaking [in the role-plays]?

FGF12-5TH SEMESTER. To be understood because if we are going to mispronounce, we are not going to know. (193)

P5. ¿Piensas que los role plays te dan diferentes situaciones y oportunidades para tu desarrollo y mejoramiento de tu speaking? ¿Por qué sí o por qué no? Y ¿cómo?

Q5. Do you think role-plays give you different situations and opportunities for your development and improvement of your speaking skills? How?

Role-Plays develop conversational skills

FGF4-5TH SEMESTER. El mejoramiento es bueno porque al momento que uno desea una conversación o práctica una conversación con una persona que domina ese otro idioma, a uno con este tipo de trabajo [role-play], ya se le hace más fácil comunicarse con esa otra persona. (195)

FGF4-5TH SEMESTER. The improvement is good because when someone wishes to hold a conversation or practice one with a person who knows that language, [role-plays] make it easier to communicate with that other person. (195)

P6. ¿En tu opinión cuáles son las ventajas y desventajas de utilizar role plays en referencia al desarrollo del habla en inglés?

Q6. What are the advantages and disadvantages of using role-plays to develop speaking skills?

Role-Plays allow vocabulary development

FGF8-5TH SEMESTER. Ventajas, porque a través de ellos aprendemos a pronunciar las palabras conocemos nuevas palabras y vamos soltándonos más en lo que es hablar en inglés e interpretar diálogos. (200)

FGF8-5TH SEMESTER. Advantages, because through them [role-plays] we get to know new words and we improve speaking in English and able to interpret dialogues. (200)

P10. ¿Qué contraste como constructivo en los role-plays?

Q10. What did you find as constructive in role-plays?

Participating in role-plays decreases fear

FGF16-5TH SEMESTER. Uno, a perder el miedo escénico al momento de dar el speaking, a pronunciar nuevas palabras y haber aprendido también nuevas palabras y hablar ya un poco fluido ya lo que es el inglés. (233)

FGF16-5TH SEMESTER. To lose the stage fright at the moment to speak, to pronounce new words and learn new words too and speak English more fluently. (233)

P5. ¿Piensas que los role plays te dan diferentes situaciones y oportunidades para tu desarrollo y mejoramiento de tu speaking? ¿Por qué sí o por qué no? Y ¿cómo?

Q5. Do you think role-plays gives you different situations and opportunities for your development and improvement of your speaking skills? How?

Role-Plays promote ZPD

FGF13-5TH SEMESTER. Lo que hace la profesora al final, por ejemplo si uno se equivocó en una palabra, ella nos enseña la verdadera pronunciación de dicha palabra si nos equivocamos. (197)

FGF13-5TH SEMESTER. What the teacher does at the end, for example if a person mispronounced a word, she taught us the real pronunciation of that word. (197)

Table 3.1.4 Category: Disadvantages of using role-plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
Memorization	FGF8-5TH SEMESTER. Al momento de interpretar, hay veces que tenemos que aprendernos de un día para el otro y eso también complica un poco al momento de hacer el diálogo. (201)	FGF8-5TH SEMESTER. when we interpret, there are times that we have to learn from one day to the other and this also complicates a little when we perform a dialogue.(201)
	FGF13-5TH SEMESTER. Porque muchas veces tendemos a memorizar y muchas de las veces no se nos queda esas palabras solo memorizándolas. (202)	FGF13-5TH SEMESTER. Because many times we tend to memorize and most of the time we don't learn those words. (202)
	E. Piensas que memorizar les ayuda?	I. Do you think that memorizing helps?
	FGF15-5TH SEMESTER. No porque nos aprendemos para el ratito y ya a la siguiente clase nos olvidamos. (204)	FGF15-5TH SEMESTER. I don't think so because we learn it for that moment, but the next class we forget it. (204)
	FGF8-5TH SEMESTER. Pero pienso que una parte sí mejoró y otra no porque el diálogo era en el momento memorizado y un ratito se lo memoriza y al día siguiente ya se olvida. Quizá una que otra palabra se quede, pero las más casuales, la más usadas. (223).	FGF8-5TH SEMESTER. But I think that in an aspect it improved and in another it didn't because the dialogue was memorized and then the next day it was forgotten. Maybe one or few words were remembered, but only the most common or the most used ones. (223)
FGF17-5TH SEMESTER. ...y la desventaja es que cuando uno hace un role-play tiene que memorizar ciertas cosas y a veces se nos olvida...(209)	FGF17-5TH SEMESTER. ...and the disadvantage is that when we perform a role-play, we have to memorize certain things and sometimes we forget them...(209)	
Lack of vocabulary limits speaking in role-plays	FGF8- 5TH SEMESTER. Muchos de los estudiantes aquí no sabemos el inglés y a veces tenemos que recurrir al traductor para saber el significado de cada palabra y así poder realizar nuestro role-play. (203)	FGF8-5TH SEMESTER. Many of the students here don't know English and sometimes we have to use the translator in order to find out the meaning of each word and in this way prepare our role-play. (203)
Monotonous	FGF17-5TH SEMESTER. ...Cosas que motiven al estudiante a aprenderlo [role-plays] porque para algo para hablar algo corrido eso es lo que aburre y se hace algo rutinario. (215)	FGF17-5TH SEMESTER. ...things that motivate students to learn it [role-plays] because it makes it boring to talk something mechanically. (215)
Embarrassment feeling interferes in role-plays participation	FGM2-5TH SEMESTER. ...y el momento de ir a exponerlo [role-play] y de ver tanta gente se olvida...(222)	FGM2-5TH SEMESTER. ...and at the moment to present it [role-play] and see many people, we forget... (222)

P6. ¿En tu opinión cuáles son las ventajas y desventajas de utilizar role-plays en referencia al desarrollo del habla en inglés?

Q6. What are the advantages and disadvantages of using role-plays to develop speaking skills?

Memorization

E. Piensan que memorizar les ayuda?

FGF15-5TH SEMESTER. No porque nos aprendemos [los role-plays] para el ratito y ya a la siguiente clase nos olvidamos. (204)

I. Do you think memorizing helps?

FGF15-5TH SEMESTER. Not really because we learn [the role-plays] for a little while and next class we forget it. (204)

Lack of vocabulary limits speaking in role-plays

FGF8-5TH SEMESTER. Porque muchos de los estudiantes aquí no sabemos el inglés y a veces tenemos que recurrir al traductor para saber el significado de cada palabra y así poder realizar nuestro role-play. (203)

FGF8-5TH SEMESTER. Because many of the students here don't know English and sometimes we have to use the translator in order to find out the meaning of each word and in that way we can perform the role-play. (203)

P7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role plays? ¿Por qué sí o por qué no?

Q7. Do you consider that the tourism students should practice their speaking through role-plays? Why or why not?

Monotonous

FGF17-5TH SEMESTER. Sí, pero para que uno le ponga más entusiasmo a los role-plays tiene que ser como más dinámico o sea como quien dice hacer una consulta o hacer nosotros

como una interacción como cantar y cosas así. Cosas que motiven al estudiante a aprenderlo porque para hablar algo corrido eso es lo que aburre y se hace algo rutinario. (215)

FGF17-5TH SEMESTER. To get more enthusiastic about role-plays, they need to become more dynamic. In other words, there should be an interaction such as singing. Things that motivate students to learn it [role-plays] because it is boring to talk something mechanically. (215)

P8. ¿Cuáles serían tus recomendaciones para la utilización de los role plays en la carrera de turismo? ¿Qué crees que se debe mejorar?

Q8. What would be your recommendations for the use of role-plays in the English class in the tourism career? What do you think it should be improved?

Embarrassment feeling interfere in role-plays participation

FGM2-5TH SEMESTER. Una recomendación sería que al momento de realizar un role-play podamos guiarnos de un pequeño folleto para que de esta manera no olvidarnos porque uno al momento de ir a presentar un role-play se lo aprende y el momento de ir a exponerlo y de ver tanta gente se olvida y sería bueno que podamos llevar algo con qué defendernos. (222)

FGM2-5TH SEMESTER. A recommendation would be that when we perform a role-play, we guide ourselves from a small brochure, so in that way we don't forget since we learn the dialogues for the role-plays, but when we present it in front of many people, we forget it and would be beneficial to have something as a guide. (222)

Table 3.1.5 Category: Recommendations for the use of Role-Plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
	FGF15-5TH SEMESTER. Como dice mi compañera, se escribe de una forma y se pronuncia de otra. (192)	FGF15-5TH SEMESTER. As my classmate says, it is written one way and pronounced in another. (192)
	FGF16-5TH SEMESTER. ... [considerar la pronunciación cuando se participa en role-play ya que]... no podemos pronunciar algo que nosotros	FGF16-5TH SEMESTER. ... [Consider pronunciation when participating in role-plays since] ...we cannot pronounce something that we believe is correct, but

Mispronunciation interferes speaking in role-plays	creemos que está bien, pero en realidad está mal porque le estamos dando otra información al extranjero porque él maneja el idioma. (196)	in reality it is wrong because we are giving a different information to the foreigner. (196)
	FGF8-5TH SEMESTER...[considerar pronunciación cuando se participa en role-play porque].al momento de pronunciar, palabras que no sabemos. (201)	FGF8-5TH SEMESTER. ...[consider pronunciation when participating in role-plays because] at the moment to pronounce, words that we don't know. (201)
	FGF13-5TH SEMESTER. ...[Debemos considerar la pronunciación cuando se participa en los role-plays porque] al no saber, [la gramática] va estar escrito mal y por ende mal pronunciado. (219)	FGF13-5TH SEMESTER...[we must consider pronunciation when participating in role-plays because] not knowing [grammar], will cause incorrect writing and as a consequence there will be mispronunciation. (219)
Vocabulary practice enables speaking in role- plays	FGF6-5TH SEMESTER... Que nos haga prácticas del vocabulario. (205)	FGF6-5TH SEMESTER... To make us practice vocabulary. (205)
	FGF13-5TH SEMESTER. Yo pienso que eso ya es cuestión de cada uno aprenderse el vocabulario porque al venir acá, yo pienso que son temas que uno ya debe de saber o por lo menos el vocabulario básico. Para que por lo menos tengan un poco de noción acerca de los temas que se van a tratar o previamente ver el vocabulario, traducirlo, y aprenderlo. (206)	FGF13-5TH SEMESTER. I believe that it is up to each student to learn the vocabulary because when coming here, I think that they are topics that one should know or at least the basic vocabulary, in order to have a little idea about the topics that are going to be seen or previously revise the vocabulary, translate it and learn it. (206)
	E. ¿Qué actividades ustedes sugieren para mejorar el speaking? Previo a los role-plays, ¿qué actividades ustedes sugieren? Para que no se les haga tan arduo	I. What activities do you suggest to improve speaking? Before performing role-plays, what activities do you suggest so it does not become too arduous?
	FGF15-5TH SEMESTER. Como un tipo vocabulario, traer el significado y la pronunciación en inglés escrita. (213)	FGF15-5TH SEMESTER. A type of vocabulary, bring the meaning and the pronunciation written in English. (213)
	FGF8-5TH SEMESTER. Yo creo que sería bueno que por parte de los estudiantes se realice una consulta de un Reading para que nosotros aquí hagamos el reading de la consulta que nosotros tenemos y con eso vamos ahondando más en el tema para que no se nos complique tanto al momento de la pronunciación...porque para una buena pronunciación lo que se	FGF8-5TH SEMESTER. I believe that it would be good that we choose something to read about a topic and get a deeper knowledge, so it would not be complicated when we pronounce it. In order to have a good pronunciation, we need to practice and when we do a reading chosen by us, it is beneficial. In other words, we choose the reading and read the text in English. We ourselves

Pronunciation practice enables speaking in role-plays	<p>necesita es práctica y al hacer un reading consultado por nosotros para mí es una buena idea. O sea nosotros hacemos una consulta y leemos el texto en inglés, nosotros mismos vamos leyendo y vamos pronunciando y así vamos mejorando nuestra pronunciación y vamos a desenvolvemos mejor al momento de hacer los role-plays. (208)</p> <p>E. ¿Qué actividades ustedes sugieren para mejorar el speaking? Previo a los role-plays, qué actividades ustedes sugieren? Para que no se les haga tan arduo</p> <p>FGF5-5TH SEMESTER. Que usted como docente nos ayude a pronunciar las palabras que no entendemos, que nos ayude usted. (212)</p> <p>FGF4-5TH SEMESTER. De pronto puede ser la parte de la pronunciación, porque en un diálogo no tiene mucho conocimiento en inglés y puede ser que ahí no haga un buen trabajo por la falta de conocimiento en ese sentido, pero en todo caso nos podemos ayudar con un libro o un diccionario. (216)</p>	<p>read and pronounce and in that way we improve our pronunciation and develop ourselves better when performing in role-plays. (208)</p> <p>I. What activities would you suggest to improve speaking? Before role-plays, what activities would you suggest, so it does not become arduous?</p> <p>FGF5-5TH SEMESTER. That you as a teacher help us to pronounce the words that we don't understand. (212)</p> <p>FGF4-5TH SEMESTER. Maybe could be the part of pronunciation because in a dialogue there is not enough English knowledge and there could be not be a good work performance because of lack of knowledge in that sense, but we can help ourselves with a book or a dictionary. (216)</p>
Role-plays as a complementary activity	<p>FGF12-5TH SEMESTER. Sí y también las exposiciones nos ayudarían a tener una buena pronunciación y un buen speaking y no sólo los role-plays. (210)</p> <p>FGF16-5TH SEMESTER. No mucho, poco nos hemos basado en los role-plays porque en los últimos días hemos más hecho actividades diferentes para mejorar el inglés. (211)</p>	<p>FGF12-5TH SEMESTER. I think so, and also the expositions would help us to have a good pronunciation and a good speaking and not just the role-plays. (210)</p> <p>FGF16-5TH SEMESTER. Not a lot. We have based a little on role-plays because in recent days we have done more different activities to improve our English. (211)</p>

FGF12-5TH SEMESTER. O una actividad que también se podría realizar es sacar el vocabulario de la clase como por ejemplo destination, trip, travel. Que haya suficiente palabras de un vocabulario de la clase y que cada compañero coja una palabra y en base a esa palabra que ella escogió haga un comentario para que cada uno vaya adquiriendo. Por ejemplo si alguien escoge una palabra como destination que haga una oración o una frase en base a esa palabra del vocabulario, porque si nosotros hacemos eso, escuchamos y así podemos ir asociándolas con la clase y con nuestra carrera. (217)

FGF12-5TH SEMESTER. An activity that can also be done is to take the vocabulary for the next class such as the words destination, trip, travel, etc. In order for us to have enough words from the vocabulary of the class and that each classmate chooses a word and based on that word make a comment. For example, if someone chooses a word such as destination he or she should make a sentence or phrase based on that word from the vocabulary. If we do that, we listen and we can associate them with the class and our career.(217)

E. ¿Les parece una buena alternativa?

I. Do you think it is a good option?

FGF4- 5TH SEMESTER. Si, porque tantos role-plays puede ser cansado y usted puede alternar un día role-play y otro la actividad que dice mi compañera y nos podríamos ayudar con las dos actividades. (218)

FGF4.5TH SEMESTER. Yes, because so many role-plays could be tiresome and you can alternate one day we practice using role-plays and the other the activity that my classmate says and we can help each other with the two activities.(218)

FGF12-5TH SEMESTER. El que nosotros desarrollemos habilidades de pronunciación, de speaking, o sea si se ha mejorado, pero yo siento que a veces es muy repetitivo, y hacer otra actividad previa al role-play sería mejor, porque nos ayudaría a mejorar esa situación de la pronunciación y de la fluidez que necesitamos bastante. (228)

FGF12-5TH SEMESTER. That we develop skills of pronunciation and speaking. In other words, there is an improvement, but I feel that sometimes it is repetitive. To have an activity previous to role-plays would be better, because it would help us to improve that situation of the pronunciation and fluency that we need a lot. (228)

FGM2-5TH SEMESTER. Yo creo que además de los role-plays sería bueno implementar en clase que se yo, cantar en inglés, realizar que se yo, ver videos en inglés y de esta manera uno adquiere nuevos conocimientos y nuevas maneras de expresarse.(214)

FGM2-5TH SEMESTER. I believe that besides role-plays, it would be a good idea to apply other activities in class such as singing in English, to watch videos and in this way, a person acquires new knowledge and new ways to express themselves. (214)

FGF17-5TH SEMESTER. ...o sea como quien dice hacer una consulta o hacer nosotros como una interacción como cantar y cosas asi. (215)

FGF17-5TH SEMESTER. ...In other words, participate in interactive activities such as singing. (215)

	FGF12-5TH SEMESTER. Sí y también las exposiciones nos ayudarían a tener una buena pronunciación y un buen speaking y no sólo los role-plays. (210)	FGF12-5TH SEMESTER. I think so, and also the expositions would help us to have a good pronunciation and a good speaking, not just role-plays. (210)
	FGF16-5TH SEMESTER. No mucho, poco nos hemos basado en los role-plays porque en los últimos días hemos más hecho actividades diferentes para mejorar el inglés. (211)	FGF16-5TH SEMESTER. Not a lot. We have based a little on role-plays because in recent days we have done more different activities to improve our English. (211)
Dynamic role-plays	E. ¿Qué actividades la miss María Asunción podría hacer para que los role-plays no tengan que ser de tanta preparación o de tanta memorización?	I. What activities Miss Maria Asuncion could do, so that role-plays do not require too much preparation or memorization?
	FGF13-5TH SEMESTER. Referente a eso, una actividad sería, por ejemplo, estamos viendo un tema y poner el mismo día un role-play o una conversación acerca de ese tema y no tener un texto previamente ya preparado. (202)	FGF13-5TH SEMESTER. An activity would be that when we are seeing a topic, the same day we perform a role-play or a conversation about that topic, instead of having a text previously prepared. (202)
	FGF17-5TH SEMESTER. Sí, pero para que uno le ponga más entusiasmo a los role-plays tiene que ser como más dinámico...(215)	FGF17-5TH SEMESTER. Yes, but in order to feel more enthusiastic towards role-plays, they have to be more dynamic...(215)

P4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role plays y por qué?

Q4. What do you like the most and the least when participating in role-plays and why?

Mispronunciation interferes speaking in role-plays

FGF15-5TH SEMESTER. Lo que más me gusta [de los role-plays] es que voy aprendiendo más palabras y lo que no me gusta [de los role-plays] es que hay veces que no las puedo pronunciar. Como dice mi compañera, se escribe de una forma y se pronuncia de otra. (192)

FGF15-5TH SEMESTER. What I like the most [from role-plays] is that I learn more words and what I don't [from role-play] is that there are times that I cannot pronounce the words. As my classmate says, it is written one way and pronounced in another. (192)

P6. ¿En tu opinión cuáles son las ventajas y desventajas de utilizar role-plays en referencia al desarrollo del habla en inglés?

Q6. What are the advantages and disadvantages of using role-plays to develop speaking skills?

Vocabulary practice enable speaking in role-plays

FGF13-5TH SEMESTER. Yo pienso que eso ya es cuestión de cada uno aprenderse el vocabulario porque al venir acá, yo pienso que son temas que uno ya debe de saber o por lo menos el vocabulario básico para que por lo menos tengan un poco de noción acerca de los temas que se van a tratar o previamente ver el vocabulario, traducirlo, y aprenderlo. (206)

FGF13-5TH SEMESTER. I think that it is the responsibility of each person to learn the vocabulary because when coming here, I think they are topics that one should know or at least the basic vocabulary in order to have some knowledge about the topics that are going to be seen or review the vocabulary, translate it and learn it before class. (206)

Pronunciation practice enables speaking in role-plays

FGF8-5TH SEMESTER. Yo creo que sería bueno que por parte de los estudiantes se realice una consulta de un Reading para que nosotros aquí hagamos el Reading de la consulta que nosotros tenemos y con eso vamos ahondando más en el tema para que no se nos complique tanto al momento de la pronunciación porque para una buena pronunciación lo que se necesita es práctica y al hacer un Reading consultado por nosotros para mi es una buena idea. O sea nosotros hacemos una consulta y leemos el texto en inglés nosotros mismos vamos leyendo y vamos pronunciando y así vamos mejorando nuestra pronunciación y vamos a desenvolvemos mejor al momento de hacer los role-plays. (208)

FGF8-5TH SEMESTER. I believe that it would be good that we choose something to read about a topic and get a deeper knowledge, so it would not be complicated when we pronounce. In order to have a good pronunciation, we need to practice and when we do a reading chosen by us, it is beneficial. In other words, we choose the reading and read the

text in English. We ourselves read and pronounce and in that way we improve our pronunciation and develop ourselves better when performing in role-plays. (208)

P8. ¿Cuáles serían tus recomendaciones para la utilización de los role plays en la carrera de turismo? ¿Qué crees que se debe mejorar?

Q8. What would be your recommendations for the use of role-plays in the English class in the tourism career? What do you think it should be improved?

Role-Plays as a complementary activity

FGF4-5TH SEMESTER. Sí, porque tantos role-plays puede ser cansado y usted puede alternar un día role-play y otro la actividad que dice mi compañera y nos podríamos ayudar con las dos actividades. (218)

FGF4-5TH SEMESTER. I think so, because too many role-plays can be tiring and you can alternate one day using role-plays and another one the activity that my classmate mentions. That way we use two options. (218)

P6. ¿En tu opinión cuáles son las ventajas y desventajas de utilizar role plays en referencia al desarrollo del habla en inglés?

Q6. What are the advantages and disadvantages of using role-plays to develop speaking skills?

Dynamic role-plays

E. ¿Qué actividades la miss María Asunción podría hacer para que los role-plays no tengan que ser de tanta preparación o de tanta memorización?

FGF13-5TH SEMESTER. Referente a eso, una actividad sería, por ejemplo, estamos viendo un tema y poner el mismo día un role-play o una conversación acerca de ese tema y no tener un texto previamente ya preparado porque muchas veces tendemos a memorizar y muchas de las veces no se nos queda esas palabras solo memorizándolas. (202)

I. What activities Miss Maria Asuncion could do, so that role-plays do not require too much preparation or memorization?

FGF13-5TH SEMESTER. An activity would be that when we are seeing a topic, the same day we perform a role-play or a conversation about that topic, instead of having a text previously prepared. (202)

Table 3.1.6 Category: Objectives of Role-plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
	FGF8-5TH SEMESTER. El objetivo de los role-plays es que a través de estos pueden mejorar la pronunciación en cuanto al inglés... (223)	FGF8-5TH SEMESTER. The objective of role-plays is that through them the pronunciation can be improved...(223)
	FGF5-5TH SEMESTER.... tener una buena pronunciación...(224)	FGF5-5TH SEMESTER.... have a good pronunciation...(224)
Improve pronunciation	E. ¿Ustedes piensan que los role-plays han sido muy repetitivos, muy continuos, muy frecuentes, tienen esa impresión?...? ¿Qué opinan?	I. Do you think that role-plays have been very repetitive, very continuous, and very frequent? Do you have that impression? What is your opinion?
	FGF15-5TH SEMESTER. Si, Porque la mayoría de clases hemos tenido role-plays...han sido muy repetitivos, pero también nos han beneficiado y gracias a ellos ahora nosotros, por lo menos yo, he aprendido a pronunciar palabras que ni siquiera las conocía. (229)	FGF15-5TH SEMESTER. Yes, they are...because we've had role-plays in most of the classes. They've been very repetitive, but they have been beneficial and thanks to them now we at least have learned to pronounce words that we didn't even know. (229)
	FGF5-5TH SEMESTER. En parte sí lo cumplió porque pienso que no todos aprendimos a desenvolvernos bien en público...(224)	FGF5-5TH SEMESTER. In a way it was accomplished because I think that we didn't all learn to perform well in front of a public... (224)
Develop conversational skills	FGF5-5TH SEMESTER. Yo pienso que el objetivo de la profesora con los role-plays es que nosotros podamos desenvolvernos en público, (224)	FGF5-5TH SEMESTER. I believe that the objective of the teacher with the role-plays is that we can manage ourselves in front of a public. (224)
	FGF4-5TH SEMESTER. El objetivo que la profesora se ha planteado para nosotros es que nosotros nos sepamos desenvolver en lo que es nuestra carrera. (227)	FGF4-5TH SEMESTER. The objective that the teacher has presented for us is that we learn to develop ourselves in our career. (227)

FGF4-5TH SEMESTER. porque el inglés es importante para esto y más vamos a interactuar con turistas, y obviamente lo vamos a necesitar el speaking, y de ahí poderlo hablar bien. (227)

FGF4-5TH SEMESTER. because English is important and we are going to interact with tourists, and obviously we are going to need the speaking, and therefore we'll be able to speak well. (227)

P9. ¿Cuál piensas fue el objetivo de los role plays? ¿Piensas que logró su objetivo?

Q9. What do you think was the objective of the role-plays? Do you think the objective was reached?

Improve Pronunciation

FGF8-5TH SEMESTER. El objetivo de los role-plays es que a través de estos pueden mejorar la pronunciación en cuanto al inglés y una parte si mejoró porque los role-plays eran seguidos después de cada clase un diálogo, pero pienso que una parte sí mejoró y otra no porque el diálogo era en el momento memorizado y un ratito se lo memoriza y al día siguiente ya se olvida. Quizá una que otra palabra se quede, pero las más casuales, la más usadas. (223)

FGF8-5TH SEMESTER. The objective of role-plays is that through them the pronunciation can be improved. It improved in a way because role-plays were continuous after each class there was a dialogue. However, they were memorized, so the next day it was forgotten. Maybe one or two words were remembered, but only the most casuals or used. (223)

Develop conversational skills

FGF4-5TH SEMESTER. El objetivo que la profesora se ha planteado para nosotros es que nosotros nos sepamos desenvolver en lo que es nuestra carrera, porque el inglés es importante para esto y más vamos a interactuar con turistas, y obviamente lo vamos a necesitar el speaking, y de ahí poderlo hablar bien. (227)

FGF4-5TH SEMESTER. The objective that the teacher has presented for us is that we learn to develop ourselves in our career. English is an important language and we are

going to interact with tourists, and obviously we are going to need speaking skills, and therefore we'll be able to speak well.

5.4.2 Findings from the Individual Interviews

Table 3.2 shows the categories called “Likes about role-plays” and “Dislikes about role-plays” originated from the answers provided by the students to the fourth and seventh questions; the category “Advantages of role-plays” resulted from the answers to the fourth, fifth, sixth, seventh and tenth questions; the category “Disadvantages of role-plays” resulted from the answers of the fourth and sixth questions; the category “Recommendations for the use of role-plays” was formulated from the answers of the fourth, sixth, seventh, and eighth questions. Finally, the category “Objective of Role-Plays” was produced from the answers of the ninth question. Next to each category there are their corresponding codes.

Table 3.2 Categories and Codes

CATEGORY	CODES
Likes about using role-plays	Role-Plays develop conversational skills
	Role-Plays allow vocabulary development
	Role-Plays allow speaking practice
Dislikes about using role-plays	Mispronunciation limits speaking
	Memorization
	Lack of peer’s support discourage participation in role-plays
Advantages of using role-plays	Role-Plays allow vocabulary development
	Role-Plays promote interaction
	Role-Plays allow pronunciation development
	Role-Plays promote creativity
	Role-Plays resemble real-life situation
	Role-Plays allow speaking practice

	Role plays increase interest in learning the language
Disadvantages of using role-plays	Memorization
	Lack of language understanding interferes in role-plays participation
	Mispronunciation interferes speaking in role-plays
Recommendations for the use of role-plays	Role-plays resemble real-life situation
	Teacher's guidance
	Pronunciation practice enables speaking in role-plays
	Vocabulary practice enables speaking in role-plays
Objectives of role-plays	Enhance speaking confidence and decrease fear
	Develop conversational skills

Table 3.2.1 Category: Likes about using Role-Plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
Role-plays develop conversational skills	IM2-7TH SEMESTER. Lo que más me gusta es la interactividad que tenemos con los otros compañeros cuando nosotros podemos hablar y explicar las cosas con preguntas y respuestas o también una forma de interactuar con algo posible que nos va a tocar en un futuro. (250)	IM2-7TH SEMESTER. What I like the most is the interactivity that we have with the other classmates when we are able to speak and explain the things with questions and answers or also a way to interact with something possible that we will possibly do in the future. (250)
	IM3-7TH SEMESTER. Lo que más me gusta es la interacción que tenemos con otros compañeros. (258)	IM3-7TH SEMESTER. What I like the most is the interaction that we have with other classmates. (258)
	IF7-7TH SEMESTER Lo que más me gusta cuando participamos en los role-plays es que nosotros aprendemos hacer nuestros propios diálogos...(266)	IF7-7TH SEMESTER. What I like the most when participating in role-plays is that we learn to make our own dialogues ...(266)

	IF9-7TH SEMESTER Lo que más me gusta [de participar en los role-plays] es poder hablarlo fluido y entenderlo. (283)	IF9-7TH SEMESTER. What I like the most [about participating in role-plays] is to be able to speak it fluently and understand it. (283)
Role-plays allow vocabulary development	IF7-7TH SEMESTER Lo que más me gusta cuando participamos en los role-plays es que nosotros aprendemos...un extenso vocabulario. (266)	IF7-7TH SEMESTER. What I like the most when participating in role-plays is that we learn...an extensive vocabulary. (266)
Role-plays allow speaking practice	IF8-7TH SEMESTER. Lo que más me gusta [de los role-plays] es el speaking porque ahí con la práctica aprendemos más y mejoramos y perfeccionamos el inglés. (274)	IF8-7TH SEMESTER. What I like the most [of the role-plays] is the speaking because with practice we learn more and improve our English. (274)

P4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role plays y por qué?

Q4. What do you like the most and the least when participating in role-plays and why?

Role-plays develop conversational skills

IM2-7TH SEMESTER. Lo que más me gusta es la interactividad que tenemos con los otros compañeros cuando nosotros podemos hablar y explicar las cosas con preguntas y respuestas o también una forma de interactuar con algo posible que nos va a tocar en un futuro. (250)

IM2-7TH SEMESTER. What I like the most is the interactivity that we have with other classmates when we are able to speak and explain the things with questions and answers or also a way to interact with possible situations that we'll experience in the future. (250)

Role-plays allow vocabulary development

IF7-7TH SEMESTER. Lo que más me gusta cuando participamos en los role-plays es que nosotros aprendemos hacer nuestros propios diálogos y tener un extenso vocabulario. Y lo que no me gusta es que a veces hay muy poco tiempo para hacerlo [role-plays] o sino a veces no existe apoyo de los compañeros. (266)

IF7-7TH SEMESTER. *What I like the most from participating in role-plays is that we learn to do our own dialogues and to have an extensive vocabulary. And what I don't like is that sometimes there is little time to prepare it [role-plays] or there is no support from our classmates. (266)*

Role-Plays allow speaking practice

IF8-7TH SEMESTER. *Lo que más me gusta [de los role-plays] es el speaking porque ahí con la práctica aprendemos más y mejoramos y perfeccionamos el inglés. No me gustan los ejercicios que son escritos porque en mi caso no manejo muy bien [la parte escrita]. (274)*

IF8-7TH SEMESTER. *What I like the most [of the role-plays] is the speaking because with practice we learn more and improve and perfectionate English. I don't like the written exercises because I don't manage writing well. (274)*

Table 3.2.2 Category: Dislikes about using Role-Plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
Mispronunciation limits speaking	IM1-7TH SEMESTER. ...y lo que no me gusta al momento de exponer [los role-play] porque se me hace un poco difícil al momento de la pronunciación de las palabras... (239)	IM1-7TH SEMESTER. ...and what I don't like is to participate [in role-plays] because it is a little difficult when pronouncing the words. (239)
Memorization	IM1-7TH SEMESTER. ...y lo que no me gusta al momento de exponer ...aprenderme. (239)	IM1-7TH SEMESTER. ...and what I don't like is when participating...learn them. (239)
Lack of peer's support discourages participation in role-plays	IF7-7TH SEMESTER. ...o sino a veces no existe apoyo de los compañeros. (266) IM1-7TH SEMESTER. Y lo que no me gusta al momento de exponer porque se me hace un poco difícil al momento de la pronunciación de las palabras y aprenderme. (239)	IF7-7TH SEMESTER. ... Sometimes we lack of our classmates' support. (266) IM1-7TH SEMESTER <i>What I don't like is to present [the role-plays] because it is a little difficult when pronouncing the words. (239)</i>

P4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role-plays y por qué?

Q4. What do you like the most and the least when participating in role-plays and why?

Mispronunciation limits speaking

Memorization

IM1-7TH SEMESTER. Lo que más me gusta es al momento de realizarlos, uno se enfoca mucho y realiza ideas y las plasma ahí en el role-play. Y lo que no me gusta al momento de exponer porque se me hace un poco difícil al momento de la pronunciación de las palabras y aprenderme. (239)

IM1-7TH SEMESTER. What I like the most is to perform them because is a way to focus and think of ideas to reflect them in the role-plays. What I don't like is to present [the role-plays] because it is a little difficult when pronouncing the words. (239)

Lack of peer's support discourage participation in role-plays

IF7-7TH SEMESTER. Lo que más me gusta cuando participamos en los role-plays es que nosotros aprendemos hacer nuestros propios diálogos y tener un extenso vocabulario. Y lo que no me gusta es que a veces hay muy poco tiempo para hacerlo o sino a veces no existe apoyo de los compañeros. (266)

IF7-7TH SEMESTER. What I like the most from participating in role-plays is that we learn to do our own dialogues and to have an extensive vocabulary. And what I don't like is that sometimes there is little time to prepare it [role-plays] or there is no support from the classmates. (266)

Table 3.2.3 Category: Advantages of using Role-Plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
	IM1- 7TH SEMESTER. ...ventaja es que nosotros estamos aprendiendo nuevas palabras, estamos investigando y realizando role-plays y nosotros podemos tener un vocabulario más extenso	IM1-7TH SEMESTER. ...advantage is that we are learning new words, we are investigating and creating role-plays. And we can have a more extensive English

	en las palabras que son en inglés. (244)	vocabulary. (244)
Role-Plays allow vocabulary Development	IM2-7TH SEMESTER. Me ayudó [role-plays] teniendo más conocimiento del idioma inglés, conociendo nuevas palabra. (257)	IM2-7TH SEMESTER. It [role-plays] helped me having more English knowledge, knowing new words. (257)
	IM3-7TH SEMESTER. Claro que da oportunidades porque...nos vamos relacionando con más palabras. (259)	IM3-7TH SEMESTER. Of course it provides opportunities... we are relating with more word. (259)
	IM3-7TH SEMESTER. ...o sea uno se relaciona más con las palabras. (260)	IM3-7TH SEMESTER. ...in other words one relates more with the words. (260)
	IF7-7TH SEMESTER. Me ayudó a mejorar y extender mi vocabulario... (273)	IF7-7TH SEMESTER. It [role-plays] helped me to improve and expand my vocabulary.... (273)
Role-plays promote interaction	IM1-7th SEMESTER. estoy de acuerdo con los role-plays porque nos ayuda mucho, no solo que sean las típicas clases que el profesor viene y te dicta y te dice que hagas algo, sino que hagas algo diferente que puedes... realizar con grupos de compañeros e integrarte. (246)	IM1-7TH SEMESTER. ... I agree with the role-plays because it helps us a lot, not only the typical classes where the teacher comes and dictates or tells you what to do, but to do something different that allows you to innovate and work with groups of classmates. (246)
	IM2-7TH SEMESTER. ... Interactuar con las demás personas... (252)	IM2-7TH SEMESTER. ... Interacting with other people... (252)
	IM2-7TH SEMESTER. ...el role-play es una de las [opciones] más convenientes ya que los estudiantes interactúan. (253)	IM2-7TH SEMESTER. ...role-plays is one of the most convenient [options] since students interact among themselves. (253)
Role-plays allow pronunciation development	IF8-7TH SEMESTER También hemos aprendido a pronunciar mejor. (282)	IF8-7TH SEMESTER. We have also learned to pronounce better. (282)
Role-plays promote creativity	IM1-7TH SEMESTER. Lo que más me gusta es al momento de realizarlos. Uno se enfoca mucho y realiza ideas y las plasma ahí en el role-play. (239)	IM1-7TH SEMESTER. What I like the most is when we perform them. One focuses a lot and develops ideas that are presented in the role-play. (239)
	IM1-7TH SEMESTER. Si, Pienso que si nos da [los role-plays]	IM1-7TH SEMESTER. Yes, I do. I think [role-plays] gives us

	diferentes situaciones que incluso se las puede vivir a diario cuando uno emprenda la carrera de Hotelería y Turismo, al momento de una guianza. .Al momento de muchas situaciones que se nos presente. Puede presentarse de esa misma manera pero en inglés. (243)	different situations that we can even experience daily when starting the career of Hotel and Tourism, at the moment of a tour guiding. At the moment of many situations that present to us. It can happen in the same way, but in English. (243)
Role-plays resemble real-life situations	IM2-7TH SEMESTER... Me da mejores posibilidades ya que es una forma de practicar el habla para un futuro tener mejor desenvolvimiento en el ámbito laboral. (251)	IM2-7TH SEMESTER. ...It gives me better possibilities since it is a way to practice speaking for a better performance in the future work situation. (251)
	IF7-7TH SEMESTER. Me parece que si que si es una buena didáctica para desarrollar el curso y además nos ayuda a nivel profesional, ciertas áreas de nuestro trabajo que podamos conseguir a futuro. (267)	IF7-7TH SEMESTER. I think so, that it is a good didactic to develop the course and it also helps us in the professional level, certain area of our job that we get in the future. (267)
	IM3-7TH SEMESTER. ...practicando un role-play vamos a sentirnos preparados para poder tener un buen desempeño en el trabajo profesional. (261)	IM3-7TH SEMESTER. ...practicing through role-plays, we will feel prepared to have a good performance in our professional life. (261)
	IF8-7TH SEMESTER. Porque como futuros profesionales, debemos aprender y perfeccionar el inglés para poder ejercer en diferentes áreas en que laboremos, entonces el role-play es muy necesario. Debemos aprender y mejorar. (278)	IF8-7TH SEMESTER. Because as future professionals, we must learn and perfectionate english to be able to apply it in different areas of work, therefore role-plays are very necessary. We must learn and improve. (278)
	IF8-7TH SEMESTER. Si nos ayuda. Nos ayuda a mejorar porque en la práctica uno aprende más el inglés. (275)	IF8-7TH SEMESTER. It helps us to improve because when practicing one learns more English. (275)
	IM3-7TH SEMESTER. ... Y el hablarlo [inglés] es fundamental. (265)	IM3-7TH SEMESTER. ...and to speak [English] is fundamental. (265)
Role-Plays allow speaking practice	IF9-7TH SEMESTER. Me ha ayudado mucho porque ahora puedo hablar el inglés un poco mejor...(291)	IF9-7TH SEMESTER. It has helped me a lot because now I can speak English a little better... (291)
	IM2-7TH SEMESTER. ... mejorar el habla...(252)	IM2-7TH SEMESTER. ... Improves speaking... (252)

IF8-7TH SEMESTER. Yo considero que son ventajas que tiene, porque como mencione anteriormente, nos ayuda a mejorar más el habla y lo que es la fluidez. (277)

IF8-7TH SEMESTER. I consider that they are advantages because as I mentioned previously, it helps us to improve our speaking and fluency. (277)

IF8-7TH SEMESTER. ...y en los últimos niveles hemos estado aprendiendo más el inglés y ha habido más role-plays y hemos aprendido el inglés más fluido y hemos mejorado un poco. (276)

IF8-7TH SEMESTER. ...and in the last levels we have been learning more English and there have been more role-plays and we have learned English more fluently and improve a little. (276)

IF9-7TH SEMESTER. La influencia es que nos ayuda...hablarlo [inglés] mejor. (286)

IF9-7TH SEMESTER. The influence is that it helps us ...to be able to speak [English] better. (286)

IF9-7TH SEMESTER. Yo creo que sí debemos practicarlo [speaking a través de los role-plays] los estudiantes de turismo porque es necesario. Nuestra carrera es turismo y debemos hablar el inglés fluidamente. (288)

IF9-7TH SEMESTER. I think we, as students of tourism, should practice [speaking through role-plays] because it is necessary. Our career is tourism and we should speak English fluently. (288)

Role-plays increase interest in learning the language

IM1-7TH SEMESTER. Nos sirvió mucho, porque yo en realidad no le prestaba mucha atención a los role-plays, pero por motivo de los role-plays pues me ha concentrado mucho en eso, me ha cautivado y me ha hecho darle más interés al inglés. (249)

IM1-7TH SEMESTER. It helps us a lot, because in my case I didn't pay much attention to the role-plays, but because of them, I focus more on them, I am captivated and more interested in English. (249)

P6. ¿En tu opinión cuáles son las ventajas y desventajas de utilizar role plays en referencia al desarrollo del habla en inglés?

Q6. What are the advantages and disadvantages of using role-plays to develop speaking skills?

Role-Plays allow vocabulary development

IM1-7TH SEMESTER. La ventaja es que nosotros estamos aprendiendo nuevas palabras, estamos investigando y realizando role-plays y nosotros podemos tener un vocabulario más extenso en las palabras que son en inglés. La desventaja podría ser una desventaja que

nosotros lo memorizamos, pero en el momento y puede que después, al otro día se nos olvide porque no tenemos mucha práctica todos los días. (244)

IM1-7TH SEMESTER. The advantage is that we are learning new words, we are investigating and making role-plays. And we can have a more extensive English vocabulary. The disadvantage would be the memorization [of role-plays] for that moment and then later, the next day we forget because we don't practice daily. (244)

P7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role plays? ¿Por qué sí o por qué no?

Q7. Do you consider that the tourism students should practice their speaking through role-plays? Why or why not?

Role-Plays promote interaction

IM2-7TH SEMESTER. Pienso que también pueden haber otras opciones, pero el role-play es una de las más convenientes ya que los estudiantes interactúan, hacen desenvolvimiento escénico, también pueden como hacer un tipo de simulacro donde se pueda mejorar el idioma inglés. (253)

IM2-7TH SEMESTER. I think there can also be other options, but role-plays is one of the most convenient [options] since students interact, perform in front of an audience, they can also do a type simulation where they improve their English level. (253)

P10. ¿Qué contraste como constructivo en los role-plays?

Q10. What did you find as constructive in role-plays?

Role-Plays allow pronunciation development

IF9-7TH SEMESTER. También hemos aprendido a pronunciar mejor. (282)

IF9-7TH SEMESTER. We also learned to pronounce better. (282)

P4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role plays y por qué?

Q4. What do you like the most and the least when participating in role-plays and why?

Role-Plays promote creativity

IM1-7TH SEMESTER. Lo que más me gusta es al momento de realizarlos, uno se enfoca mucho y realiza ideas y las plasma ahí en el role-play. Y lo que no me gusta al momento de exponer porque se me hace un poco difícil al momento de la pronunciación de las palabras y aprenderme. (239)

IM1-7TH SEMESTER. What I like the most is when I perform them [role-plays], One focuses a lot, creates ideas and applies them in the role-plays. What I don't like is to present [the role-plays] because it is a little difficult when pronouncing the words. (239)

P5. ¿Piensas que los role-plays te dan diferentes situaciones y oportunidades para tu desarrollo y mejoramiento de tu speaking? ¿Por qué sí o por qué no? Y ¿cómo?

Q5. Do you think role-plays give you different situations and opportunities for your development and improvement of your speaking skills? How?

Role-Plays resemble real life situations

IM1-7TH SEMESTER. Si, Pienso que si nos da diferentes situaciones que incluso se las puede vivir a diario cuando uno emprenda la carrera de Hoteleria y Turismo, al momento de una guianza. Al momento de muchas situaciones que se nos presente. Puede presentarse de esa misma manera pero en inglés. (243)

IM1-7TH SEMESTER. I think so. I think it provides us with different situations that can be experienced daily when one carries out the career of Hotel and Tourism, at the moment of a guidance. At the moment of many situations that we experience, they can be presented the same way, but in English. (243)

P10. ¿Qué encontraste como constructivo en los role-plays?

Q10. What did you find as constructive in role-plays?

Role-Plays allow speaking practice

IF9-7TH SEMESTER. Me ha ayudado mucho porque ahora puedo hablar el inglés un poco mejor, el dialecto y entender un poco la gramática. (291)

IF9-7TH SEMESTER. It has helped me a lot because now I can speak English a little better. The dialect and understand a little the grammar a little. (291)

Role-Plays increase interest in learning the language

IM1-7TH SEMESTER. Nos sirvió mucho, porque yo en realidad no le prestaba mucha atención a los role-plays, pero por motivo de los role-plays pues me ha concentrado mucho en eso, me ha cautivado y me ha hecho darle más interés al inglés. (249)

IM1-7TH SEMESTER. It helps us a lot, because in my case I didn't pay much attention to the role-plays, but because of them, I focus more on this activity. I am captivated and I am more interested in English. (249)

Table 3.2.4 Category: Disadvantages of using Role-Plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
	IM1-7TH SEMESTER...y aprenderme...La memorización. (241)	IM1-7TH SEMESTER. ...and to learn it...we memorize it. (241)
Memorization	IM1-7TH SEMESTER. La desventaja podría ser una desventaja que nosotros lo memorizamos [role-play], pero en el momento y puede que después, al otro día se nos olvide porque no tenemos mucha práctica todos los días. (244)	IM1-7TH SEMESTER. The disadvantage could be that we memorize [the role-play] for that moment and it could be that later, the next day we forget because we don't have a lot of practice every day. (244)
Lack of language understanding interferes in role-plays participation	IM3-7TH SEMESTER. Las desventajas serían que no habría un cierto entendimiento [del inglés] entre las dos personas, y entonces habría un problema porque no se interactúa correctamente. (260)	IM3-7TH SEMESTER. The disadvantages would be that there is not certain understanding [of English] between the two people, so there would be a problem because there is not a correct interaction. (260)
	IF9-7TH SEMESTER. La desventaja es que a veces como no entendemos bien las cosas, no podemos hacerlo [role-plays]	IF9-7TH SEMESTER. The disadvantage is that as sometimes we don't understand well, we don't do it [role-plays] well. (286)

bien. (286)

Mispronunciation interferes speaking in role- plays	E. ¿Qué es lo que más se te dificulta?	I. What is the most difficult thing for you?
	IM1-7TH SEMESTER. La pronunciación...(241)	II. IM1-7TH SEMESTER. Pronunciation...(241)

P6. ¿En tu opinión cuáles son las ventajas y desventajas de utilizar role-plays en referencia al desarrollo del habla en inglés?

Q6. What are the advantages and disadvantages of using role-plays to develop speaking skills?

Memorization

IM1-7TH SEMESTER. La ventaja es que nosotros estamos aprendiendo nuevas palabras, estamos investigando y realizando role-plays y nosotros podemos tener un vocabulario más extenso en las palabras que son en inglés. La desventaja podría ser una desventaja que nosotros lo memorizamos, pero en el momento y puede que después, al otro día se nos olvide porque no tenemos mucha práctica todos los días. (244)

IM1-7TH SEMESTER. The advantage is that we are learning new words, investigating and performing role-plays, so we are able to have a more extensive English vocabulary. The disadvantage could be that we memorize [the role-plays] for that moment and it could be that later, the next day we forget because we don't have a lot of practice every day. (244)

Lack of language understanding interferes in role-plays participation

IM3-7TH SEMESTER. Las ventajas son que se mejora el dialecto, o sea uno se relaciona más con las palabras. Las desventajas serían que no habría un cierto entendimiento entre las dos personas, y entonces habría un problema porque no se interactúa correctamente. (260)

IM3-7TH SEMESTER. The advantage is that the dialect is improved, in other words we relate more with the words. The disadvantages would be that there is not certain understanding [of English] between the two persons, so there would be a problem because there is not a correct interaction. (260)

P4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role plays y por qué?

Q4. What do you like the most and the least when participating in role-plays and why?

Mispronunciation interferes speaking in role-plays

IM1-7TH SEMESTER. La pronunciación y aprenderme. La memorización y la pronunciación un poco. (241)

IM1-7TH SEMESTER. The pronunciation and the learning. The memorization and a little bit the pronunciation. (241)

Table 3.2.5 Category: Recommendations for the use of Role-Plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
	IM1-7TH SEMESTER. Yo creo que se lo podría mejorar [el uso de los role-plays] trayendo y haciendo una escenografía de lo que se quiere realizar en el role-play. Si se trata de un restaurante, traer mesas. Tener la facilidad de obtener servicios o adquirir cosas que nos puedan ayudar para realizar los role-plays. (247)	IM1-7TH SEMESTER. I believe that it could be improved [the use of role-plays] bringing and adequate a stage related to the topic of the role-play. If it's about a restaurant, bring tables. To have the easiness to obtain services or acquire things that can help us to perform the role-plays. (247)
Role-Plays resemble real life situation	IM2-7TH SEMESTER. Pienso que se debe mejorar en lo que es más la creatividad de los estudiantes, en donde no solo se base en un escrito, sino que también haya un escenario acorde a lo que se está hablando o escribiendo, es decir readecuar un poco más el entorno para que sea un poco más realista. (254)	IM2-7TH SEMESTER. I think that the students' creativity should be improved more. Not only to depend on a script, but also prepare a stage according to what is being talked or written. In other words, adequate a little more the context, so it becomes more real. (254)

	<p>E. ¿Por qué es una buena manera [role-plays] de aprender?</p> <p>IF7-7TH SEMESTER. Es una buena manera de aprender porque vamos a tratar de buscar cuáles son diferentes actividades y escenarios, no va ser sólo uno, como por ejemplo hay un role-play para hacer gastronomía, aerolíneas. Hay diferentes ámbitos para realizar role-plays. (270)</p>	<p>I. Why is it [role-plays] a good way to learn?</p> <p>IF7-7TH SEMESTER. It is a good way to learn because we are going to try to look for different activities and situations. It's not going to be the only one, as for example there is one role-play for gastronomy, airlines. There are different contexts to perform role-plays. (270)</p>
	<p>IM3-7TH SEMESTER. Se debe mejorar un constante control por parte del profesor. (262)</p>	<p>IM3-7TH SEMESTER. The teacher must improve a constant control. (262)</p>
Teacher's guidance	<p>IF9-7TH SEMESTER. Creo que el docente debe interesarse por cada grupo y debe enseñarle y darle la atención a cada grupo para hacer un excelente role-play. (289)</p>	<p>IF9-7TH SEMESTER. I believe the teacher must care for each group in order to teach them and provide attention to each one to perform an excellent role-play. (289)</p>
Pronunciation practice enables speaking in role-plays	<p>IM1-7TH SEMESTER Yo sugeriría que las clases sean un poco más sobre la pronunciación de las palabras para que se nos pueda hacer un poco más fácil al momento de exponer el role-play cuando nosotros lo realizamos. Eso sería una buena técnica más la pronunciación. (242)</p>	<p>IM1-7TH SEMESTER. I would suggest that classes should be a little more about pronunciation of words, so it would be easier when preparing and presenting a role-play. That would be a good technique plus the pronunciation. (242)</p>
Vocabulary practice enables speaking in role-plays	<p>E. ¿Y cuál podría ser una sugerencia para evitar memorizar los role-plays y sea algo más espontáneo?Cuál podría ser una sugerencia? Que sugerencia podrías dar para evitar la memorización y más bien que sea espontáneo?</p> <p>IM1-7TH SEMESTER. Una sugerencia podría ser que se practique más lo que es los vocabularios.... (245)</p>	<p>I. And what suggestion would you give to avoid memorizing role-plays, so it becomes something more spontaneous?</p> <p>IM1-7TH SEMESTER. A suggestion would be to practice more vocabulary. (245)</p>

P8. ¿Cuáles serían tus recomendaciones para la utilización de los role plays en la carrera de turismo? ¿Qué crees que se debe mejorar?

Q8. What would be your recommendations for the use of role-plays in the English class in the tourism career? What do you think it should be improved?

Role-Plays resemble real-life situation

IM2-7TH SEMESTER. Pienso que se debe mejorar en lo que es más la creatividad de los estudiantes, en donde no solo se base en un escrito, sino que también haya un escenario acorde a lo que se está hablando o escribiendo, es decir readecuar un poco más el entorno para que sea un poco más realista. (254)

IM2-7TH SEMESTER. I think that the students' creativity should be improved more. Not only to depend on a script, but also to prepare a stage according to what is being talked or written. In other words, adequate a little more the context, so it becomes more real. (254)

Teacher's Guidance

IF9-7TH SEMESTER. Creo que el docente debe interesarse por cada grupo y debe enseñarle y darle la atención a cada grupo para hacer un excelente role-play. Ha habido, pero debe haber un poco más de interés. (289)

IF9-7TH SEMESTER. I believe the teacher must care for each group in order to teach them and provide attention to each one to perform an excellent role-play. (289)

P4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role plays y por qué?

Q4. What likes you the most and the least when participating in role-plays and why?

Pronunciation practice enables speaking in role-plays

IM1-7TH SEMESTER. Yo sugeriría que las clases sean un poco más sobre la pronunciación de las palabras para que se nos pueda hacer un poco más fácil al momento de exponer el role-play cuando nosotros lo realizamos. Eso sería una buena técnica más la pronunciación. (242)

IM1-7TH SEMESTER. I would suggest that classes should be a little more about pronunciation of words, so it would be easier when preparing and presenting a role-play. That would be a good technique plus the pronunciation. (242)

P6. ¿En tu opinión cuáles son las ventajas y desventajas de utilizar role plays en referencia al desarrollo del habla en inglés?

Q6. What are the advantages and disadvantages of using role-plays to develop speaking skills?

Vocabulary practice enables speaking in role-plays

IM1-7TH SEMESTER. Una sugerencia podría ser que se practique más lo que es los vocabularios... De que antes de salir a realizar los role-plays, nosotros primero escuchemos de otras personas, para nosotros poder ir aprendiendo e ir familiarizándonos con lo que nosotros vamos hablar y así se nos pueda quedar. (245)

IM1-7TH SEMESTER. I would suggest more vocabulary practice. Before participating in role-plays, we first listen from other people, so we can learn and familiarize ourselves with the topic we are going to talk about and that way we learn. (245)

Table 3.2.6 Category: Objectives of the Role-Plays

CODES	SPANISH TRANSCRIPTION	ENGLISH TRANSLATION
	IM1-7TH SEMESTER. ...[El objetivo] perder el miedo al momento de hablar. (248)	IM1-7TH SEMESTER...[The objective] to lose fear when we talk. (248)
Enhance speaking confidence and decrease fear	IM2-7TH SEMESTER. Pienso que el objetivo se ha logrado en este tiempo por medio de los role-plays que es el desenvolvimiento escénico de los estudiantes. Eliminar el pánico escénico que tienen algunos. (255)	IM2-7TH SEMESTER. I think the objective has been accomplished through the use of role-plays which was the performance of students in front of an audience. To avoid the stage fright that some of the students have. (255)
	E. ¿Al principio cuando comenzamos a participar en los role-plays sentías nervios?	I. Were you afraid at the beginning when we started to participate in role-plays?
	IM2-7TH SEMESTER. Pues obviamente si. No estamos tan acostumbrado a desenvolvemos así, pero ya con el paso del tiempo eso se fue perdiendo y prácticamente se hizo ya una forma natural o normal de desarrollar este	IM2-7TH SEMESTER. Obviously yes. We are not very accustomed to perform that way, but through time this was decreasing and practically it became a natural or normal way to develop this kind of activities. (256)

tipo de actividades. (256)

	IM2-7TH SEMESTER. El objetivo del role-play como decía es mejorar el habla en inglés de los estudiantes.... (255)	IM2-7TH SEMESTER. The objective of role-plays, as I was saying, is to improve students' speaking...(255)
Develop conversational skills	IM2-7TH SEMESTER. ...y desarrollar su habla con las demás personas. (255)	IM2-7TH SEMESTER. ...and develop the speaking with the rest of people. (255)
	IF8-7TH SEMESTER. ...pero me ha ayudado bastante porque mediante la práctica he aprendido a mejorar la fluidez en el inglés. (280)	IF8-7TH SEMESTER....but it has helped me a lot because through practice I have improved my English fluency. (280)

P9. ¿Cuál piensas fue el objetivo de los role-plays? ¿Piensas que logró su objetivo?

Q9. What do you think was the objective of the role-plays? Do you think the objective was reached?

Enhance speaking confidence and decrease fear

IM1-7TH SEMESTER. Pienso que sí logró su objetivo. El objetivo fue que nosotros tengamos una mejor pronunciación, que aprendamos un poco más el inglés, tener un mejor vocabulario y perder el miedo al momento de hablar. (248)

IM1-7TH SEMESTER. I think it accomplished the objective. The objective was that we get a better pronunciation that we learn English more, have a better vocabulary and lose fear when we talk. (248)

Develop conversational skills

IM2-7TH SEMESTER... El objetivo del role-play como decía es mejorar el habla en inglés de los estudiantes, el entendimiento. Pienso que el objetivo se ha logrado en este tiempo por medio de los role-plays que es el desenvolvimiento escénico de los estudiantes. Eliminar el pánico escénico que tienen algunos y desarrollar su habla con las demás personas. (255)

IM2-7TH SEMESTER. The objective of role-plays, as I was saying, is to improve students' speaking, the understanding. I think the objective was accomplished during this time through the use of role-plays which has to do with the stage performance of the students. Avoid the stage panic that some have and develop speaking with the rest of people. (255)

Table 4 General categories, codes and answers generated from the questions of the Focus Group Discussions and Individual Interviews of the first intervention

CATEGORIES	CODES	Answers to the questions from the Focus Group Discussion	Answers to the questions from the Individual Interviews
Students' perspectives towards speaking	Lack of vocabulary limits speaking	1	1
	Teacher' and peer's support motivates speaking	3	1
	Mispronunciation limits speaking	4	4
	Lack of interest limits speaking	3	1
	Vocabulary knowledge and pronunciation promote speaking	5	
	Listening promotes speaking	2	
	Improvised interaction promotes speaking	2	
	Writing and listening promote speaking	1	
	Advantages of using role-plays	1	
	English knowledge promotes speaking		2
	Speaking provides learning opportunities		6
	Lack of English knowledge limits speaking		2
	Vocabulary knowledge promotes speaking		1
Favorite speaking activities	Vocabulary activities	1	
	Improvised dialogues	1	
	Dialogues		9

	Dramatization		1
	Role-Plays		3
Concept of Role-Plays	Interaction between two or more people	2	
	Dramatization	1	5
	Daily life topics	1	
	Learning Strategy	2	
	Interactive activity		5
	Dialogues		5

Table 5 General categories, codes and answers generated from the questions of the Focus Group Discussions and Individual Interviews of the second and third interventions

CATEGORY	CODES	Second Intervention	Second Intervention	Third Intervention	Third Intervention	
		Answers to the questions from the Focus Group Discussions	Answers to the questions from the Individual Interviews	Answers to the questions from the Focus Group Discussions	Answers to the questions from the Individual Interviews	
Likes about role-plays	Participating in role-plays decreases fear.	1				
	Role-Plays resemble real life situation.	1				
	Role-Plays allow weakness identification.	1				
	Role-Plays allow speaking practice.	3			1	
	Role-plays allow pronunciation practice.	2				
	Role-plays allow vocabulary development.			2	1	1
	Role-Plays promote interaction.		2			
	Role-plays develop conversational skills.					4
Dislikes about role-plays	Memorization	3	1		1	
	Writing role-plays scripts	2				
	Excessive role-plays	2				

	Monotonous	1			
	Lack of peer's support discourage role-plays participation.			1	
	Mispronunciation limits speaking.	2	1	1	
Advantage of using role-plays	Role-plays allow pronunciation development.	7	1	6	
	Participating in role-plays decreases fear.	2	2	6	
	Role-plays develop conversational skills.	5	4	7	
	Role-Plays resemble real life situation.		4	5	
	Role-Plays allow speaking practice.		2	8	
	Role-Play allow vocabulary development.		1	5	
	Role-plays promote creativity.			1	
	Role-Plays promote interaction.			3	
	Role-plays promote understanding.		1		
	Role-plays promote learning.		3		
	Role-plays allow vocabulary development.		1	5	
	Role-plays promote ZPD.			3	
	Role-Plays increase interest in learning the language.			1	
		Monotonous	4	1	
		Memorization	3	5	2
	Embarrassment feeling interferes in role-plays participation.	2	1	1	

Disadvantages of using role-plays					
	Fear interferes in Role-Play participation.		1		
	Mispronunciation interferes speaking in role-plays.		1	1	
	Lack of language understanding interferes in role-plays.			2	
	Lack of vocabulary limits speaking in role-plays.			1	
Use of role-plays in tourism courses	Role-plays develop conversational skills.	2			
	Role-Plays allow learning by doing.		2		
	Role-Plays allow speaking practice.		1		
	Role-Plays allow vocabulary development.		1		
	Role-Plays promote ZPD.		2		
	Dynamic role-plays	6	1	1	
Recommendations for the use of role-plays	Increase Interaction	3			
	Longer role-plays to develop speaking skills.			1	
	Role-plays as a complementary activity for speaking practice	3	1	9	
	Pronunciation practice enables speaking in role-plays.		3	2	1
	More Role-Plays		1		
	More Vocabulary		1		
	Vocabulary practice			3	

	enables speaking in role-plays				
	Vocabulary practice enables speaking in role-plays.				1
	Teaching Grammar for creating better role-plays.		2		
	Role-Plays resemble real life situation.				3
	Teacher's guidance				2
	Mispronunciation interferes speaking in role-plays.		4		
Objective of role-play	Enhance speaking confidence and decrease fear.	6	2		3
	Develop conversational skills		4	4	3
	Improve pronunciation		1	3	
	Combine writing and speaking				1
	Interpret actions and situations				1

5.5 CONCLUSIONS

The next section deals with the discussion of finding and it also includes previous studies related to the present research work.

CHAPTER 6

6.1 DISCUSSION OF FINDINGS

In this section of the study, the researcher will discuss the results of the data collection performed in the first, second and third intervention. The discussion of the results of the first intervention deals with the author's exploration of the participants' opinion towards speaking. The discussion of the results of the second and third interventions, on the other hand, describes aspects related to the students' insights towards the use of role-plays to develop speaking skills.

At the beginning of the discussion of the results of each intervention, the researcher makes a brief presentation of the most persistent information obtained from the two data collection methods applied to the participants during the three interventions. At the same time, in this presentation, the researcher also discusses the findings that, although they are not constant in the results, are relevant or valid to the aim of the study. After the presentation of each intervention, the researcher discusses in detail the findings obtained from the application of both methods.

In order to discuss the three interventions, the author refers to the Table 4 and Table 5 which presents a global view of the results from the first, second, and third interventions. These tables show the categories, codes, and answers of participants to the questions from the focus group discussion and individual interviews. The researcher also uses the tables for each category which presents the codes and the corresponding participants' answers to the questions from the focus groups discussions and individual interviews.

6.1.1 Discussion Presentation: First Intervention

The researcher' purpose of the first intervention was to get some insight regarding the students' perspectives towards speaking. Therefore, after applying the semi-structured questions for the focus group discussions and the individual interviews, the author finds that in both methods of data collection, participants of the study expressed views regarding the lack of vocabulary, lack of interest and mispronunciation as principal factors that limit

speaking (see Table 1.1.1). Furthermore, in both methods students mention teacher ‘and peer’ support as an important element that motivates participating in speaking practices. Regarding, the concept of role-plays, student’s participation in the two methods coincided with the view that role-plays were related to dramatization.

The author also observes some important students’ perceptions that even though are not repeated in both methods of the first intervention, give valuable information related to the topic of the present study. In this respect, participants’ answers to the questions from the focus group discussions mention ideas about their perspectives towards speaking which relate to vocabulary knowledge and pronunciation, listening as speaking promoter, and improvised interaction. From the individual interviews, students perceive that speaking provides learning opportunities, lack of English knowledge limits speaking, and vocabulary knowledge promotes speaking. As for favorite speaking activities, the author observes that in the individual interviews students mention to enjoy participating in dialogues, dramatizations, and role-plays.

Regarding the concept of role-plays, participants’ answers to the questions of the focus group discussions, indicate that role-plays are an interaction between two or more people, daily-life topics, and a learning strategy. From the individual interviews, the author discovers that participants perceive that role-plays are interactive activities and dialogues.

6.1.2 Discussion of Findings: First Intervention

The tourism sector requires a lot of interaction among people. Therefore, professionals in the tourism sector not only need to be able to communicate efficiently in their native language but also they are required to be proficient in a foreign language such as English which is a worldwide language. This means that people studying Hotel and Tourism Management need to develop their English speaking skills because they will constantly deal with foreign tourists who come from abroad expecting tourism professionals to aid them during their stay in a different country, but what do people who are enrolled in the Hotel and Tourism Management career think about speaking?

6.1.2.1 Students' perceptions towards speaking: Lack of vocabulary limits speaking

The participants of this study consider that their speaking skills development has been influenced by some positive and negative aspects. For instance, some of the learners who participated in both methods, among the negative aspects, coincide with the opinion that lack of vocabulary limits speaking. In this case participants, FGF2-5TH SEMESTER and IF7-7TH SEMESTER express their dislike about speaking English because there are words they do not understand. "I don't really like to speak English in class because there are words that I don't understand, that I would like to know more..." (FGF2-5TH SEMESTER). This is a common claim of students regarding speaking English in class. From this statement, we can say that not having enough vocabulary knowledge would not allow students to communicate orally in any situation.

6.1.2.2 Students' perceptions towards speaking: Lack of English knowledge limits speaking

Another aspect that interferes participating in speaking activities is the low English level of learners. The fact that students do not have enough English background, makes it difficult to express their ideas naturally. Therefore, participant IF9-7TH SEMESTER expressed that she does not like to speak English much because of not managing the language well. Additionally, student IM3-7TH SEMESTER also mentions that once he had to do some practical training as a tour guide. Many times tourists asked him to guide them in English. Unfortunately, he was not able to do it because of the lack of English knowledge he has.

As an illustration of how significant is to have English knowledge to be able to perform well in this industry, the author of this study, after doing some research, found that the tourism sector in Jordan is a significant aspect of the economic growth of the country, making it one of the most popular destinations in the world. Consequently, developing English skills, especially speaking, is an important element for the success of the tourism industry. For this reason, ESP courses are indispensable for the professional development in that country (Aldohon, 2014). Similarly, the fact that Ecuador has many touristic

attractions, makes it necessary to develop courses at the university level to meet the demands of the tourism sector.

6.1.2.3 Students' perspectives towards speaking: Vocabulary knowledge promotes speaking

Taking into account the aforementioned students' considerations and Hutchinson & Waters' (1991) claims regarding content and methods decisions for teaching, it is important that teachers plan activities that allow students improve their oral skills of the target language. Such activities should also aim at developing vocabulary and expressions commonly used in their career field, as like students express, vocabulary influences the speaking skills of the learner. Additionally, Bloor and Bloor findings (as cited in Basturkmen, 2008) state that the English learning process in an ESP course must start from the beginning level. At this level, students are able to become involved with the words and expressions used in their professions. For this purpose, exposing students to enough vocabulary will enable them to speak since it provides the students with the necessary tools to communicate with each other. In this respect, IF2-7TH SEMESTER maintains that "if someone knows the vocabulary, he or she will know how to speak English."

6.1.2.4 Students' perspectives towards speaking: Mispronunciation limits speaking

Besides the lack of vocabulary, another factor that causes a drawback for speaking development is mispronunciation since students are ashamed to pronounce words incorrectly. Regarding this point, participant FGF11-5TH SEMESTER states "sometimes I have seen how English is written one way and it is pronounced in another and there is a type of confusion and people don't dare to say it because they are ashamed or they think others will laugh at them". Likewise, participants FGF5-5TH SEMESTER, FGF7.-5TH SEMESTER and FGF8-5TH SEMESTER consider that mispronunciation is the main reason they do not like to speak English in class. According to Kelly (2000) mispronunciation is the main factor of communication issues. Participants IF1-7TH SEMESTER and IF8-7TH SEMESTER express their feeling of dislike about speaking

English because there are words they do not know how to pronounce well and therefore they are ashamed to speak in front of an audience.

6.1.2.5 Students' perspectives towards speaking: Vocabulary knowledge and pronunciation promotes speaking

In this respect, students emphasize that knowing vocabulary and pronunciation promote speaking. Participants FGF4-5TH SE, FGF9-5TH SEMESTER, FGM1-5TH SEMESTER, FGF11-5TH SEMESTER, and FGF13-5TH SEMESTER report that learning vocabulary reinforce words that are not understood or mispronounced. For instance, FGF9-5TH SEMESTER mentions "Because vocabulary can reinforce words that we don't understand...that we cannot pronounce." This means that if students know more vocabulary and its pronunciation, they will be able to function in English more efficiently.

One way of improving pronunciation is to do a lot of listening practice. In relation to this, participant FGF10-5TH SEMESTER expresses that she likes practicing listening because in this way she memorizes the correct pronunciation of words. Furthermore, from the point of view of participant FGF14-5TH SEMESTER "speaking refers to putting into practice what we have learned from the listening". Concerning this, Murphy (1991) maintains that speaking and listening are the central skills for social communication; pronunciation, as a result, involves the development of speaking and listening skills. Consequently, a lot of speaking practice in class should also be promoted since it enhances the development of the students' speaking skills. In this regards, participant IF6-7TH SEMESTER states "I do like [to speak English] because I am able to learn and speak English perfectly and to improve it each day." Considering this, ESP courses need to focus on communicative approach activities where according to Usó-Juand & Martínez-Flor (as cited in Beltrán-Palanques, 2012) its principal objective is to increase the learner's communicative competence.

6.1.2.6 Students' perspectives towards speaking: Lack of interest limits speaking

Although it is true that the lack of vocabulary, mispronunciation and low level of English knowledge are factors that refrain students from producing oral discourse, other factors such as students' lack of interest also limit the oral production of students. In this respect, participants FGF4-5TH SEMESTER, FGM1-5TH SEMESTER and FGF6-5TH SEMESTER express that the low level of interest causes students not to even try to develop the language through new technologies or self-education. Furthermore, student IM3-7TH SEMESTER observes "... sometimes it is very difficult [to speak English] for the person who doesn't like English or who has never been accustomed to learning English. It has always been a subject that has not favored that person." According to Hickey (2010), an important aspect of learning in socio-constructivist approaches is motivation. It means that in communicative activities, the main goal is to focus on meaningful content related to the students' interests and daily life interaction. In this sense, Hutchinson & Waters (1991) maintain that the nature of ESP courses is that they are relevant to the learners' needs and interests.

6.1.2.7 Students' perspectives towards speaking: Improvised interaction promotes speaking

Adding to this idea, the participants of this study think that in order to increase the interest of students to practice speaking, teachers should involve them in activities that increase their curiosity about the language such as improvised interactions. Participant FGF11-5TH SEMESTER mentions that interacting with classmates and teachers spontaneously lead to speaking practice. "For example if a topic is proposed in class and each student brainstorms about that topic" (FGF4-5TH SEMESTER).

6.1.2.8 Students' perspectives towards speaking: Teacher' and peer's support motivates speaking

From the previous paragraphs, the author infers that another way to promote the development of speaking skills in students is by motivating them to participate in

collaborative activities. By following constructivist principles, the instructor becomes a facilitator who encourages the performance of different activities that foster the interest of students and motivates learning. As a matter of fact, a key factor in developing speaking skills is to have the teacher and peer' support. In view of this, participants FGF1-5TH SEMESTER and FGF3-5TH SEMESTER mention as a positive aspect, the support they receive from the teacher when they are observed on the errors they make. Furthermore, participant FGF8-5TH SEMESTER indicates "I think it is important that in English class where speaking is the key, a confidence environment should be generated. It must be clear that everybody is learning and if there is someone who knows more, he or she should guide the rest".

Together with these claims, student IF1-7TH SEMESTER mentions that whenever there are words that are not understood, teacher's help enables learning. Wells' opinions (as cited by Lee & Smagorinsky, 2003) consider the need of working collaboratively in order to learn. In classes where the constructivist approach is applied, ZPD is an important aspect of learning result from collaborative work. According to Jones & Brader-Araje (2002), ZPD is the potential of a student when they get help from someone else's knowledge. For the present case, English learners help each other with the assistance of the teacher to improve pronunciation and as a result their speaking skills.

So far we have discussed the perspective of students towards speaking English in class such as how they view speaking and the reasons why they like and dislike participating in speaking tasks. In the next paragraphs, we turn to discuss their favorite speaking activities.

6.1.2.9 Favorite speaking activities: Dialogues

Many participants when interviewed individually express that dialogues were one of the speaking activities they like to participate the most. For instance, participant IF2-7TH SEMESTER comments that she likes to participate in dialogues because they help to develop vocabulary. Similarly, participants IF4-7TH SEMESTER and IM2-7TH SEMESTER mention enjoying dialogues because they can interact through conversations. Regarding speaking development, Nasr (1997) maintains that "dialogues are extremely

instrumental in developing oral proficiency.” This author thinks that this is due to the fact that they resemble real life situations or are related to the participants’ personal experiences.

Another reason they like to participate in dialogues according to participants IF7-7TH SEMESTER and IF8-7TH SEMESTER is that through them they can help each other in order to develop speaking skills. The connection that exists between a learner and its peers is called ZPD which corresponds to the individual’s intellectual potential when being assisted from someone else’s knowledge (Jones & Brader-Araje, 2002).

6.1.2.10 Favorite speaking activities: Dramatization

Similarly, another speaking activity they enjoy is dramatization as claimed by participant IF3-7TH SEMESTER. “Well, I like dramatizations more,” she says. Dramatization is a helpful activity that develops many aspects of the speaking skills and it leads learners to take part in situations that resemble the ones they will encounter in their future professions. As a matter of fact, dramatization activities are similar to performing in role-plays. Wagner (1998) considers that dramatizations allow students to interpret different roles and enables them to communicate through using different styles of language.

6.1.2.11 Favorite speaking activities: Role-Plays

Together with dialogues and dramatizations, role-plays are also an important activity to have students develop speaking skills through taking part in roles related to their career. Three participants IM1-7TH SEMESTER, IM3-7TH SEMESTER, and IF9-7TH SEMESTER report implicitly to enjoy being involved in role-plays since in this way they are able to practice situations that they will encounter in the future. For instance, participant IM1-7TH SEMESTER declares “I like to participate [in activities] in which a product is being offered...For example in a restaurant, selling a product, etc.” Through role-plays according to Bournot, Belliveau and Spiliotopoulos (2007) students are enabled to improve their intercultural competence, general expertise, and values related to aspects of their professional field.

Up to this point, the researcher has discussed dialogues, dramatizations, and role-plays as the participants' favorite speaking activities, now she turns to talk about how these participants define role-plays in their words. In order to support the students' answers scientifically, the author of this study will also describe how writers of previous studies define and characterize role-plays in relation to the learner' perceptions.

6.1.2.12 Concept of Role-Plays: Interaction between two or more people

One of the definitions that were generated from the students' answers is that role-play is an interactive activity in which two or more people interact with each other. By way of illustration, participant IF2-7TH SEMESTER indicates that "a role-play for me is an activity done by two or more people...and that it is used to interact in class..." Regarding this point, Porter (2004) states that through role-plays learners become qualified in speaking skills and consequently able to interact in a real life situation. Additionally, Antonini and Fernández findings (as cited in Rodríguez & Morón, 2011) consider that role-plays enable communicational interplay between English learners. Steven (2015) maintains that there have been authors that define role-plays as an effective learning strategy since it motivates participation even among passive learners, as a result of using role-plays, classrooms become more dynamic, facilitates the learning of material, and makes collaborative learning possible.

6.1.2.13 Concept of Role-Plays: Dramatization

Another definition that was generated from the perception of a participant during focus group discussions (FGM2-5TH SEMESTER) and individual interviews (IF7-7TH SEMESTER) is that role-plays are something similar to a dramatization. In this respect, Martinez (2009) maintains that role-play is used effectively for teaching as a technique of dramatization. Additionally, the participation in role-plays in these two courses is related to various circumstances of the tourism industry where learners will have the opportunity to familiarize themselves in contexts similar to the ones they will encounter in their future professional jobs. The author ponders that the students' perception of role-plays as dramatizations is a positive one because they relate to their professions and enable them to

become more involved and interested in this activity. In this respect, Wagner (1998) maintains that the main purpose of drama in an educational context is to have students understand human interaction. Furthermore, Emunah assertions (as cited in Martinez, 2009) consider that a dramatized action is an intermediary between fantasy and reality. This fantasy enables learners to perform situations that are not reached yet in real life, but once they are fictitiously experienced, they can be part of real life.

6.1.2.14 Concept of Role-Plays: Dialogues

Dramatizing in role-plays are possible through dialogues performed between learners who interact to solve a problem in a given situation. Role-plays according to students' perspectives are defined as dialogues. In relation to this, participants IF2-7TH SEMESTER, IF4-7TH SEMESTER, IF6-7TH SEMESTER, and IF8-7TH SEMESTER indicate that role-plays are dialogues or conversations among people. Regarding this, participant IF6-7TH SEMESTER maintains that "A role-play is a dramatized dialogue." Rodríguez & Morón (2011) consider that role-plays help learners to have a fluent oral communication and to develop skills such as conversations in different situations.

For this reason, it is important to allow students of the Tourism career to be involved in real situation dialogues through different teaching strategies such as role-plays. Furthermore, Livingstone, Maley, Magos and Politi (as cited by Cho, 2015) consider that role-play is identified as an effective technique for oral skills development.

6.1.2.15 Concept of Role-Plays: Learning strategy

Similarly, participants FGF16-5TH SEMESTER and FGF9-5TH SEMESTER agree with the idea that role-plays are an effective pedagogical strategy to improve learning. In this respect, Hatch and Brown findings (as cited in Taka, 2008) maintain that "teaching strategies refer to everything teachers do or should do in order to help their learners learn". Additionally, taking into account the use of role-plays for the development of speaking skills in other professional fields, not only in the tourism sector, Martinez (2009) views role-plays as a pedagogical strategy to teach nurses to understand patients and consequently give them the best service. Because the tourism sector is mainly

centered on effective service to tourists, role-plays are an effective technique to develop speaking skills and consequently fulfill all the foreigners' needs.

The author closes the discussion of the first intervention by having a clear representation of the participants insights regarding speaking, their favorite speaking activities and how they define role-plays which is the activity used to conduct the present study. This exploration opens a window to the researcher in order to set a starting point for the discussion of the second and third interventions which will generate important data to accomplish the purpose of the present thesis.

6.1.3 Discussion Presentation: Second and Third Interventions

The author's aim for the discussion of the second and third interventions is to analyze the insights of EFL students about the use of role-plays to develop speaking skills and to discuss the arguments that support the answers to the following research questions:

- a. Do learners feel that improvement of speaking skills take place through role plays?
- b. What implications do learners perceive role plays have for developing speaking skills in an ESP class?

For this purpose, in order to practice speaking through role-plays, the participants of this study are required to solve an issue that could take place in a tourism situation by applying vocabulary and expressions related to the content of a class. The categories and codes generated from the answers to the questions of the focus group discussions and individual interviews from the second and third intervention are shown in Table 5.

In this regard, the researcher shows that in the answers to the questions of the individual interviews of the second intervention and the answers to the questions of focus group and individual interviews of the third intervention, participants express that they enjoy participating in role-plays because they allow vocabulary development. In relation to their dislikes, students in both methods and in the second and third intervention coincide

with the opinion that they dislike memorization and mispronunciation because they limit speaking.

Following this, the author shows that there were some participants' perceptions in relation to the advantages of using role-plays. Accordingly, in the two interventions, the students' answers to the questions from both methods, agree that role-plays allow pronunciation development. Another aspect related to the advantages that students who participated in the focus group and individual interviews of the second intervention and the focus group of the third intervention express are that participating in role-plays decreases fear. Equally important was the participants' answers to the questions of the focus group discussions and individual interviews from the second intervention and the focus group from the third intervention which show the perception that role-plays develop conversational skills. Moreover, participants who answer the questions from the individual interviews of the second intervention and the ones who answer the questions from the focus group discussions and individual interviews of the third intervention coincide with the idea that role-plays allow vocabulary development.

Along with the advantages, participants comment that there are also some disadvantages of using role-plays. Evidence of this is the students' answers to the questions from the focus group discussions of the second interventions and students' answers to the questions of the focus group and individual interviews of the third intervention. In these two interventions, participants express memorization as an important drawback for speaking development. Following the previous opinion, contributors' answers to the questions of the focus group and individual interviews of the second intervention and students' answers to the questions of the focus group from the third intervention coincide with the idea that embarrassment feeling interferes in role-plays participation.

There are also some recommendations generated from the two methods in order to improve the use of role-plays to develop speaking skills. With this in mind, participants who answer the questions from the focus group discussions and individual interviews of the second intervention and from the focus group discussions of the third intervention

express that role-plays should be dynamic. Another recommendation produced from the answers to the questions from the focus group discussions and individual interviews of the second intervention; and the questions from the focus group discussions of the third intervention is that role-plays should be used as a complementary activity for speaking practice. A final recommendation created from the answers to the questions from the individual interviews of the second intervention and the focus group and individual interviews of the third intervention is that there should be pronunciation practice to enable speaking.

Furthermore, the researcher wanted to know if students knew the objective of using role-plays. In this respect, the author finds that participants' answers to the questions of the focus group discussions and individual interviews of the second intervention and the answers to the questions from the individual interviews of the third intervention demonstrate that one of the objectives, perceived by students, is that role-plays enhance speaking confidence and decrease fear. Additionally, the answers to the questions from the individual interviews of the second intervention and the answers to the questions of the focus group and individual interviews of the third intervention show that students consider that role-plays develop conversational skills.

Another key point in this discussion is that the researcher finds some useful students' opinions regarding the application of role-plays in the two tourism ESP courses which, even though, are not constant in the second and third interventions, provide significant information related to the topic of the present research.

In this regard, the answers provided to the questions from the focus group of the second intervention show that students like role-plays because they decrease fear and allow pronunciation practice. At the same time, the answers to the questions of the individual interviews of the second intervention show that role-plays promote interaction. Another reason why learners like to participate in role-plays according to their answers to the questions of the individual interviews from the third intervention is that they develop conversational skills.

Equally important, although only mentioned once in the focus group discussions of the second intervention, is that one student expresses not to like participating in role-plays because they are monotonous. Another important perception mentioned once in the answers to the questions of the individual interviews from the third intervention is that lack of peer support discourages role-plays participation.

Regarding the advantages of using role-plays to develop speaking skills, the answers to the questions from the individual interviews of the third intervention generated two perceptions which correspond to the opinions that role-plays promote creativity and interaction. In the same way, the answers to the questions from the individual interviews of the second intervention show that role-plays promote learning. Another perception related to the advantage of using role-plays according to the answers to the questions from the focus group of the third intervention is that role-play promotes ZPD. Lastly, a student's answer to the questions from the individual interviews of the third intervention demonstrates that role-plays increase interest in learning the language.

Moreover, in relation to the disadvantages, students in the individual interviews of the third intervention mention lack of language understanding interfere in role-plays participation. Likewise, participants in the focus group discussions of the third intervention express that lack of vocabulary limits speaking in role-plays.

Concerning the use of role-plays in tourism courses, students' answers from the focus group discussions of the second intervention, perceive that role-plays promote conversational skills. Additionally, in the individual interviews of the second intervention students express that role-plays in tourism courses allow learning by doing, speaking practice, vocabulary development, and ZPD use.

In the same fashion, in relation to the recommendations for the use of role-plays to develop speaking skills, students in the focus group discussions of the second intervention say that it is necessary to increase interaction. Furthermore, in the individual interviews of the second intervention, students express that there should be more role-plays and vocabulary. In the focus group of the third intervention, students consider important to practice vocabulary to enable speaking in role-plays. In the individual interview of the

third intervention, students express that it is necessary to adequate the context in order to make role-plays resemble real life situations. In the individual interviews of the third intervention two student mention that there should be teacher's guidance during the development of role-plays.

6.1.4 Discussion of Findings: Second and Third Interventions

For the analysis of the discussion, the researcher intends to answer the first research question of the present thesis, which refers to the feeling of learners regarding whether or not there is an improvement of speaking skills through role-plays. With this intention, the researcher explores the answers of the participants to the questions from both methods of the two interventions. As a result, the author discovers through the participants' perceptions that role-plays allow vocabulary and pronunciation development, improve pronunciation, and develop interaction and conversational skills. These insights demonstrate that learners do perceive speaking skills improvement through the use of role-plays.

6.1.4.1 Likes about Role-Plays: Role-Plays allow vocabulary

Development

After applying the semi-structured questions for the focus group discussions and individual interviews, the author discovers that in the individual interviews of the second and third intervention, as well as the focus group of the third intervention the participants' answers indicate that they like participating in role-plays because this activity allows vocabulary development. For example, in the second intervention students, IF2-7TH SEMESTER and IF5-7TH SEMESTER mention enjoying learning new vocabulary. In the third intervention, participant FGF15-5TH SEMESTER also states that what she likes the most from role-plays is to learn new words. In the individual interview of the third intervention participant, IF7-7TH SEMESTER comments that role-plays allow her to have an extensive vocabulary.

These claims from the participants relate to what was commented by one of the contributors to the study conducted by Yen and Chang's (2015) who stated that role-plays

were useful because he learned some vocabulary. Considering this, Coxhead (2013) maintains that applying specialized vocabulary correctly show that participants belong to a specific field of study. Through role-plays, learners apply vocabulary and expression for interaction related to their career. Consequently, participants' feedback from the individual interviews of the second intervention, and the focus group and individual interviews of the third intervention show that role-plays allow vocabulary development. In relation to this, participant FGF17-5TH SEMESTER mentions "...we learn [through role-plays] new vocabulary and new ways to ask about how to guide or discover a place." A qualitative study that also analyzes the perceptions of role-play activities indicates that learners expressed several improvements such as vocabulary (Bonella, 2002).

6.1.4.2. Likes about Role-Plays: Role-plays allow pronunciation development

Regarding the advantages of using role-plays to develop speaking skills, some participants in the second and third intervention in both methods coincide with the opinion that role-plays allow pronunciation development. In reference to this, participant FGM1-5TH SEMESTER says "role-plays have helped me to improve the pronunciation of different words." Similarly participants FGF7-5TH SEMESTER and FGF11-5TH SEMESTER from the second intervention mention to enjoy participating in role-plays because it enables them to improve pronunciation. In a research conducted by Yen & Chang in which the purpose was to lead an EFL instructional course by integrating Facebook and Skype as resources through which students perform role-plays, the results show that learners improve their speaking skills through role-playing activities. The analysis of Yen & Chang also exhibits that learners were able to improve their speaking skills via peer-to-peer and self-correction behaviors.

6.1.4.3 Objective of Role-Plays: Role-Plays improve pronunciation

The previous lines refer to the development of pronunciation through role-plays as an advantage. In this paragraph, however, the researcher indicates that the answers to the questions from the individual interviews of the second intervention and the focus group of the third intervention reveal that according to the students, the objective of applying role-

plays during the execution of the present study was to improve pronunciation. For example, participant FGF15-5TH SEMESTER says “...role-plays have been very repetitive, but they have been beneficial and thanks to them now we at least have learned to pronounce words that we didn't even know.”

6.1.4.4 Objective of role-plays: Role-Plays develop conversational skills

It is important to realize that a foreign language is learned best through social interaction with peers in a meaningful context. Moreover, the participants' answers to the questions of the focus group discussions and individual interviews of the second intervention, and the focus group of the third intervention depicted that role-plays develop conversational skills. In this respect, participant IF6-SEVENTH SEMESTER of the second intervention mentions that “through role-plays, I can establish a conversation”. Regarding interaction, participants IF1-7TH SEMESTER and IF6-7TH SEMESTER of the second intervention consider as an important aspect the opportunity to interact during a conversation. Similarly participant IM2-7TH SEMESTER of the third intervention express “what I like the most is the interactivity that we have with the other classmates when we are able to speak and explain the things with questions and answers or also a way to interact with something possible that we'll do in the future. (250).” A study conducted by Rodriguez & Morón (2011) maintain that role-plays help learners to communicate fluently in various situations.[5] Significantly important are the participants' answers regarding the aspect of developing conversations related to their professional field. In this respect students, FGM1-5TH SEMESTER and FGF14-5TH SEMESTER of the second intervention express that role-plays are about topics related to greeting tourists, tour guiding, how to make reservations, etc. which allow them to develop the necessary conversational skills for their future career. Additionally, participant IF4-7TH SEMESTER says “well, the objective is to be able to learn how to have and English conversation and learn to understand when we are talked in English.” According to Polyudora (2014) speaking English is a significant skill for career growth and interaction with other cultures around the world. Consequently, employees with good English levels

are necessary for effective organizations in the global tourism management (Al-Saadi, 2015).

In a like manner, for the analysis of the discussion to answer the second research question, the author identifies that there are implications to be improved and implications that are positive in regards to the use of role-plays to improve speaking skills. In view of this, the following lines describe the participants' insights regarding the effects of the use of role-plays.

6.1.5 IMPLICATIONS TO BE IMPROVED IN THE USE OF ROLE-PLAYS TO DEVELOP SPEAKING SKILLS IN AN ESP CLASS

6.1.5.1 Dislikes about role-plays: Mispronunciation limits speaking

A relevant reason for not liking to participate in role-plays is the frequent mispronunciation that makes it difficult to be understood by a speaker of another language. Consequently, it is important that the instructor carries out pronunciation practices in ESP classes. In this case, the individual interviews of the second intervention, and the focus group and individual interviews of the third interventions show mispronunciation as an important reason for showing displeasure towards participating in role-plays. The fact of not pronouncing words correctly is, according to some participants of this study, the cause of speaking constraints. For instance participants IF1-7TH SEMESTER, IF3-7TH SEMESTER, FGF15-5TH SEMESTER, and IM1-7TH SEMESTER consider that what they dislike the most from participating in role-plays is to mispronounce words. Consequently, Kelly (2000) maintains that the teacher should also include a variety of pronunciation practices to enable students the opportunity to communicate effectively. Saito & Poeteren (2012) conducted a questionnaire study in order to examine how 120 EFL teachers in Japan adjust their pronunciation to enable and improve their students' learning skills to reach intelligibility in (L2). The results of this questionnaire show that the majority of teachers work hard to make classroom input comprehensible to their students. In the case of the present study, the instructor utter the keywords related to the content of the class by adjusting the pronunciation of them in order to make the words comprehensible to the students before and after the presentation of the role-plays. As a

result, the number of students who will mispronounce those words for subsequent role-plays is less.

6.1.5.2 Dislikes about role-plays: Memorization

In this context, the author of this thesis, observes that a factor that causes not knowing enough English is that students tend to memorize the dialogues for the role-plays. This fact does not relate to communicative approach activities, since many times students do not understand what they say and therefore, participating in role-plays becomes an activity that is not meaningful for them. In this respect, participants' answers to the focus group discussions of the second intervention and the answers to the questions of focus group discussions and individual interviews of the third intervention demonstrate memorization, as a main factor for not liking to participate in role-plays. Proof of this are the answers provided by participants FGF1-5TH SEMESTER, FGF7-5TH SEMESTER, FGF11-5TH SEMESTER and FGF13-5TH SEMESTER who agree that memorization of role-plays scripts does not lead to real learning since it is done unconsciously and with no meaning at all. For instance, student FGF13-5TH SEMESTER says "...because most of the time we tend to memorize and many of the times we don't learn those words." Moreover, student IF2-7TH SEMESTER mentions that she dislikes learning long texts the most. On the other hand, Harper, et al (as cited in Cho, 2015) mention that for fully SRP every word is provided to the learners to read or memorize their lines. SRP is suitable for lower level proficiency learners since it is extremely structured. For this study, the researcher applied SRP in which students read very short passages, do some written exercises, listen to dialogues and prepare role-plays using the vocabulary, expressions, language and following the model dialogue of a specific topic provided in the book. This required students to memorize lines in order to present role-plays in front of the class. Moreover, as time passed, the researcher finds that students started to improve their speaking skills, because there were words and expressions that were frequently used in subsequent role-plays.

6.1.5.3 Disadvantages of using role-plays: Embarrassment feeling interferes in role-plays participation

Because of mispronunciation, students express feeling embarrassed in front of peers limiting, in this way, their participation in role-plays. According to participants' answers to the questions from the focus group discussions and individual interviews of the second intervention and the focus group of the third intervention a disadvantage of using role-plays is the feeling of embarrassment. An example of this answer is stated by participant FGM1-5TH SEMESTER who says "...and I see it [role-plays], but in a certain way because we are always going to make mistakes. We are not always going to say the things right. And because of these mistakes sometimes because of wrong pronunciation, classmates make fun of that, they laugh, and therefore one gets embarrassed and doesn't want to continue talking." Additionally, student IF5-7TH SEMESTER of the second intervention views that a person who fears to speak in front of an audience will not be able to perform well. Tyers (2002) maintains that when learners participate in role plays, they get more English communication experience. Additionally, role plays help students, specifically shy ones, to feel gradually more confident while speaking in the target language. As a result, the author of this study considers that feeling embarrassed and uncomfortable to speak a foreign language might be disturbing at the beginning of the learning process, however as learners get more practice, they improve their speaking skills and as a result become more confident.

6.1.5.4 Disadvantages of using role-plays: Lack of language understanding

Furthermore, lack of vocabulary means lack of language understanding. If words are not understood, language is not understood either. In this case, participants IM3-7TH SEMESTER and IF9-7TH SEMESTER of the third intervention mention that interaction during role-plays is affected by the fact that language is not understood properly. Krashen and other thinkers truly believe that language learning process is developed using language communicatively (Richards & Rodgers, 2011).

6.1.5.5 Recommendations for the use of role-plays: Role-plays as a complementary activity for speaking practice

An important recommendation represented in the answers to the questions from the focus group discussions and individual interviews of the second intervention, and the focus group discussion of the third intervention is the use of role-plays as a complementary activity for speaking practice. In this respect, participant FGF12-5TH SEMESTER considers “...and also in the expositions would help us to have a good pronunciation and a good speaking and not just the role-plays.”

6.1.5.6 Recommendations for the use of role-plays: Dynamic role-plays

Other recommendations for the use of role-plays to develop speaking skills are shown from the answers of the participants to the questions from the focus group discussions and individual interviews of the second intervention and the focus group of the third intervention. These answers mention that dynamic role-plays are suggested to increase motivation to participate in them. For instance, participant FGM3-5TH SEMESTER states “I consider that a recommendation would be that at the moment to create role-plays, each person does it according to his or her idea, according to the topic that most interest him or her, so it becomes more dynamic.” Another example of this is the answer provided by participant FGF7-5TH SEMESTER of the second intervention who dislikes the fact that role-plays are not dynamic. On the contrary, Tyers (2002) indicates that role-plays increase interest and enthusiasm for learning a foreign language because it becomes a dynamic activity and the focus is on the learner. It means that the instructor needs to guide students to create role-plays that are significant to them so that they become a dynamic activity.

In order for role-plays to be more dynamic, it is important to realize that tourism students must be prepared to interact and hold conversations with tourists in their future professional jobs in a context similar to the ones they will encounter. Therefore, participants IMI-7TH SEMESTER, IM2-7TH SEMESTER, and IM3-7TH SEMESTER of

the third intervention suggest to adequate the stage where the role-plays will be performed during class time. As a result, role-plays will be more lively and self-motivated.

6.1.5.7 Recommendations for the use of role-plays: More vocabulary

In order to develop vocabulary through role-plays, participants IF5-7TH SEMESTER and IF6-7TH SEMESTER of the second intervention recommend that they should be given more vocabulary. Likewise, participant IM1-7TH SEMESTER who takes part in the third intervention of the present study suggests “To practice more vocabulary.” Coxhead (2013) advises that a way to increase vocabulary would be through reading practice material that includes specific language related to the field of study. In this respect, the author of the present study recommends having students develop more vocabulary by asking them to provide synonyms of new words.

On the other hand, if there is not enough vocabulary practice, students will feel not capable of communicating ideas through role plays. To illustrate this, student FGF8-5TH SEMESTER who participated in the third intervention mention that “many of the times students here don’t know English and sometimes we have to use the translator in order to find out the meaning of each word and in this way prepare our role-plays”. Nevertheless, when teaching vocabulary, teachers should apply a variety of strategies and activities (Taka, 2008). In this respect, Nation findings (as cited in Taka, 2008) maintains that planned vocabulary teaching refers to the use of teaching strategies, so that teachers are able to present the meaning and form of new words, encourage learners to review and practice, recycle previous knowledge, and control the level of various components of lexical knowledge. Teaching in this way means dedicating a time to deal with vocabulary, explore different aspects of lexical knowledge, and encourage learners to actively process new words.

6.1.5.8 Recommendations for the use of role-plays: Pronunciation practice enables speaking

Oral communication involves a long process that allows students to improve speaking fluency through mutual interaction. In this respect, a recommendation for the use

of role-plays according to the participants' answers to the questions of the individual interviews of the second intervention and the focus group discussions and individual interviews of the third intervention is to practice pronunciation to improve speaking. Regarding this, participant FGF5-5TH SEMESTER mentions "that you as a teacher help us to pronounce the words that we don't understand." Therefore, the teacher who applies communicative approach activities in class should also consider including pronunciation practice in the lesson planning in order to enable students to communicate successfully (Kelly, 2000).

6.1.6 POSITIVE IMPLICATIONS OF USING ROLE-PLAYS

6.1.6.1 Likes about using role-plays: Role-plays allow speaking practice

Since role-plays is a communicative approach activity, practicing speaking through this technique becomes meaningful. Additionally, the answers to the questions of the individual interviews of the second intervention show that role-plays allow the speaking practice. In this respect, regarding the use of role-plays in tourism courses, participant IF2-7TH SEMESTER states that "role-plays help us a lot because we as tourism professionals must develop a language, and the English language must be practiced a lot. Therefore, role-plays are a good way to practice..."

6.1.6.2 Advantages of using role-plays: Role-plays develop conversational skills

Similarly, in relation to the advantages of using role plays, participants IF2-7TH SEMESTER and IF6-7TH SEMESTER coincide with the opinion that role-plays develop speaking. According to Jin (2008), the objective in Communicative Approach classes is the student's performance, and therefore they need a lot of training on speaking skills. Furthermore, Cho (2015) mentions that role-plays enable ESP students to develop the necessary speaking skills for a real life situation. Antonini and Fernández findings (as cited in Rodríguez & Morón, 2011) maintain that role-plays enable communicational interactions among English learners. These authors consider that the use of role-plays help

learners to have a fluent communication, to develop skills such as conversations in different situations, present topics, take turns, use communicational strategies, and understand and apply language expressions. For this reason, it is important to have students interact with each other since in this way they have the opportunity to develop their speaking skills. This can be seen in the answers provided by participants IM1-7TH SEMESTER and IM2-7TH SEMESTER of the third intervention who coincide with the perception that role-plays allow them to interact with each other.

6.1.6.3 Advantages of using role-plays: Role-Plays resemble real life situations

A benefit of participating in role-plays is that students are able to practice situations they will encounter in their future professional life. In the answers to the questions of the individual interviews of the second and third interventions, participants perceived that role-plays resemble real-life situations. For example, participant IF3-7TH SEMESTER comments “Academically to develop ourselves in different areas such as restaurants, hotels, and travel agency. In other words, in different activities that are done daily” Furthermore, Role-playing, according to Cohen, et al (2007) is the participation in simulated social real life situations.

6.1.6.4 Use of role-plays in tourism courses: Role-Plays allow learning by doing

In relation to the use of role-plays in tourism courses, students IF1-7TH SEMESTER and IF6-7TH SEMESTER of the second intervention agree that role-plays help them to learn by applying it since they have the opportunity to apply knowledge in a meaningful situation. In the same fashion, Hilgard and Bower findings (as cited in Richards & Rodgers, 2001) maintain that this natural view of the learning process refers to as “learning by doing” or “the experience approach”. Consequently, direct communicative performance is crucial for Communicative Language Teaching (CLT) situations (Richards & Rodgers, 2001).

6.1.6.5 Objective of role-plays: Enhance speaking confidence and decrease fear

Similarly, the objective of the application of role-plays according to the perspective of students is that they enhance speaking confidence and decrease fear. In this respect, participant FGM3-5TH SEMESTER mentions that “...it is true that gradually we are losing fear by participating in role-plays and the changes are evident.”

6.2 CONCLUSION

The next chapter provides a complete conclusion of the present study’s findings and addresses the summary of the findings, the limitation of the study and Future directions for further areas for research

CHAPTER 7

7.1 GENERAL CONCLUSION

The final analysis of this research demonstrated that in the first intervention there is a clear illustration of the participants' insights regarding speaking, their favorite speaking activities and how they characterize role-plays which was the activity used to conduct the present study. This first exploration was the starting point for the second and third interventions which generated important data to achieve the purpose of the thesis.

In the second and third interventions, the researcher planned to answer the two research questions of the present study. In this regards, the first research question referred to the feelings of learners about whether or not there was an improvement of speaking skills through role-plays. The students' answers revealed that role-plays allowed vocabulary and pronunciation development, improved pronunciation, and develop interaction and conversational skills. These perceptions demonstrated that learners do perceive speaking skills improvement through the use of role-plays

Concerning the second research question, the author established that there were implications to be improved and implications that are positive in regards to the use of role-plays to improve speaking skills. Among the implications to be improved, students mentioned to dislike role-plays because of having to memorize dialogues. With respect to the positive implications, one of the perceptions of the students expressed that they like to participate in role-plays because they allow speaking practice.

As a consequence, students recognized that role-plays are a useful technique that enabled the development of speaking skills. However, there are some areas that need to be improved such as mispronunciation, memorization, embarrassment feeling, and lack of language understanding as dislikes and disadvantages of using role-plays. For this reason, participants recommended using role-plays as a complementary activity to practice speaking, to make role-plays more dynamic, to learn more vocabulary, and to have more pronunciation practice in order to enable speaking.

The researcher found role-plays to be a helpful tool to have students interact in situations they would encounter in their professional lives. However, it should be used as a

complement to develop speaking skills and not as the only activity for this purpose. This means that the instructor needs to encourage learners to use the language more spontaneously, so they will not have to memorize dialogues too often. In this respect, the researcher realized that the type of role-plays she used for this study is SRP in which the learner learns vocabulary, expressions and prepares role-plays by following a model dialogue shown in the textbook. Even though, this type of role-playing is recommended for low-level English students, at times it makes learners feel bored because of the frequent task of having to memorize lines.

After conducting this study, the researcher observed that in order to make role-plays more effective, students needed to be more involved in the target language through additional activities such as listening practices, pronunciation exercises, and vocabulary expansion. Additionally, they needed to apply the language to develop speaking skills through frequent oral communicative practices.

7.2 LIMITATIONS OF THE STUDY

For the development of this thesis, the researcher decided to apply personally the methods to collect the data because she wanted to directly explore the effects of this technique to develop speaking skills. Additionally, The fact that the researcher was also the instructor of the participants might have caused that some of the answers were biased or without objectivity. In this respect, Bryman (2012) refers to bias as the social desirability effect in which participants' answers are connected to their feelings of social desirability. As a consequence some findings may lack truthfulness and therefore affect the validity of the study. In this respect, Cohen, et al maintain that one of the aspects validity might address is honesty.

For this purpose, the researcher frequently told the participants to be very honest in their answers since this was part of a study that would not affect their grades. Regardless of this, the researcher observed that some students were too shy to say what they really felt about using role-plays.

Consequently, to avoid future possible inaccuracy in the result of the findings, the author suggests having a colleague applied the methods of data collection, so that students

could talk freely about their feelings towards a particular teaching technique or strategy and therefore ensure validity.

7.3 FUTURE DIRECTIONS AND FURTHER AREAS FOR RESEARCH

Furthermore, in order to increase the interest to develop speaking skills, learners need to be encouraged to communicate orally through situations they will be involved in their future lives. In this respect, the use of technological means such as video conferencing to role-play situations related to the tourism sector will attract their attention since technology is related to their everyday life. Because some learners mention that role-plays should be used as a complementary activity to develop speaking skills, these findings lead to future research in regards to new ways or techniques to develop speaking skills such as the use of technological resources.

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Appendices

Appendix A

FIRST INTERVENTION

MAY 30, 2016

FOCUS GROUP DISCUSSION

5TH SEMESTER

P1. ¿Te gusta hablar en inglés en la clase? ¿Por qué sí o por qué no?

1) **FGF1 – 5TH SEMESTER.** Bueno si, me gusta mucho porque me ayuda a decir lo que yo pienso que está bien y si en alguna palabra me equivoco tengo el refuerzo del profesor para no volver a cometer ese error.

2) **FGF2-5TH SEMESTER.** A mí la verdad no me gusta mucho hablar en inglés en la clase porque hay palabras que no entiendo, que me gustaría conocer más también la pronunciación. Eso me da miedo y por eso no me gusta hablar inglés en la clase.

3) **FGF3-5TH SEMESTER.** Pero como vamos a saber si no sabemos hablarlo, si no intentamos hacerlo. Y así el profesor nos ayuda mismo a ver los errores que estamos haciendo..

4) **FGM1-5TH SEMESTER.** Pero podemos intentar, podemos mejorar...podemos tratar de avanzar y así aprender que es lo más importante...

5) **FGF4-5TH SEMESTER.** A mí si me gusta hablar inglés. Me gusta mucho...y de esa manera nos ayuda cada vez a mejorar cada palabra...nuestro vocabulario incrementarlo y así mejorar nuestro speaking.

6) **FGF5-5TH SEMESTER.** Yo pienso que la mejor manera de aprender inglés es hablándolo a través de un diálogo porque si es escrito no se aprende mucho y para eso se necesita de dialogo

E. Es decir que se necesita de diálogo para hablar el inglés...Y ustedes procuran hablar en inglés durante la clase.

7) **FGF5-5TH SEMESTER.** No, no mucho....

E. ¿Porque no?

8) **FGF5-5TH SEMESTER.** Porque hay palabras que no sé y no sé cómo pronunciarlas.

E. ¿Qué piensan lo que dice la compañera?

9) **FGF4-5TH SEMESTER.** Pero actualmente está la tecnología. Existen herramientas que nos puede mostrar la pronunciación de cada palabra si no la sabemos...pero como existe la falta de interés por parte de los estudiantes, no se practica.

10) **FGM1-5TH SEMESTER.** Por eso existe la autoeducación para tratar de aprender lo que nos enseñan en clase.

E. Entonces ¿porque será esa falta de interés para desarrollar el speaking? ¿Ustedes piensan que es falta de interés?

11) **FGF6-5TH SEMESTER.** Porque no les gusta el idioma se les complica mucho y por eso mejor no se atreven.

E. ¿Alguien piensa distinto a lo que acaba de decir la compañera?

12) **FGF7-5TH SEMESTER.** Por lo general creo que las personas que tienen otro idioma al inglés.

E. ¿Tú piensas eso?

13) **FGF7-5TH SEMESTER.** Yo he tratado de aprender el inglés, pero es que en serio es muy dificultoso pronunciarlo, al menos para mi si.

E. ¿Y por qué es difícil pronunciar el inglés?

14) **FGF11-5TH SEMESTER.** Es que yo he visto que algunas veces como en inglés se escribe una cosa y se pronuncia diferente y ahí un tipo de confusión y las personas no se atreven a decirlo porque les da vergüenza o piensan que se les van a reír.

E. ¿Ustedes creen que es eso? ¿Tú qué opinas?

15) **FGF8-5TH SEMESTER.** Que es verdad, que a veces nos da miedo de expresarnos en inglés porque no sabemos cuál es la pronunciación correcta. Y por eso tal vez no lo hacemos.

E. ¿Cómo podemos solucionar ese problema si no sabemos la pronunciación de las palabras? ¿Cómo creen que se pudiera solucionar ese problema?

16) **FGF8-5TH SEMESTER.** Yo creo que es importante que en una clase de inglés y más si se trata de hablar que se genere un ambiente de confianza. Que se quede claro que todo el mundo está aprendiendo y si por ahí alguien sabe más que guie que oriente más no que se genere la burla, la mofa. Y es importante que tengamos temas de interés que sea acorde a lo que estamos estudiando.

17) **FGM1-5TH SEMESTER.** No es necesario que estemos en ese campo para decir que porque uno viene aquí aprender y si uno no puede, no es porque. La intención es aprender y no pensar que se nos van a mofar...

P2. ¿En qué actividad de speaking les gusta participar más? y ¿por qué?

Voces: Vocabulario

E. ¿Y cómo tú practicas el speaking con vocabulario?

18) **FGF9-5TH SEMESTER.** Porque el vocabulario nos puede reforzar a palabras que no entendemos. No las podemos pronunciar.

19) **FGF10-5TH SEMESTER.** Los listenings que se encuentran en los diferentes actividades de los libros con los que trabajamos aquí en la universidad y en el instituto de idiomas también nos ayudan mucho porque cuando los escuchamos y volvemos a escuchar se nos va memorizando la correcta pronunciación y como tenemos que nosotros desenvolvemos al momento que nos hacen hacer una actividad.

E. ¿Y qué tiene que ver el listening con el speaking? Yo no entiendo ¿Qué tiene que ver una cosa con otra?

20) **FGM1-5TH SEMESTER.** Porque de todas maneras yo pienso de que nos ayuda en si alimentar nuestra parte léxica para tener una fluidez en el momento de conversar y sobretodo, lo más importante, nos ayuda en lo que se refiere a la parte cultural, o sea lo que es la cultura de uno.

21) **FGF11-5TH SEMESTER.** A mí en particular, lo que más me gusta de las actividades de speaking es este interactuar con los compañeros y profesores improvisadamente. No me gusta que haya un diálogo anticipado. Porque así nosotros podemos nuestro vocabulario...o nuestra parte de...como se podría decir...de habla...podríamos pulirlo mejor...porque si nosotros nos aprendemos. Nos quedamos con eso y al rato se nos olvida.

22) **FGF4-5TH SEMESTER.** Yo también pienso lo mismo porque si nosotros nos preguntan cosas de nuestra vida cotidiana, nosotros podemos decirlo en inglés y mejorar nuestro speaking. Por ejemplo si proponen un tema en clase, digamos y cada uno da una lluvia de ideas referente al tema y cada uno puede desenvolverse de acuerdo al vocabulario que uno tiene.

23) **FGF12-5TH SEMESTER.** Se hace más fácil decirlo que escribir algo y leerlo

E. ¿Por qué?

24) **FGF12-5TH SEMESTER.** Porque en realidad no me gusta hablar porque soy tímida o porque tengo miedo a que alguna cosa diga mal.

E. O que alguien se burle.

25) **FGF4-5TH SEMESTER.** Aquí en el Ecuador deberían implementar esa metodología de donde solo los estudiantes deberíamos hablar y no solo escribir. Por lo que yo he visto en las clases que he tenido más del 80% es escrito y escrito, y al momento de hablar uno no puede, nos trabamos o simplemente nos quedamos en nada.

26) **FGF13-5TH SEMESTER.** Yo creo que con la traducción de textos una de las metodologías importantes también para nosotros comprender y darle forma a un texto que estamos traduciendo porque es la mejor manera de interpretar algo que nos están dando en

los libros o unas revistas o también en las clases...darle forma a ese texto...entonces podemos comprender más o podemos guiarnos del mismo texto para saber cómo podemos escribir o cómo podemos hablar.

E. Entonces la traducción de textos te ayuda a desarrollar el speaking?

27) **FGF13-5TH SEMESTER.** Sí, porque va mejorando el vocabulario. También vamos viendo como es la traducción, aparte también que palabras van primero y qué palabras van después, o cuál es orden de las palabras para seguir el texto..

28) **FGF14-5TH SEMESTER.** Creo que esa es la diferencia del listening con el speaking porque el listening escuchamos la pronunciación de cada palabra, el speaking es poner en práctica lo que hemos aprendido del listening.

E. ¿Por qué piensan que el listening y la escritura están interconectados para producir un buen speaking?

29) **FGF11-5TH SEMESTER.** Porque mediante la escritura podemos saber las normas gramaticales que tiene el inglés, entonces podemos guiarnos para decir bien las palabras, porque si decimos un auxiliar en una pregunta después o un to be después de una pregunta no podríamos hablarlo bien, porque tenemos que saber cómo se escribe y qué reglas van dispuestas en esa escritura.

P3. ¿Qué es un Role Play?

30) **FGM1-5TH SEMESTER.** Un role-play es la interacción que puede suceder entre dos personas para tratar de que la comunicación o diálogo sea bastante fluida.

31) **FGM2-5TH SEMESTER.** Pero el role-play no es necesario que sea la intervención de dos personas, puede ser de dos o más. Porque simplemente es una especie de dramatización entre las personas que se quieren integrar para poder tener una conversación traducida en inglés.

32) **FGM1-5TH SEMESTER.** Claro pero de todas maneras es muy buenos eso...porque con eso en la interacción digamos aprendemos y va ser digamos, de todas maneras, una conversación bastante fluida...y el aprendizaje es lo mejor que puede haber.

33) **FGF13-5TH SEMESTER.** Por lo general los role plays se tratan de temas cotidianos que suceden a diario.

34) **FGM2-5TH SEMESTER.** Aparte que nos permite bastante lo que es la traducción y desenvolvimiento vocal en lo que es el idioma inglés.

35) **FGM1-5TH SEMESTER.** Otra cosa que es bastante importante es el miedo escénico que se tiene en el momento de interactuar dos personas.

36) **FGF15-5TH SEMESTER.** Nos ayuda desenvolvernos mejor, también ayuda que nos comuniquemos y nos expreemos con las demás personas, perdamos el miedo de hablar en ingles.

37) **FGF16-5TH SEMESTER.** También el role play es una buena estrategia de pedagogía que nos ayuda a nosotros a desenvolvernos mejor.

E. Alguien ha tenido una experiencia anterior con los role-plays?

Voces: Si.....No....

E. ¿Por qué no?

Voces: Si, En ingles, hacemos también role-play

E. PERO y no muy a menudo ¿Verdad?

Voces: No

E. Díganme una cosa ¿Cómo han sido las experiencias anteriores en las clases de Inglés? ¿Cómo han sido las experiencias anteriores?

38) **FGF17-5TH SEMESTER.** Bueno. Nos fue bien porque ya hemos practicado con esa clase de optativa y ya como QUE estuvimos como que más concentrados y sabíamos lo que teníamos que hacer.

E. Porque tuviste el año pasado una clase así, que hacían hacer role plays, pero anterior a eso ¿no? ¿No mucho?

39) **FGF17-5TH SEMESTER.** No, no mucho. Porque estamos con otra metodología y ya más centrados en lo que tenemos que hacer y concentrados

E. ¿Quién tiene más opiniones? ¿Más opiniones sobre esto? ¿no? ¿Alguna otra opinión? ¿Les gusta no les gusta?

40) **FGF9-5TH SEMESTER.** Es una buena estrategia para aprender mejor.

MAY 31

7TH SEMESTER

INDIVIDUAL INTERVIEWS

IF1-7TH SEMESTER.

1. ¿Te gusta hablar en ingles durante la clase? ¿Por qué sí o por qué no?

41) **IF1-7TH SEMESTER.** No, porque hay palabras que no sé pronunciar bien y eso me hace dar vergüenza para poderme expresar delante mis compañeros.

2. ¿En qué actividad de speaking te gusta participar más y por qué?

42) **IF1-7TH SEMESTER.** En los diálogos. Porque ayuda a la pronunciación...porque si hay palabras que no se entienden, con la ayuda de la profesora se aprende a pronunciar ese tipo de palabras.

E. Ah te da mucha vergüenza y eso te desmotiva?? No te gusta lo que la gente piensa...

43) **IF1-7TH SEMESTER.** No tanto eso, sino que es miedo, miedo a hablar, es un idioma que no estamos todos adaptados a decirlo. No es como nuestro propio idioma.

3. ¿Qué es un role-play para ti?

44) **IF1-7TH SEMESTER.** Es una actividad que se la hace con uno o más amigos. Es como dramatizar o cómo actuar.

IF2-7TH SEMESTER

1. ¿Te gusta hablar en inglés durante la clase? Por qué sí o por qué no?

45) **IF2-7TH SEMESTER.** Sí, porque nos ayuda mucho a aprender cómo se dice una oración, Como se dice una palabra...creo que es muy necesario hablar inglés durante la clase.

2. ¿En qué actividad de speaking te gusta participar más y por qué?

46) **IF2-7TH SEMESTER.** Yo creo que en los diálogos porque nos ayudaría mucho en lo que es el vocabulario que nos falta muchísimo y también nos ayudaría con vocabulario porque hay muchas palabras que se dicen de una manera, pero en realidad significa otra cosa, entonces vocabulario sería esencial para nosotros.

E. ¿Y el vocabulario para ti es una actividad de speaking?

47) **IF2-7TH SEMESTER.** Realmente no, pero sí tiene que ver, porque si uno sabe vocabulario, también va saber speaking.

3. ¿Qué es un role-play para ti?

48) **IF2-7TH SEMESTER.** Un role-play para mi es una actividad que se realiza entre dos o más personas y que sirve para interactuar en la clase, dar diálogos, expresiones, speaking, etc.

E. ¿En años anteriores han hecho actividades de role-play para desarrollar el speaking?

49) **IF2-7TH SEMESTER.** Si, si hemos hecho...realmente yo no he hecho estas materias en años anteriores, pero si han hecho los chicos...y creo que les ha servido.... Hay muchas falencias todavía en las clases que les han dado de inglés.

IF3-7TH SEMESTER

1. ¿Te gusta hablar inglés durante la clase? Por qué sí o por qué no?

50) **IF3-7TH SEMESTER.** Si. Si me gusta porque la mayoría de las veces si lo entiendo.

2. ¿En qué actividad de speaking te gusta participar más y por qué?

51) **IF3-7TH SEMESTER.** Bueno me gusta más lo que es la dramatización cuando salimos y hacemos diálogos y luego lo dramatizamos como lo traducimos.

3. ¿Qué es un role-play para ti?

52) **IF3-7TH SEMESTER.** Bueno para mí un role-play es como una serie de actividad o juego que se realiza entre dos o más compañeros.

E. En años anteriores ¿han practicado role-plays en la universidad?

53) **IF3-7TH SEMESTER.** Si hemos practicado role-plays en años anteriores.

IF4-7TH SEMESTER

E. ¿Te gusta hablar inglés durante la clase? ¿Por qué sí o por qué no?

54) **IF4-7TH SEMESTER.** Si porque a la vez aprendes vocabulario y a veces no porque es muy complicado pronunciar algunas palabras en inglés.

E. ¿En qué actividad de speaking te gusta participar más y por qué?

55) **IF4-7TH SEMESTER.** Me gusta las actividades de diálogo ya que se practica más las conversaciones y se puede interactuar también de la misma manera.

E. ¿Qué es un role-play para ti?

56) **IF4-7TH SEMESTER.** Un role-play es una actividad que permite la interacción entre dos personas o sea es como una conversación o una dramatización.

E. ¿Sientes que desarrollas las habilidades de habla en inglés cuando participas en un role play?

57) **IF4-7TH SEMESTER.** Sí porque se practica lo que es un diálogo principalmente. Por eso.

IF5-7TH SEMESTER

1. ¿Te gusta hablar en inglés durante la clase? Por qué sí o por qué no?

58) **IF5-7TH SEMESTER.** Si, si me gusta hablar en inglés durante las clases porque ahí uno aprende y sabe cómo desenvolverse en otro lugar o en otra área. No solo habla en español porque si hablo en español, ese no sería el propósito de la clase.

E. ¿Hay algunos momentos que no te gusta y te sientes desmotivada?

59) **IF5-7TH SEMESTER** Si me gusta las clases de inglés.

2. ¿En qué actividad de speaking te gusta participar más y por qué?

60) **IF5-7TH SEMESTER.** Me gusta participar bastante en lo que son los diálogos porque ahí uno se puede desenvolver más.

3. ¿Qué es un role-play para ti?

61) **IF5-7TH SEMESTER.** Un role-play es la reconstrucción de un cuento, pero en nosotros es como la interpretación de un personaje.

E. ¿Y dónde aprendiste el significado de un role-play?

62) **IF5-7TH SEMESTER.** El role-play lo aprendí más que todo en clases. En las diferentes clases de inglés que nos han dado...por que sí hemos recibido..

E. ¿Si han hecho anteriormente?

63) **IF5-7TH SEMESTER.** Sí

E. ¿En dónde lo han practicado?

64) **IF5-7TH SEMESTER.** A veces en las aulas...

E. ¿En las aulas de la universidad?

65) **IF5-7TH SEMESTER.** O sino también en las islas nos llevaban a hacer de meseros en restaurantes...

1. ¿Te gusta hablar en inglés durante la clase? Por qué sí o por qué no?

66) **IF6-7TH SEMESTER.** Si me gusta porque así el inglés puedo aprenderlo y puedo hablarlo perfectamente, perfeccionarlo cada día.

¿En qué actividades de speaking te gusta participar más y por qué?

67) **IF6-7TH SEMESTER.** Me gusta más participar hablando porque ahí el inglés fluye más

E. Y en años anteriores ¿habían profesores que no les hacían mucho ejercicios de comunicación en inglés?

68) **IF6-7TH SEMESTER.** Si, había un profesor que no nos hacía practicar en inglés para nada.

E. ¿Entonces eso más o menos viene desde el semestre pasado?

69) **IF6-7TH SEMESTER.** Si.

2. ¿Qué es un role-play para ti?

70) **IF6-7TH SEMESTER.** Es un diálogo dramatizado.

E. ¿Has hecho muchos role-plays aquí en la universidad?

71) **IF6-7TH SEMESTER.** Si, anteriormente con la profesora de inglés hacíamos bastantes role-plays.

IM1-7TH SEMESTER

E. ¿Te gusta hablar en inglés durante la clase? Por qué sí o por qué no?

72) **IM1-7TH SEMESTER.** Sí, me gusta porque como decía me gusta expresarme con el idioma inglés, saberlo hablar, saber cómo actuar frente a una situación.

¿En qué actividad de speaking te gusta participar más y por qué?

73) **IM1-7TH SEMESTER.** Me gusta participar en las que se está ofreciendo un producto. Por ejemplo en un restaurante digamos así. Vendiendo algún producto en el restaurante en inglés.

E. ¿Usted ha hecho este tipo de ejercicios antes de dramatizar en un role-play?

74) **IM1-7TH SEMESTER.** Sí, si hemos hecho. Yo si he hecho niveles anteriores aquí.

E. ¿Y en años anteriores también?

75) **IM1-7TH SEMESTER.** El año pasado y también en el Instituto de idiomas y de ahí nada más.

1. ¿Qué es un role-play para ti?

76) **IM1-7TH SEMESTER.** Participación en clase hablando en inglés.

E. ¿Te gusta y te sientes cómodo cuando participas en un role play?

77) **IM1-7TH SEMESTER.** Sí porque me gusta hablar el inglés, aprender más el idioma y saber expresarme...

IM2-7TH SEMESTER

¿Te gusta hablar en inglés durante la clase? Por qué sí o por qué no?

78) **IM2-7TH SEMESTER.** Yo creo que sí porque eso es lo más importante. Porque si no lo practicamos durante la clase, no vamos a desarrollarlo.

1. ¿En qué actividad de speaking te gusta participar más y por qué?

79) **IM2-7TH SEMESTER.** Más me gustan los diálogos porque hay actuación entre las dos personas y se puede hablar entre las dos partes. Se puede entender y hablar.

E. Hay algo que te desmotiva o que no te gusta o te parece que todo está bien?

80) **IM2-7TH SEMESTER.** En lo que se refiere al inglés puede haber cosas que no, pero es necesario...porque si no lo hablamos y practicamos, no creo que salimos con las bases o no aprendemos nada. La importancia del inglés es hablarlo y practicarlo para poder entenderlo un poco más.

2. ¿Qué es un role play para ti?

81) **IM2-7TH SEMESTER.** Puede ser como una técnica por la cual el estudiante practica su idioma...el inglés como una dramatización o actuación

E. ¿Piensas que las clases de inglés aquí en la universidad las clases de inglés han sido enfocadas para desarrollar la parte oral?

82) **IM2-7TH SEMESTER.** No tanto. Yo creo que esa ha sido una de las pocas debilidades...por eso hay fallas en los estudiantes.

IM3-7TH SEMESTER

1. ¿Te gusta hablar en inglés durante la clase? ¿Por qué sí o por qué no?

83) **IM3-7TH SEMESTER.** La verdad que sí...Es muy importante hablar en inglés porque con la practica y escuchando uno se le van quedando las palabras, pero a veces es muy difícil para la persona que no le gusta el inglés o que nunca ha estado acostumbrado a que le den inglés....Siempre ha sido una materia que no la ha favorecido a esa persona...se le hace difícil, pero cuanto tu sigues esta carrera, tienes que acostumbrarte al ingles, porque es algo necesario, es algo por el bien de cada persona, porque ahora el inglés es un lenguaje universal y es muy importante aprenderlo....Y si me gusta en clase hablarlo.

2. ¿En qué actividad de speaking te gusta participar más y por qué?

84) **IM3-7TH SEMESTER.** Me gusta participar más cuando es una interpretación de una guianza en inglés donde uno pueda ser un guía turístico y pueda interpretar y dialogar con las personas con diferentes idiomas. Porque es algo que se puede presentar en la vida diaria que uno no sabe porque en esta actividad de turismo se encuentra con muchas personas que en general hablan bastante inglés y la verdad que me ha tocado pasar esto porque yo hice prácticas de guía turístico y muchas veces me tocaba guiar personas que sabían inglés y me pedían ellos que les guíe en inglés y yo no sabía y era algo desmotivador porque muchas personas se preparan bastante en eso. Y nosotros tenemos un bajón muy grande en inglés.

¿Qué es un role-play para ti?

85) **IM3-7TH SEMESTER.** Un role-play es una una interpretación, una dramatización de algo que se quiera realizar y saberla interpretar

E. En años anteriores hacían role-plays aquí en la universidad?

86) **IM3-7TH SEMESTER.** Pues la verdad es que es muy escaso esta actividad no se realizaba mucho. Ahora la estamos realizando un poquito más y es algo nuevo que es innovador para nosotros y nos ha enseñado mucho...

IF7-7TH SEMESTER

¿Te gusta hablar inglés durante la clase? Por qué sí o por qué no?

87) **IF7-7TH SEMESTER.** Yo creo que sí porque eso nos ayuda a practicar más y poder aprender más rápido el idioma.

E. ¿Y hay ocasiones en que no te gusta?

88) **IF7-7TH SEMESTER.** A veces cuando no entiendo mucho las palabras.

2. ¿En qué actividad de speaking te gusta participar más y por qué?

89) **IF7-7TH SEMESTER.** Es mejor participar en los diálogos porque entre dos personas uno se puede ir ayudando. Como no se conoce muy bien el idioma, se puede ir ayudando y se puede ir practicando mejor.

3. ¿Qué es un role-play para ti?

90) **IF7-7TH SEMESTER.** Un role-play es como una dramatización que hacen dos o más personas de un tema determinado.

E. ¿Y antes en otras clases en años anteriores han tenido ustedes role-plays en las clases de inglés?

91) **IF7-7TH SEMESTER.** No, no hemos practicado esos tipos de role-plays.

I. ¿Y Cómo han sido las clases anteriormente?

92) **IF7-7TH SEMESTER.** Si practicábamos el idioma, pero no con role-plays ni con diálogos.

E. ¿Cómo lo hacían?

93) **IF7-7TH SEMESTER.** Mediante talleres escritos o prácticos en la pizarra.

IF8-7TH SEMESTER

1. ¿Te gusta hablar inglés durante la clase?

94) **IF8-7TH SEMESTER.** Si. En parte porque uno práctica, pero en parte no porque a veces son palabras muy complicadas al momento de pronunciarlas.

2. ¿En qué actividad de speaking te gusta participar más y por qué?

95) **IF8-7TH SEMESTER.** En los diálogos porque así con la otra persona te puedes ayudar y como que es más factible para aprender.

E. En años anteriores ¿ustedes han hecho role-plays con otros profesores?

96) **IF8-7TH SEMESTER.** Mmmmm. La verdad que yo recuerde sí, pero con el pasar del tiempo como que no se ha practicado y ha sido un poco complicado.

E. ¿El semestre pasado hicieron role-plays?

97) **IF8-7TH SEMESTER** Semestres anteriores

3. ¿Qué es un role-play para ti?

98) **IF8-7TH SEMESTER.** En si un role-play es como un juego de roles... algo para interactuar entre dos o más personas o intercambiar un diálogo.

IF9-7TH SEMESTER

1. ¿Te gusta hablar inglés durante la clase? ¿Por qué sí o por qué no?

99) **IF9-7TH SEMESTER.** Más o menos... porque no manejo mucho el inglés, pero me gusta.

E. ¿Y haces el intento?

100) **IF9-7TH SEMESTER.** Si en clase sí. Con las tutorías.

2. ¿En qué actividad de speaking te gusta participar más y por qué?

101) **IF9-7TH SEMESTER.** Sería actividades ligadas a mi carrera. Por ejemplo un guiado turístico de áreas naturales.

3. ¿Qué es un role-play para tí?

102) **IF9-7TH SEMESTER.** Es una manera más práctica para aprender el idioma...

E. ¿Por qué te parece la manera más práctica?

103) **IF9-7TH SEMESTER.** Porque mediante la teoría no se aprende mucho...sino más bien mediante la práctica...

E. ¿Y en años anteriores ustedes hacían prácticas con el role-play?

104) **IF9-7TH SEMESTER.** En cuarto nivel sí.

E. ¿Qué hacían en ese entonces?

105) **IF9-7TH SEMESTER.** Para los diálogos hacíamos las practicas de campo fuera de la universidad. Un día nos llevaron al city tour y nosotros les hicimos un guiados a estudiantes de colegio en inglés.

Appendix B

SECOND INTERVENTION

FOCUS GROUP DISCUSSION

July 18, 2016

5th SEMESTER

4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role-plays y por qué?

106) **FGF18-5TH SEMESTER.** Yo creo que el inglés es el idioma más hablado por todo el mundo y no saber este idioma y no saber entablar una conversación con alguien, no podemos desarrollarnos. No podríamos ni hablar. Entonces creo que es muy importante en la industria del turismo porque recibimos a gente de muchos países de diferentes culturas y creo que el inglés es el idioma más hablado por todo el mundo y creo que todos los países lo saben.

107) **FGF1-5TH SEMESTER.** Lo que más me gusta es hablarlo porque así de esa manera uno ve las falencias que tiene al decir cierta palabra. Lo que no me gusta de los role plays es aprenderlos porque no le hallo el chiste de aprenderse una frase y decirlo porque vas a la siguiente clase y ya no te acuerdas.

108) **FGM1-TH SEMESTER.** En mi caso me ha ayudado bastante en lo que es la pronunciación de diferentes palabras, porque gracias a eso la miss nos corrige en lo que es pronunciación. A parte de que en nuestra carrera es demasiado importante tener un muy buen desenvolvimiento en inglés. Nos ayuda mucho.

109) **FGM1-5TH SEMESTER.** Lo que no me gusta es...Prefiero pronunciarlo y no escribirlo porque son...hay palabras que al pronunciarlas son muy diferentes al momento de escribirlas y como que te confunden un poco.

110) **FGF3-5TH SEMESTER.** Me gusta porque uno puede enfrente de las personas quitarse el miedo de hablar en inglés y nosotros podemos practicar y a veces hay escenarios que ocurren en nuestros trabajos.

111) **FGF3-5TH SEMESTER.** Lo que no me gusta es hacer muy repetitivo. Uno se comienza a aburrir y ya con el tiempo no le encuentra divertido o novedoso.

112) **FGF9-5TH SEMESTER.** Los role-plays a nosotros nos ayuda a mejorar la manera de hablar para interactuar con las demás personas. Practicar el speaking ante los demás. Lo que no me gusta es hacerlo diariamente y al momento de escribirlo.

113) **FGF7-5TH SEMESTER.** Lo que a mí más me gusta de los role-plays es que podemos desarrollar las habilidades para poder hablar en público. Podemos mejorar lo que es la pronunciación

114) **FGF7-5TH SEMESTER.** Lo que no me gusta es que los role plays son poco dinámicos y aveces no los comprende bien. Uno los hace, pero no los hace conscientemente, sino que al apuro y se los aprende de memoria.

115) **FGF11.5TH SEMESTER.** A mí lo que no me gusta es memorizarlos y si me gusta hablarlos porque así uno va aprendiendo ciertas pronunciaciones de cada palabra porque uno piensa que se pronuncia de tal modo y en realidad no es así, tienen otras pronunciaciones.

5. ¿Piensas que los role-plays te dan diferentes situaciones y oportunidades para tu desarrollo y mejoramiento de tu speaking? ¿Por qué sí o por qué no?

116) **FGM3-5TH SEMESTER.** Yo pienso que sí porque a través de los role plays uno puede hablar y pronunciar las palabras como son.

117) **FGF14-5TH SEMESTER.** Si porque vamos aprendiendo nuevas palabras, como se pronuncian palabras que hemos aprendido. Y ahí nos ayuda el profesor líder para orientarnos en lo que es pronunciación en inglés.

118) **FGF2-5TH SEMESTER.** Porque esto nos permite romper paradigmas o sea el temor o el miedo que tenemos en el momento de conversar y por medio del role play nos ayuda a muchas habilidades en la pronunciación.

6. ¿Cuáles son las ventajas y desventaja de utilizar role plays para desarrollar habilidades del habla?

119) **FGF3-5TH SEMESTER.** La ventaja del role-play sería que nosotros podemos desenvolvemos, podemos aprender la pronunciación, aprender a dialogar. Son como diálogos que se hacen con varias personas.

Las desventajas es que se vuelve rutinario. También hay personas que se ríen porque hacen mal o puede hacer pasar vergüenza.

120) **FGM1-5TH SEMESTER.** Sí comparto la opinión de mi compañera. Nos ayuda bastante porque en si nuestro trabajo se trata de socializar con personas y los role-plays nos ayuda porque siempre intervienen dos o más personas en cada role-play. Y lo veo en sentido negativo, pero hasta cierto punto porque siempre nos vamos a equivocar. No siempre vamos a decir las cosas bien. Y por esas equivocaciones a veces por malas pronunciaciones a los compañeros les causa diversión o algo, empiezan a reírse y uno siente vergüenza y no quiere seguir hablando.

121) **FGF1-5TH SEMESTER.** Por medio de este podemos revisar un diálogo y podemos desenvolvemos mejor a la hora de hablar y las desventajas podría ser que es muy rutinario y uno se aprende el diálogo y hay cosas que uno se aprende, pero en si no sabe qué significado tienen.

122) **FGF20-5TH SEMESTER.** Yo comparto con la compañera y la ventaja es que uno va aprendiendo la pronunciación de ciertas palabras. Y como desventaja sería tener que memorizar.

7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role-plays? Por qué sí o por qué no?

123) **FGM1-5TH SEMESTER.** Eso conversábamos con nuestra compañera. Lo que es speaking como un complemento porque en la realidad hay varias maneras para tener una mejor pronunciación. Por ejemplo mi compañera me dice que ha aprendido también cantando canciones en inglés. O sea pensamos que es un complemento muy importante. Es importante porque lo hacen dinámico y tú te acostumbras a eso porque ese va ser tu trabajo socializar con personas.

124) **FGF1-5TH SEMESTER.** No necesariamente mediante role plays, sino mediante otras interacciones sería cantando o que se yo exposiciones, pero no necesariamente role plays

125) **FGF20-5TH SEMESTER.** O sea es cierto lo que dicen los compañeros no mediante role plays porque a veces no es dinámico y entonces uno se aburre y a veces haciendo eso uno se equivoca y no tiene facilidad de palabras para decirlas.

126) **FGF10-5TH SEMESTER.** Si llega aburrir, pero el compañero utilizó una palabra clave que “nos acostumbramos” y cuando uno se acostumbra a algo como que se vuelve rutinario y lo hacemos así como inconscientemente, no lo hacemos con el sentido de ya aprender términos nuevos, sino lo memorizamos y lo ponemos en práctica. Entonces yo creo que un role-play podríamos hacerlo que sea nuestra única opción es caer en la rutina. Y podríamos usar otras opciones como escuchar música, cantar, hacer exposiciones o nosotros damos una respuesta de acuerdo a nuestro propio conocimiento, sacar la respuesta improvisadamente en ese momento.

8. ¿Cuáles serían tus recomendaciones para la utilización de role-plays en la clase de inglés en la carrera de turismo? ¿Qué crees que se debe mejorar?

127) **FGF2-5TH SEMESTER.** Una de las recomendaciones sería es que ya que hay role plays, que estos sean dinámicos y saber poder interactuar y pronunciarlos.

128) **FGM1-5TH SEMESTER.** Adecuar el escenario con los utensilios que necesitamos. Por ejemplo adecuarlo con escritorios, pero hacer una réplica de oficinas para poder nosotros coger ambiente a ese estilo.

129) **FGF1-5TH SEMESTER.** Podría ser interactuar con los profesores mediante los role plays, o sea los estudiantes y los docentes y como dijo el compañero mediante eso podemos adecuar el escenario y hacer como si fuera en la vida real.

130) **FGM3-5TH SEMESTER.** Yo considero que una recomendación sería que al momento de crear los role-plays que cada quien los haga según a su criterio, según el tema que a uno más le gusta para que así pueda ser más dinámico y pueda haber una mejor interacción entre las personas y al momento de desarrollar este role-play sea una manera más dinámica y adecuada.

131) **FGF10-5TH SEMESTER.** En cuanto al role-play podemos hacer de un tema que a nosotros nos interesa que no nos encasillemos en un tema determinado que nos obligue a nosotros buscar términos y vocabulario de acuerdo al tema, sino que sea un tema que a nosotros nos motive y podamos utilizar nuestras propias palabras.

132) **FGM3-5TH SEMESTER.** Mi recomendación sería buscar nuevas estrategias como anteriormente decían nuestras compañeras. Nuestro escenario sea algo divertido algo dinámico y no que sea aburrido.

9. ¿Cuál piensas fue el objetivo de los role-plays? ¿Piensas que logró su objetivo?

133) **FGF1-5TH SEMESTER.** Los role-plays ha logrado el objetivo de perder el miedo de hablar en inglés y hablar frente a un grupo de personas. Pienso que ese temor poco a poco va yéndose atrás y nosotros podremos expresarnos con mayor facilidad y así poder entrar en confianza y poder pronunciar correctamente las palabras sin miedo a equivocarnos.

134) **FGF2-5TH SEMESTER.** Yo creo que sí está cumpliendo el objetivo, pero no totalmente porque todavía hay compañeros que les atemoriza hablar el inglés frente al profesor y frente a los compañeros por el miedo de equivocarse o se rían por mala pronunciación y cosas así, pero poco a poco este objetivo se ha de ir construyéndose y cumpliéndose.

135) **FGF2-5TH SEMESTER.** El objetivo de la asignatura es que el estudiante sepa dominar el idioma y por la misma razón aprenda hablarlo y en sí el mismo pueda construir una propia historia y conversación suya autónoma para demostrarles al profesor y a los estudiantes que está logrando el objetivo de la materia que es aprender hablarlo.

136) **FGF10-5TH SEMESTER.** Yo creo que en si el objetivo fue que nosotros perdamos el miedo y que nos desenvolvamos ante la gente y frente a otras personas dominando el inglés....Yo creo que el objetivo se está logrando porque hemos practicado lo suficiente como para perder el miedo y la vergüenza principalmente, ahora ya depende de nosotros haber si nos preparamos, adquirimos nuevos términos y aplicarlos. El miedo y la vergüenza yo digo que ya nos hemos equivocado tanto que ya solo es de poner en práctica lo que hemos aprendido

137) **FGM3-5TH SEMESTER.** Lo mismo. Yo estoy de acuerdo con la compañera. Es verdad que poco a poco se va perdiendo el miedo a medida que se va a realizar el role-play y con esto nos ha fomentado un nuevo cambio para todos los estudiantes de aquí y así nos ayuda mucho en todo.

138) **FGF20-5TH SEMESTER.** Yo pienso que si uno poco a poco va logrando el objetivo de aprender a dominar ciertas palabras en inglés y eso.

10. ¿Qué contraste como constructivo en los role-plays?

139) **FGM1-5TH SEMESTER.** Si yo comparto el criterio de la compañera. Nos ha ayudado bastante porque nos ha ayudado a desenvolvemos en cada situación que se nos presenta. Por ejemplo hemos hecho role-plays iniciando saludos hacia el turista, luego fuimos avanzando, incluso ya ofreciéndole lugares turísticos y en sí seguimos avanzando. Nos ayuda bastante porque eso es lo que vamos a necesitar en un mañana.

140) **FGM1-5TH SEMESTER.** Que fue una buena manera de poder expresarnos, de poder quitar el miedo de hablar en público, de poder aprender nuevas frases, poder expresarnos de buena manera.

141) **FGF14-5TH SEMESTER.** Bueno yo encontré como constructivo de que las exposiciones que se daban en los role-plays eran acerca de nuestra carrera como guía turístico, de cómo hacer reservaciones y cosas así. Y para mí es muy instructivo porque nos permite desenvolvernos y va relacionado con el turismo.

142) **FGF20-5TH SEMESTER.** Claro que sí porque esto enseña muchas cosas que nos lleva y nos instruye algo motivador como es estudiar cosas relacionadas a las empresas turísticas y para aprender dominar este idioma para que así se nos puedan abrir nuevas puertas en el campo profesional.

INDIVIDUAL INTERVIEW

7TH SEMESTER

July 19, 2016

IF1-7TH SEMESTER

4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role-plays y por qué?

143) **IF1-7TH SEMESTER.** Lo que más me disgusta es que no sé pronunciar bien y por esa razón se me complica más la pronunciación. Lo que más me gusta es que es interactivo.

5. ¿Piensas que los role-plays te dan diferentes situaciones y oportunidades para tu desarrollo y mejoramiento de tu speaking? ¿Por qué sí y por qué no y cómo?

144) **IF1-7TH SEMESTER.** Sí porque ponemos en práctica lo que hemos aprendido. Nos da una visión de lo que puede ser en la profesión.

6. En tu opinión ¿cuáles son las ventajas y desventajas de utilizar role plays en referencia del desarrollo del habla en inglés?

145) **IF1-7TH SEMESTER.** Hay más ventajas, porque es interactivo.. Algo más dinámico...Se practica sobre todo. En cuanto a desventajas se podría decir que no tengo una desventaja en este momento.

7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role-plays? Por qué sí o por qué no? Piensas que puede haber alguna otra forma?

146) **IF1-7TH SEMESTER.** Si se puede practicar mediante los role-plays, porque como ya dije se practica de lo aprendido. Se practica el speaking, el grammar, todo en conjunto para el role-play. También hay talleres para poder seguir los listenings y facilita mucho a las personas que están aprendiendo inglés.

8. ¿Cuáles serían tus recomendaciones para la utilización de los role-plays en la carrera de turismo? ¿Qué crees que se debe mejorar?

147) **IF1-7TH SEMESTER.** Mejorar un poco la participación. Ser más dinámico y fluido en el momento de la participación en los role-plays. Esa sería mi recomendación de ambas partes, porque si una parte no está de acuerdo no sirve de nada. Ambos deben trabajar en conjunto para ser más dinámico y fluido.

9. ¿Cuál piensas fue el objetivo de los role-plays? ¿Piensas que logró su objetivo?

148) **IF1-7TH SEMESTER.** Hasta el momento va encaminado, pero aún falta más práctica. El objetivo sería aprender a desenvolverse en idioma que no nos manejamos habitualmente.

10. ¿Qué encontraste como Constructivo en los role-plays?

149) **IF1-7TH SEMESTER.** A ser un poco más memorista porque hay que aprendérselos para poder desenvolverse al momento de realizar los role-plays.

IF2-7TH SEMESTER

4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en los role plays? Y por qué?

150) **IF2-7TH SEMESTER.** Lo que más me gusta es aprender palabras nuevas y términos nuevos en el idioma inglés. Lo que menos me gusta es a veces la dificultad que tengo para aprenderme textos grandes en cuanto al role-play.

5. ¿Piensas que los role-plays te dan diferentes situaciones y oportunidades para el desarrollo y mejoramiento de tu speaking? ¿Por qué sí o por qué no? Y ¿Cómo?

151) **IF2-7TH SEMESTER.** Si eso ayuda mucho a desarrollar para deletrear bien las palabras y comunicarnos mejor en el idioma inglés.

6. En tu opinión ¿Cuáles son las ventajas y desventajas de utilizar role-plays en referencia del desarrollo del habla en inglés?

152) **IF2-7TH SEMESTER.** Las ventajas serían aprender a tener un mejor speaking, entender las palabras, saber escuchar a la maestra. Y las desventajas sería la dificultad que uno tiene para aprenderse y para pronunciar a veces.

7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role-plays? Por qué si o por qué no o piensas que hay otras alternativas en lugar de solo usar role-plays?

153) **IF2-7TH SEMESTER.** Nos ayuda bastante porque nosotros como profesionales del turismo debemos desarrollar un idioma, y el idioma inglés debemos practicarlos bastante y los role-plays son una buena manera de practicar, porque con otra compañera nos ayudamos.

E. Se ayudan. O sea tú piensas que esa parte de la cooperación y colaboración cuando preparan....Cómo es cuando ustedes preparan en conjunto o en pareja los role plays? ¿Cómo se ayudan? ¿De qué forma?

154) **IF2-7TH SEMESTER.** Nos ayudamos en algunas palabras que nos olvidamos o no sabemos pronunciar y tenemos más seguridad para hablar.

8. ¿Cuáles serían tus recomendaciones para la utilización de role plays en la clase de inglés de la carrera de turismo? ¿Qué crees que se debe mejorar?

155) **IF2-7TH SEMESTER.** Creo que se debe mejorar un poco la pronunciación. Que el maestro nos diga más cómo pronunciar algunas palabras. Que nos corrija. Meternos más en el papel que estamos haciendo para poder creernos y hacerlo mejor.

9. ¿Cuál piensas fue el objetivo de los role plays? ¿piensas que logró su objetivo?

156) **IF2-7TH SEMESTER.** Hasta ahora pienso que todavía falta para lograr el objetivo para poder tener un buen speaking y una buena pronunciación del idioma inglés y aún nos falta mucho, porque lamentablemente no tenemos un nivel de inglés muy avanzado.

10. ¿Qué encontraste como constructivo en los role-plays? ¿Cómo te instruyó en lo que se refiere a tu carrera?

157) **IF3-7TH SEMESTER** En lo que se refiere a mi carrera sería los nuevos términos y todo los temas que hemos visto y eso me ha instruido.

4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en los role plays y por qué?

158) **IF3-7TH SEMESTER.** Participar en role-plays es muy bueno, pero a la vez da un poco de miedo expresarse delante de los otros compañeros...El equivocarse al pronunciar una palabra.

5 ¿Piensas que los role-plays te dan diferentes situaciones y oportunidades para el desarrollo y mejoramiento de tu speaking? ¿Por qué sí o por qué no? y ¿cómo?

159) **IF3-7TH SEMESTER.** Sí ayudan a desarrollar mejor el habla ya que al momento de salir a un público uno pierde el miedo y se va metiendo más a esa área. El saber hablar inglés es muy bueno y saber pronunciar las palabras.

6. ¿En tu opinión cuáles son las ventajas y desventajas de utilizar role-plays en referencia al desarrollo del habla en inglés?

160) **IF3-7TH SEMESTER.** Las ventajas es perder miedo delante de las demás personas. Otra ventaja es que uno se familiariza hacerlo y eso lo tomamos como si fuera la vida real. En cuanto a desventajas podría ser el equivocarse. Que los nervios ataquen y que las otras personas se burlen y ya no poder salir más y quedarse con eso.

7 ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role plays? ¿Por qué sí o por qué no?

161) **IF3-7TH SEMESTER.** A parte de los role plays podría ser que se hagan más dramatizaciones, pero en forma más larga como por ejemplo en una agencia de viajes. Tener el área, es decir hacerlo en la vida real si es posible.

8. ¿Cuáles serían tus recomendaciones para la utilización de role plays en la clase de inglés en la carrera de turismo? ¿Qué crees que se debe mejorar?

162) **IF3-7TH SEMESTER.** Se debe mejorar el speaking porque esa es la parte fundamental para poder salir hacer un role-play, o sea que los profesores ya no nos enseñan lo que es la gramática, sino cómo pronunciar las palabras y cómo poder hablar directamente con una persona.

9 ¿Cuál piensas fue el objetivo de los role-plays? ¿Cumplió el objetivo?

163) **IF3-7TH SEMESTER.** Si, logro el objetivo El objetivo fue poder desenvolverse en público y no tener miedo a pronunciar las palabras porque aquí todos estamos para aprender y para que la profesora nos corrija.

164) **IF3-7TH SEMESTER.** Logró el objetivo porque no estamos acostumbrados a este tipo de actividad y el hacerlo es como estar en la vida real para cuando consigamos un trabajo no vamos a tener miedo cómo expresarnos y cómo nos ven las otras personas, sino que ya vamos preparados. Ese es el objetivo.

10 ¿Qué encontraste como constructivo en los role-plays?

165) **IF3-7TH SEMESTER.** Académicamente el desenvolverse en varias áreas, ya sea en lo que es restaurante, hotel, agencia de viaje, o sea en distintas actividades que se realizan a diario.

IF4-7TH SEMESTER

4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en un role-play?

166) **IF4-7TH SEMESTER.** Un poco tengo una falencia en lo que es la traducción, es la parte deficiente y la más difícil para mí....

5. ¿Piensas que los role plays te dan diferentes situaciones y oportunidades para tu desarrollo y mejoramiento de tu speaking? ¿Por qué sí y por qué no? Y cómo?

167) **IF4-7TH SEMESTER.** Bueno creo que sí y creo que es importante porque me ayuda a mejorar en la creatividad para tener un diálogo con una persona...

6. En tu opinión ¿Cuáles son las ventajas y desventajas de utilizar role plays en referencia al desarrollo del habla en Inglés?

168) **IF4-7TH SEMESTER.** Las ventajas es que conoceré...para mi será fomentar mi estudio en algo positivo que yo así podré en un futuro trabajar y será para beneficio mío...No encuentro ninguna desventaja...

7. ¿Considerás que los estudiantes de turismo deben practicar su speaking mediante role plays? ¿Por qué sí o por qué no?

169) **IF4-7TH SEMESTER.** Creo que sí deberíamos estudiar porque veo que nos ayuda muchísimo en lo que es poder familiarizarnos con palabras en inglés, conocimientos en inglés y para un futuro es beneficioso.

8. ¿Cuáles serían tus recomendaciones para la utilización de los role-plays en la clase de inglés en la carrera de turismo? ¿Qué crees se debería mejorar?

170) **IF4-7TH SEMESTER.** Yo creo así como en el momento las clases con role-plays, considero que está bien y que deberíamos seguir participando en estas actividades. Recomendaría más ejercicios de role-plays y ayudará a mejorar mi inglés y también en el speaking que es otra falencia que tengo, pero creo que eso me ayudará bastante.

9. ¿Cuál piensas fue el objetivo de los role-plays? ¿Piensas que logró su objetivo?

171) **IF4-7TH SEMESTER.** Bueno el objetivo es llegar a aprender cómo tener una conversación en inglés y saber entender asimismo cuando a uno le hablan en inglés.

10. ¿Qué encontraste como constructivo en los role-plays?

172) **IF4-7TH SEMESTER.** Aprendí palabras nuevas, frases nuevas en inglés. También en lo que son diálogos. Formar diálogos completos de una situación.

173) **IF5-7TH SEMESTER**

4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role plays y por qué?

174) **IF5-7TH SEMESTER.** Lo que más me gusta es aprender nuevos vocabularios, nuevas frases, aprender a traducir cada palabra.

175) **IF5-7TH SEMESTER.** Lo que no me gusta mucho son los audios a veces no capto muy bien....

Bueno en realidad estoy satisfecha con todo.

6. En tu opinión ¿cuáles son las ventajas y desventajas de utilizar role plays en referencia del desarrollo del habla en inglés?

176) **IF5-7TH SEMESTER.** Bueno en cuanto ventajas, nos ayuda muchísimo en lo que es el vocabulario, grammar. Incluso con el miedo a hablar en público nos ayuda muchísimo. Luego en cuanto a las desventajas para quien le tiene miedo a hablar al frente es una desventaja porque no va a poder desempeñarse muy bien.

7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role plays? ¿Por qué si o por qué no?

177) **IF5-7TH SEMESTER.** Sí, es muy importante que practiquen en role-plays porque creo que es algo muy completo por lo cual los estudiantes podrían aprender mucho.

8. ¿Cuáles serían tus recomendaciones para la utilización de role-plays en la clase de inglés en la carrera de turismo? ¿Qué crees se debe mejorar?

178) **IF5-7TH SEMESTER.** Creo que nos deberían dar un poco más de vocabulario.

9. ¿Cuál piensas fue el objetivo de los role plays? ¿Logró su objetivo?

179) **IF5-7TH SEMESTER.** Si...hasta ahora creo que sí logró su objetivo ya que siempre participamos y hacemos los role plays. Creo que si ha alcanzado su objetivo.

E. ¿y cuál fue el objetivo?

180) **IF5-7TH SEMESTER.** El objetivo fue hacer que nosotros aprendamos más...Obviamente mediante inglés poder en público decir las palabras que en persona no podíamos .

10. ¿Qué encontraste como constructivo en los role-plays?

181) **IF5-7TH SEMESTER.** Para hotelería y turismo es importante aprender inglés, entonces me ha ayudado mucho a desempeñarme en el campo del inglés.

IF6-7TH SEMESTER.

4. ¿Qué es lo que más te gusta y lo que menos te gusta cuando participas en role plays?

182) **IF6-7TH SEMESTER.** Lo que más me gusta es la interacción que tengo en una conversa en un role-play. .La interacción o sea aprender y conversar con las demás personas.

E. ¿y qué no te gusta?

183) **IF6-7TH SEMESTER.** Lo que no me gusta es que suelo fallar en lo que es el speaking.

E. No te gusta porque no puedes pronunciar las palabras...

184) **IF6-7TH SEMESTER.** Sí

Sólo por eso no te gusta y no existe algún otro aspecto por lo que no te guste?

mmmmmmmm...no

5 ¿Piensas que los role plays te dan diferentes situaciones y oportunidades para tu desarrollo y mejoramiento de tu speaking? ¿Por qué sí o por qué no? Y ¿cómo?

185) **IF6-7TH SEMESTER.** Pienso que sí porque mediante este nuevo recurso que es el role-play me permite desarrollar habilidades por medio del speaking y poder aprender más y aprender más la pronunciación.

6. ¿En tu opinión cuáles son las ventajas y desventajas de utilizar role plays en referencia al desarrollo del habla en inglés?

186) **IF6-7TH SEMESTER.** Una ventaja que mmmmm desarrollas la habilidad del habla y como desventaja que te puede fallar en cuanto a su pronunciación,

7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role plays? ¿Por qué sí o por qué no?

187) **IF6-7TH SEMESTER.** Creo que sí sería muy interesante ya que mediante esta habilidad podríamos aplicar en turismo.

8 ¿Cuáles serían tus recomendaciones para la utilización de role plays en la clase de inglés en la carrera de turismo? ¿Qué crees se debe mejorar?

188) **IF6-7TH SEMESTER.** mmmmm. Este. Deberían de darnos más vocabulario, más a fondo la pronunciación y los significados para estar empapados de conocimientos acerca del turismo como servicios turísticos y podemos ofrecer y las ofertas de turistas que demanden y todo eso.

9. ¿Cuál piensas fue el objetivo de los role-plays? ¿Logró su objetivo?

189) **IF6-7TH SEMESTER.** Sí. El objetivo fue establecer una enseñanza por medio...es algo más interactivo que mediante el habla se aprende más y se desarrolla más las habilidades.

E. ¿Por qué logro su objetivo?

190) **IF6-7TH SEMESTER.** Porque anteriormente en clase sí se hacía lo que es diálogo, pero esta nueva modalidad del role-play permite interactuar más con las personas y de esa manera adquirir más conocimiento y estamos aprendiendo más.

10. ¿Qué encontraste como constructivo en los role-plays?

191) IF6-7TH SEMESTER. Por medio de los role-plays yo puedo establecer una conversación y de esa manera intercambiar conocimiento o adquirir nuevos conocimientos.

Appendix C

THIRD INTERVENTION

FOCUS GROUP DISCUSSION

5TH SEMESTER

August 29, 2016

4. ¿Qué es lo que más te gusta y lo que menos te gusta cuando participas en role-plays y por qué?

192) **FGF15-5TH SEMESTER.** Lo que más me gusta es que voy aprendiendo más palabras y lo que no me gusta es que hay veces que no las puedo pronunciar. Como dice mi compañera, se escribe de una forma y se pronuncia de otra.

E. Y ustedes piensan que la pronunciación es lo más importante para el speaking? Por qué es importante la pronunciación en el speaking?

193) **FGF12-5TH SEMESTER.** Para que nos entiendan, porque si vamos a pronunciar mal, nosotros no lo sabemos.

194) **FGF5-5TH SEMESTER.** Es importante porque al practicar con la otra persona la conversación va a ser bastante fluida, bastante entendible y por ende va a tener una buena calificación al momento de participar.

5. ¿Piensan que los role-plays te dan diferentes situaciones y oportunidades para el desarrollo y mejoramiento de tu speaking? ¿Por qué sí o por qué no y cómo?

195) **FGF4-5TH SEMESTER.** El mejoramiento es bueno porque al momento que uno desea una conversación o práctica una conversación con una persona que domina ese otro idioma, a uno con este tipo de trabajo, ya se le hace más fácil comunicarse con esa otra persona.

196) **FGF16-5TH SEMESTER.** Yo pienso que es importante tener una buena fluidez del idioma y saber los vocabularios básicos que se debe tener para trabajar con extranjeros y

no podemos pronunciar algo que nosotros creemos que está bien, pero en realidad está mal porque le estamos dando otra información al extranjero porque el maneja el idioma.

E. Por ejemplo en las distintas oportunidades, ustedes salen, presentan su role-play y luego ustedes si se dan cuentan que la profesora no les interrumpe o son muy raras las veces que ella les interrumpe y lo hace al final....Qué hace al final la profesora?

197) **FGF13-5TH SEMESTER.** Lo que hace la profesora al final, por ejemplo si uno se equivocó en una palabra, ella nos enseña la verdadera pronunciación de dicha palabra si nos equivocamos.

E. ¿A ti que te parece esa estrategia que la miss Maria Asunción hace al final de todas las presentaciones?

198) **FGF8-5TH SEMESTER.** es muy bueno porque al final cuando nosotros terminamos nuestro role-play, la miss anota las palabras que no hemos sabido pronunciar bien y luego nos hace pronunciar y nos enseña el significado en español si no lo sabemos y es muy bueno.

E. ¿Te gustaría que la miss Maria Asuncion mientras ustedes están presentando el role-play les interrumpa y les diga: no la pronunciación no es así?

199) **FGF16-5TH SEMESTER.** Porque es como una mala educación mientras tu estás exponiendo algo, venga alguien y te interrumpa. Mejor es que al final alguien te diga tu error para poderlo corregir la siguiente vez.

6. En tu opinión ¿cuáles son las ventajas y desventajas de utilizar role-plays en referencia al desarrollo del habla en inglés?

200) **FGF8-5TH SEMESTER.** Ventajas, porque a través de ellos aprendemos a pronunciar las palabras conocemos nuevas palabras y vamos soltándonos más en lo que es hablar en inglés e interpretar diálogos.

201) **FGF8-5TH SEMESTER.** No he visto ninguna desventaja...bueno al momento de pronunciar, palabras que no sabemos...al momento de interpretar, hay veces que tenemos

que aprendemos de un día para el otro y eso también complica un poco al momento de hacer el diálogo.

E. ¿Qué actividades la miss María Asunción podría hacer para que los role-plays no tengan que ser de tanta preparación o de tanta memorización?

202) **FGF13-5TH SEMESTER.** Referente a eso, una actividad sería, por ejemplo, estamos viendo un tema y poner el mismo día un role-play o una conversación acerca de ese tema y no tener un texto previamente ya preparado porque muchas veces tendemos a memorizar y muchas de las veces no se nos queda esas palabras solo memorizándolas.

E. ¿Opinan que lo podrían hacer eso, están en capacidad para hacerlo?

203) **FGF8-5TH SEMESTER.** Porque muchos de los estudiantes aquí no sabemos el inglés y a veces tenemos que recurrir al traductor para saber el significado de cada palabra y así poder realizar nuestro role-play.

E. ¿Piensa que memorizar les ayuda?

204) **FGF15-5TH SEMESTER.** No porque nos aprendemos para el ratito y ya a la siguiente clase nos olvidamos.

E. ¿Qué medidas ustedes podrían tomar para que no se les haga tan difícil actuar en un role-play para que no tengan que acudir a la memorización? ¿Qué podría hacer la miss Maria Asunción o ustedes? ¿Qué medidas la miss María Asunción podría tomar, cómo los podría ayudar para que actúen mejor en los role-plays? ¿De qué manera?

205) **FGF6-5TH SEMESTER.** Aprender vocabularios. Que nos haga prácticas del vocabulario.

E. ¿Ustedes creen que la miss Maria Asunción antes de hacerles participar en los role-plays, les debería hacer bastantes prácticas?

206) **FGF13-5TH SEMESTER.** Yo pienso que eso ya es cuestión de cada uno aprenderse el vocabulario porque al venir acá, yo pienso que son temas que uno ya debe de

saber o por lo menos el vocabulario básico...Para que por lo menos tengan un poco de noción acerca de los temas que se van a tratar o previamente ver el vocabulario, traducirlo, y aprenderlo.

E. ¿Qué otras medidas la miss María Asuncion o ustedes para que no se les haga difícil y no tengan que memorizarse y no se les haga tan arduo participar en los role-plays?

207) **FGF4-5TH SEMESTER.** Puede ser que usted nos diga desde el principio, que por cada clase al final cada uno va a dar un resumen de la clase que usted ha dado y así poniendo atención uno habla un poco de la clase y no tiene que estar preparando o memorizando ninguna línea.

208) **FGF8-5TH SEMESTER.** Yo creo que sería bueno que por parte de los estudiantes se realice una consulta de un Reading para que nosotros aquí hagamos el Reading de la consulta que nosotros tenemos y con eso vamos ahondando más en el tema para que no se nos complique tanto al momento de la pronunciación...porque para una buena pronunciación lo que se necesita es práctica y al hacer un Reading consultado por nosotros para mí es una buena idea. O sea nosotros hacemos una consulta y leemos el texto en inglés...nosotros mismos vamos leyendo y vamos pronunciando y así vamos mejorando nuestra pronunciación y vamos a desenvolvemos mejor al momento de hacer los role-plays.

209) **FGF17-5TH SEMESTER.** Las ventajas de aprenderse e interactuar en un role play es que podemos desenvolvemos porque interviene en lo que es el ámbito turístico y en el momento que nosotros tengamos un trabajo hay que interactuar con las demás personas y la desventaja es que cuando uno hace un role play tiene que memorizar ciertas cosas y a veces se nos olvida y eso causa gracia a los demás compañeros...

7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role-plays? ¿Por qué sí o por qué no?

211) **FGF16-5TH SEMESTER.** No mucho...poco nos hemos basado en los role-plays porque en los últimos días hemos más hecho actividades diferentes par mejorar el inglés.

E. ¿Qué actividades ustedes sugieren para mejorar el speaking? Previo a los role-plays, qué actividades ustedes sugieren? ¿Para qué no se les haga tan arduo?

212) **FGF5-5TH SEMESTER.** Que usted como docente nos ayude a pronunciar las palabras que no entendemos, que nos ayude usted.

213) **FGF15-5TH SEMESTER.** Como un tipo vocabulario, traer el significado y la pronunciación en inglés escrita.

214) **FGM2-5TH SEMESTER.** Yo creo que además de los role-plays sería bueno implementar en clase que se yo cantar en inglés, realizar que se yo, ver videos en inglés y de esta manera uno adquiere nuevos conocimientos y nuevas maneras de expresarse.

215) **FGF17-5TH SEMESTER.** Sí, pero para que uno le ponga más entusiasmo a los role-plays tiene que ser como más dinámico o sea como quien dice hacer una consulta o hacer nosotros como una interacción como cantar y cosas así. Cosas que motiven al estudiante a aprenderlo porque para hablar algo corrido eso es lo que aburre y se hace algo rutinario

8. ¿Cuál sería tus recomendaciones para la utilización de los role-plays en la clase de inglés en la carrera de turismo? Qué crees se debe mejorar?

216) **FGF4-5TH SEMESTER.** De pronto puede ser la parte de la pronunciación, porque en un diálogo no tiene mucho conocimiento en inglés y puede ser que ahí no haga un buen trabajo por la falta de conocimiento en ese sentido, pero en todo caso nos podemos ayudar con un libro o un diccionario.

217) **FGF12-5TH SEMESTER.** O una actividad que también se podría realizar es sacar el vocabulario de la clase como por ejemplo destination, trip, travel. Que hayan suficiente palabras de un vocabulario de la clase y que cada compañero coja una palabra y en base a esa palabra que ella escogió haga un comentario...para que cada uno vaya adquiriendo...Por ejemplo si alguien escoge una palabra como destination que haga una oración o una frase en base a esa palabra del vocabulario, porque si nosotros hacemos eso, escuchamos y así podemos ir asociándolas con la clase y con nuestra carrera...

E. ¿Les parece una buena alternativa?

218) **FGF4-5TH SEMESTER.** Sí, porque tantos role-plays puede ser cansado y usted puede alternar un día role-play y otro la actividad que dice mi compañera y nos podríamos ayudar con las dos actividades.

E. Aquí muchos me han hablado sobre la pronunciación, el vocabulario, pero muy poco he escuchado sobre la gramática.

219) **FGF13-5TH SEMESTER.** Obviamente la gramática es muy importante porque si uno no sabe la gramática, no va saber cómo va estructurada esa oración y al no saber, va estar escrito mal y por ende mal pronunciado.

E. ¿Qué debería hacer la miss Maria Asuncion al respecto de la gramática?

220) **FGF15-5TH SEMESTER.** Auto educarnos porque tampoco podemos dejar toda la responsabilidad a usted, cuando es responsabilidad de nosotros venir aprendiendo desde hace tiempo atrás.

221) **FGF13-5TH SEMESTER.** Antes de un role-play, darnos una breve clase sobre present continuous por ejemplo, y así ya tenemos conocimiento de lo que vamos a ver en dicha clase.

222) **FGM2-5TH SEMESTER.** Una recomendación sería que al momento de realizar un role play podamos guiarnos de un pequeño folleto para que de esta manera no olvidarnos porque uno al momento de ir a presentar un role-play se lo aprende y el momento de ir a exponerlo y de ver tanta gente se olvida y sería bueno que podamos llevar algo con qué defendernos.

9. ¿Cuál fue el objetivo de los role-plays? ¿Piensas que logró su objetivo?

223) **FGF8-5TH SEMESTER.** El objetivo de los role-plays es que a través de estos pueden mejorar la pronunciación en cuanto al inglés y una parte sí mejoró porque los role-plays eran seguidos después de cada clase un diálogo, pero pienso que una parte sí mejoró y otra no porque el diálogo era en el momento memorizado y un ratito se lo memoriza y al

día siguiente ya se olvida. Quizá una que otra palabra se quede, pero las más casuales, la más usadas.

224) **FGF5-5TH SEMESTER.** Yo pienso que el objetivo de la profesora con los role-plays es que nosotros podamos desenvolvernos en público, y al mismo tiempo tener una buena pronunciación y una buena fluidez hablando inglés. En parte sí lo cumplió porque pienso que no todos aprendimos a desenvolvernos bien en público y no aprendimos bien la pronunciación.

225) **FGF6-5TH SEMESTER.** Mmmmmm. Poder pronunciar bien las palabras. Cumplió en algo el objetivo porque siempre va ver palabras que uno no se va aprender.

226) **FGF16-5TH SEMESTER.** Yo algo, pero si quería todo.

227) **FGF4-5TH SEMESTER.** El objetivo que la profesora se ha planteado para nosotros es que nosotros nos sepamos desenvolver en lo que es nuestra carrera, porque el inglés es importante para esto y más vamos a interactuar con turistas, y obviamente lo vamos a necesitar el speaking, y de ahí poderlo hablar bien.

228) **FGF12-5TH SEMESTER.** EL que nosotros desarrollemos habilidades de pronunciación, de speaking, o sea si se ha mejorado, pero yo siento que a veces es muy repetitivo, y hace otra actividad previa al role-play sería mejor, porque nos ayudaría a mejorar esa situación de la pronunciación y de la fluidez que necesitamos bastante.

E. ¿Ustedes piensan que los role-plays han sido muy repetitivos, muy continuos, muy frecuentes? ¿Tienen esa impresión? ¿Qué opinan?

229) **FGF15-5TH SEMESTER.** Sí, porque la mayoría de clases hemos tenido role-plays. Han sido muy repetitivos, pero también nos han beneficiado y gracias a ellos ahora nosotros, por lo menos yo, he aprendido a pronunciar palabras que ni siquiera las conocía, y pues también nos ha ayudado a soltarnos más al momento de salir a la pizarra. La mayoría de personas hoy en día tienen miedo a equivocarse o que se burlen cuando salen a la pizarra y nos saben pronunciar las palabras.

E. ¿Ustedes sienten que han perdido el miedo a hablar en público y en inglés, aunque nos podemos equivocar porque es un proceso normal de aprendizaje...ha tenido menos nervios?

230) **FGF6-5TH SEMESTER.** Sí, he perdido nervios de salir a hablar en público, porque ahora mis compañeros se sienten mejor.

E. Y ustedes ¿qué opinan, han perdido un poco el miedo para hablar en público en inglés?

231) **FGF8-5TH SEMESTER.** Si un poco, porque incluso los compañeros se han enseñado a escuchar a los demás a hablar inglés y han dejado la burla.

232) **FGF12-5TH SEMESTER.** Sí, yo si pienso que si se ha perdido un poco los nervios debido a que el inglés es un idioma que pocos hablamos debido a que a veces tenemos miedo a pronunciar mal y salimos al frente ya cuando vamos teniendo más práctica y ya perdemos el miedo para seguir hablando.

10. ¿Qué contraste como constructivo en los role-plays?

233) **FGF16-5TH SEMESTER.** Uno, a perder el miedo escénico al momento de dar el speaking, a pronunciar nuevas palabras y haber aprendido también nuevas palabras y hablar ya un poco fluido ya lo que es el inglés.

234) **FGF6-5TH SEMESTER.** Lo mismo que dice mi compañera. Aprender nuevas palabras, la pronunciación de esas palabras, que la teacher nos anote las palabras que no sepamos pronunciar y nos haga aprendernos el significado en español.

235) **FGF4-5TH SEMESTER.** Enseñándome a pronunciar palabras nuevas.

236) **FGF13-5TH SEMESTER.** En muchos aspectos porque el simple hecho de hacer un role-play es positivo porque primeramente me incrementó el vocabulario, perdí un poco el miedo a hablar en público en inglés en este caso, aprendí más la pronunciación, distintos escenarios en el role-play. Para mí fue muy positivo usar role-plays.

237) **FGF17-5TH SEMESTER.** Yo creo que nos ha enseñado las expresiones de cada uno de los temas de turismo digamos como expresarnos y cómo preguntar algo relacionado a un tema específico y ahí es cuando nosotros aprendemos nuevo vocabulario y nuevas maneras de preguntar acerca de cómo guiar o cómo describir un lugar.

238) **FGF19-5TH SEMESTER.** Que nos ayuda a desenvolvernos en nuestro ámbito y podemos ayudar a los demás las técnicas que se pueden dar durante los role-plays.

Cómo son las dinámicas o diferentes actividades de acuerdo al tema que vamos asignarnos cada uno.

INDIVIDUAL INTERVIEW

August 30, 2016

7TH SEMESTER

IM1-7TH SEMESTER

4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en los role-plays y por qué? ¿Qué es lo que más te gusta y lo que menos te gusta?

239) **IM1-7TH SEMESTER.** Lo que más me gusta es al momento de realizarlos, uno se enfoca mucho y realiza ideas y las plasma ahí en el role-play. Y lo que no me gusta al momento de exponer porque se me hace un poco difícil al momento de la pronunciación de las palabras y aprenderme.

E. ¿Te pone nervioso?

240) **IM1-7TH SEMESTER** Si un tanto nervioso porque también no hay mucha experiencia en eso porque no hemos hecho muchos role-plays...Primera vez que estamos haciendo

E. ¿Qué es lo que más se te dificulta?

241) **IM1-7TH SEMESTER** La pronunciación y aprenderme. La memorización y la pronunciación un poco.

E. ¿Qué sugerirías para evitar aprenderse los role-plays o para poder mejorar la pronunciación? ¿Qué sugerirías?

242) **IM1-7TH SEMESTER.** Yo sugeriría que las clases sean un poco más sobre la pronunciación de las palabras para que se nos pueda hacer un poco más fácil al momento de exponer el role-play cuando nosotros lo realizamos. Eso sería una buena técnica más la pronunciación.

5. ¿Piensas que los role-plays te dan oportunidades de diferentes situaciones y oportunidades para tu desarrollo y mejoramiento de tu speaking? ¿Por qué si o por qué no? y ¿cómo?

243) **IM1-7TH SEMESTER.** Si, Pienso que si nos da diferentes situaciones que incluso se las puede vivir a diario cuando uno emprenda la carrera de Hotelería y Turismo, al momento de una guianza. Al momento de muchas situaciones que se nos presente. Puede presentarse de esa misma manera pero en inglés.

6. En tu opinión ¿cuáles son las ventajas y desventajas de utilizar role-plays en referencia al desarrollo del habla en inglés?

244) **IM1-7TH SEMESTER.** La ventaja es que nosotros estamos aprendiendo nuevas palabras, estamos investigando y realizando role-plays y nosotros podemos tener un vocabulario más extenso en las palabras que son en inglés. La desventaja podría ser una desventaja que nosotros lo memorizamos, pero en el momento y puede que después, al otro día se nos olvide porque no tenemos mucha práctica todos los días.

E. ¿Y cuál podría ser una sugerencia para evitar memorizar los role-plays y sea algo más espontáneo? ¿Cuál podría ser una sugerencia? ¿Qué sugerencia podrías dar para evitar la memorización y más bien que sea espontáneo?

245) **IM1-7TH SEMESTER.** Una sugerencia podría ser de que se practique más lo que es los vocabularios, de que las clases. De que antes de salir a realizar los role-plays, nosotros primero escuchemos de otras personas, para nosotros poder ir aprendiendo e ir familiarizándonos con lo que nosotros vamos hablar y así se nos pueda quedar.

7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role-plays? ¿Por qué sí o por qué no?

246) **IM1-7TH SEMESTER.** No. Pienso que esa es una gran forma y un gran método de enseñanza, incluso estoy de acuerdo con los role-plays porque nos ayuda mucho, no solo que sean las típicas clases que el profesor viene y te dicta y te dice que hagas algo, sino que hagas algo diferente que puedes innovar y puedes realizar con grupo de compañeros e integrarte.

8. ¿Cuáles serían tus recomendaciones para la utilización de role-plays en la clase de inglés en la carrera de turismo? ¿Qué crees se podría mejorar?

247) **IM1-7TH SEMESTER.** Yo creo que se lo podría mejorar trayendo y haciendo una escenografía de lo que se quiere realizar en el role-play. Si se trata de un restaurante, traer mesas. Tener la facilidad de obtener servicios o adquirir cosas que nos puedan ayudar para realizar los role-plays.

9. ¿Cuál piensas tú fue el objetivo de los role-plays? ¿Piensas logró su objetivo?

248) **IM1-7TH SEMESTER.** Pienso que sí logró su objetivo. El objetivo fue que nosotros tengamos una mejor pronunciación, que aprendamos un poco más el inglés, tener un mejor vocabulario y perder el miedo al momento de hablar.

10. ¿Qué contraste como constructivo en los role plays?

249) **IM1-7TH SEMESTER.** Nos sirvió mucho, porque yo en realidad no le prestaba mucha atención a los role-plays, pero por motivo de los role-plays pues me ha concentrado mucho en eso, me ha cautivado y me ha hecho darle más interés al inglés

IM2-7TH SEMESTER

4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role-plays y por qué?

250) **IM2-7TH SEMESTER.** Lo que más me gusta es la interactividad que tenemos con los otros compañeros cuando nosotros podemos hablar y explicar las cosas con preguntas y respuestas o también una forma de interactuar con algo posible que nos va a tocar en un futuro.

5. ¿Piensas que los role-plays te dan diferentes situaciones y oportunidades para tu desarrollo y mejoramiento de tu speaking porque sí o por qué no? Y cómo?

251) **IM2-7TH SEMESTER.** Me da mejores posibilidades ya que es una forma de practicar el habla para un futuro tener mejor desenvolvimiento en el ámbito laboral.

6. En tu opinión ¿cuáles son las ventajas y desventajas de utilizar role-plays en referencia al desarrollo del habla en inglés?

252) **IM2-7TH SEMESTER.** Yo pienso que desventajas no las hay, pero ventajas si. Interactuar con las demás personas, mejorar el habla, el desenvolvimiento escénico que se puede tener, es una de las ventajas con este tipo de métodos como el role-play para aprender inglés.

7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role-plays? ¿Por qué sí o por qué no? ¿Piensas que es la única opción para mejorar el speaking por qué si o por qué no?

253) **IM2-7TH SEMESTER.** Pienso que también pueden haber otras opciones, pero el role-play es una de las más convenientes ya que los estudiantes interactúan, hacen desenvolvimiento escénico, también pueden como hacer un tipo de simulacro donde se pueda mejorar el idioma inglés.

8. ¿Cuáles serían tus recomendaciones para la utilización de role-plays en la clase de inglés en la carrera de turismo? ¿Qué crees que se debe mejorar?

254) **IM2-7TH SEMESTER.** Pienso que se debe mejorar en lo que es más la creatividad de los estudiantes, en donde no solo se base en un escrito, sino que también haya un

escenario acorde a lo que se está hablando o escribiendo, es decir readecuar un poco más el entorno para que sea un poco más realista.

9. ¿Cuál piensas fue el objetivo de los role-plays? Piensas que logró su objetivo?

255) **IM2-7TH SEMESTER.** El objetivo del role-play como decía es mejorar el habla en inglés de los estudiantes, el entendimiento. Pienso que el objetivo se ha logrado en este tiempo por medio de los role-plays que es el desenvolvimiento escénico de los estudiantes. Eliminar el pánico escénico que tienen algunos y desarrollar su habla con las demás personas.

E. Al principio cuando comenzamos a participar en los role-plays sentias nervios?

256) **IM2-7TH SEMESTER.** Pues obviamente si. No estamos tan acostumbrado a desenvolvemos así, pero ya con el paso del tiempo eso se fue perdiendo y prácticamente se hizo ya una forma natural o normal de desarrollar este tipo de actividades.

10. ¿Qué encontraste como constructivo?

257) **IM2-7TH SEMESTER.** Me ayudó teniendo más conocimiento del idioma inglés, conociendo nuevas palabra, formas de hablar, expresarnos y de interactuar con los demás.

IM3-7TH SEMESTER

4. ¿Qué es lo que más te gusta y lo que menos te gusta cuando participas en role-plays y por qué?

258) **IM3-7TH SEMESTER.** Lo que más me gusta es la interacción que tenemos con otros compañeros y lo que no me gusta podría ser el....Se puede poner en práctica con los compañeros y mejora el speaking que es importante para desarrollar.

5. ¿Piensas que los role-plays te dan diferentes situaciones y oportunidades para el desarrollo de las habilidades del habla en inglés? ¿Por qué sí o por qué no y cómo?

259) **IM3-7TH SEMESTER.** Claro que da oportunidades porque mejoramos nuestro writing y nuestro speaking al salir al escenario y hablarlo entonces mientras más lo

ponemos en práctica, nos ayuda mejorar nuestro idioma y nos vamos relacionando con más palabras.

6. En tu opinión ¿cuáles son las ventajas y desventajas de utilizar role-plays en referencia al desarrollo del habla en inglés?

260) **IM3-7TH SEMESTER.** Las ventajas son que se mejora el dialecto, o sea uno se relaciona más con las palabras. Las desventajas serían que no habría un cierto entendimiento entre las dos personas, y entonces habría un problema porque no se interactúa correctamente.

7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role-plays? Por qué sí o por qué no?

261) **IM3-7TH SEMESTER.** Yo considero que sí porque vamos hacer profesionales y vamos a tener algunos trabajos en diferentes idiomas, entonces practicando un role-play vamos a sentirnos preparados para poder tener un buen desempeño en el trabajo profesional.

8. ¿Cuáles serían tus recomendaciones para la utilización de role-plays en la clase de inglés en la carrera de turismo? ¿Qué crees que se debe mejorar?

262) **IM3-7TH SEMESTER.** Se debe mejorar un constante control por parte del profesor a lo que se realiza el writing y que haya un mejor ambiente en el momento que se lo práctica....O sea que haya una mejor creatividad.

9. ¿Cuál piensas fue el objetivo de los role-plays? ¿Piensas que logró su objetivo?

263) **IM3-7TH SEMESTER.** Yo creo que sí porque al comenzar el nivel, nos damos cuenta en qué nivel de idioma o nivel tenemos, entonces cuando hemos comenzado a hacer la práctica, porque también antes de hacer un role-play, salir al frente a hablarlo, se hace el writing, entonces es importante se interactúa las dos cosas. El writing con el speaking y entonces se juntan y se realizan un buen role-play.

E. ¿Y el listening también?

264) **IM3-7TH SEMESTER.** El listening también claro, porque cuando ya tenemos palabras, mientras más hacemos role-plays, van quedando algunas palabras que hemos aprendido anteriormente y se nos hace un poco más fácil porque ya sabemos.

10. ¿Qué encontraste como constructivo en los role plays? ¿Cómo te ayudó académicamente?

265) **IM3-7TH SEMESTER.** Me ayudó a poder relacionarme un poco más con el idioma, o sea poder ya entender un poco más la gramática. Mediante el role-play, nos damos cuenta que es diferente escribirlo que pronunciarlo. Y el hablarlo es fundamental.

IF7-7TH SEMESTER

4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role-plays?

266) **IF7-7TH SEMESTER.** Lo que más me gusta cuando participamos en los role-plays es que nosotros aprendemos hacer nuestros propios diálogos y tener un extenso vocabulario. Y lo que no me gusta es que a veces hay muy poco tiempo para hacerlo o sino a veces no existe apoyo de los compañeros.

5. ¿Piensas que los role-plays dan diferentes situaciones y oportunidades para tu desarrollo y mejoramiento de tu speaking? ¿Por qué sí o por qué no? Y ¿cómo?

267) **IF7-7TH SEMESTER.** Me parece que sí. Que si es una buena didáctica para desarrollar el curso y además nos ayuda a nivel profesional, ciertas áreas de nuestro trabajo que podamos conseguir a futuro.

6. En tu opinión ¿cuáles son las ventajas y desventajas de utilizar role-plays en referencia al desarrollo del habla en inglés?

268) **IF7-7TH SEMESTER.** Para mi no es una desventaja...Es una ventaja porque nos ayuda a tener una mejor dicción y a saber. No solo incluye el speaking, incluye el Reading, escribirlo, el listening, porque también escuchar cómo hablamos y diferentes cosas más.

7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role-plays? ¿Por qué sí o por qué no?

269) **IF7-7TH SEMESTER.** Pues me parece que sí porque es una buena manera de aprender...

E. ¿Por qué es una buena manera de aprender?

270) **IF7-7TH SEMESTER.** Es una buena manera de aprender porque vamos a tratar de buscar cuáles son diferentes actividades y escenarios, no va ser sólo uno, como por ejemplo hay un role-play para hacer gastronomía, aerolíneas. Hay diferentes ámbitos para realizar role-plays.

8. ¿Cuáles son tus recomendaciones para la utilización de role-plays en la clase de inglés de la carrera de turismo, qué crees que se debe mejorar?

271) **IF7-7TH SEMESTER.** Lo que me parece que se debe mejorar es que los role-plays deberían ser un poco más extensos. Uno mismo elaborarlos un poco más extensos porque si uno hace dos o tres palabras, cada quien hacer su role-play o un monólogo... porque ayuda bastante y se desarrolla, porque si haces en grupo solo hace uno o dos o también trae un diccionario y puede hacer mejor, o digamos porque hay nuevas tecnologías uno sólo traduce, y no es así, uno tiene que aprender.

9. ¿Cuál piensas fue el objetivo de los rol-plays? Piensas que logró su objetivo?

272) **IF7-7TH SEMESTER.** Me parece que logró su objetivo porque ayuda al entendimiento de los estudiantes...

10. ¿Qué encontraste como constructivo en los role-plays?

273) **IF7-7TH SEMESTER.** Me ayudó a mejorar y extender mi vocabulario porque a veces uno sólo sabe lo básico y utilizando los role-plays más que sea así aprendiéndonos ya vamos a saber que estamos haciendo y poco a poco aprendiendo más.

IF8-7TH SEMESTER

4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role-plays y por qué?

274) **IF8-7TH SEMESTER.** Lo que más me gusta es el speaking porque ahí con la práctica aprendemos más y mejoramos y perfeccionamos el inglés. No me gustan los ejercicios que son escritos porque en mi caso no manejo muy bien.

5. ¿Piensas que los role-plays te dan diferentes situaciones y oportunidades para tu desarrollo y mejoramiento de tu speaking? ¿Por qué sí y por qué no? y ¿cómo?

275) **IF8-7TH SEMESTER.** Si nos ayuda. Nos ayuda a mejorar porque en la práctica uno aprende más el inglés.

E. El hecho de que tienes un nivel de inglés de principiante te ha afectado en algún aspecto?

276) **IF8-7TH SEMESTER.** Sí, porque solamente sabemos lo básico y en los últimos niveles hemos estado aprendiendo más el inglés y ha habido más role-plays y hemos aprendido el inglés más fluido y hemos mejorado un poco..

6. En tu opinión ¿cuáles son las ventajas y desventajas de utilizar role-plays en referencia al desarrollo del habla en inglés?

277) **IF8-7TH SEMESTER.** Yo considero que es ventaja que tiene, porque como mencione anteriormente, nos ayuda a mejorar más el habla y lo que es la fluidez.

7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role-plays por qué sí o por qué no?

278) **IF8-7TH SEMESTER.** Porque como futuros profesionales, debemos aprender y perfeccionar el inglés para poder ejercer en diferentes áreas en que laboremos, entonces el role-play es muy necesario. Debemos aprender y mejorar.

8. ¿Cuáles serían tus recomendaciones para la utilización de role-plays en la clase de inglés en la carrera de turismo? Qué crees que se debe mejorar?

279) **IF8-7TH SEMESTER.** Se debe mejorar yo creo el uso de las palabras de las oraciones que el role-play sea. Mientras sea más corto es mejor, y con palabras útiles que vayamos aprendiendo.

9. ¿Cuál fue el objetivo de los role-plays? ¿Piensas que cumplió su objetivo?

280) **IF8-7TH SEMESTER.** En un 70% sí. Porque por ejemplo en mi caso no soy tan buena para el inglés, pero me ha ayudado bastante porque mediante la práctica he aprendido a mejorar la fluidez en el inglés.

10. ¿Qué encontraste como constructivo en los role-plays?

281) **IF8-7TH SEMESTER.** Sobre los temas que nos ha expuesto en clase la maestra, nos ha ayudado bastante.

E. ¿Cómo más les ha ayudado?

282) **IF9-7TH SEMESTER.** También hemos aprendido a pronunciar mejor.

4. ¿Qué es lo que más te gusta y menos te gusta cuando participas en role-plays y por qué?

283) **IF9-7TH SEMESTER.** Lo que más me gusta es poder hablarlo fluido y entenderlo...Lo que no me gusta es un poco la gramática?

E. ¿Por qué?

284) **IF9-7TH SEMESTER.** Porque no le entiendo mucho la gramática...Hablarlo si puedo, pero no entiendo la gramática.

5. ¿Piensas que los role-plays te dan diferentes situaciones y oportunidades para tu desarrollo y mejoramiento de tu speaking? ¿Por qué sí o por qué no?

285) **IF9-7TH SEMESTER.** Si porque me ayuda a entender un poco más el inglés y poder hablarlo fluidamente.

6. En tu opinión ¿cuáles son las ventajas y desventajas de utilizar role-plays en referencia al desarrollo del habla en inglés?

286) **IF9-7TH SEMESTER.** La influencia es que nos ayuda a mejorar cada vez y a poder entender y hablarlo mejor. La desventaja es que a veces como no entendemos bien las cosas, no podemos hacerlo bien.

E. Y como tú crees se podría mejorar. ¿Qué debería hacer el profesor y los estudiantes para mejorar esas desventajas?

287) **IF9-7TH SEMESTER.** Yo creo que los estudiantes deberíamos capacitarnos más y buscar nuevas fuentes para poder comunicarnos más. El profesor debe interesarse porque cada alumno aprenda y hablar bien cada vez que les de las clases.

7. ¿Consideras que los estudiantes de turismo deben practicar su speaking mediante role-plays? ¿Por qué si o por qué no?

288) **IF9-7TH SEMESTER.** Yo creo que sí debemos practicarlo los estudiantes de turismo porque es necesario. Nuestra carrera es turismo y debemos hablar el inglés fluidamente.

8. ¿Cuáles serían tus recomendaciones para la utilización de role-plays en la clase de inglés en la carrera de turismo? Qué crees que se debe mejorar?

289) **IF9-7TH SEMESTER.** Creo que el docente debe interesarse por cada grupo y debe enseñarle y darle la atención a cada grupo para hacer un excelente role-play.

9. ¿Cuál fue el objetivo de los role-plays? ¿Piensas que cumplió el objetivo?

290) **IF9-7TH SEMESTER.** Aprender a interpretar actos, interpretar situaciones y eso es bueno para poder aprender rápidamente.

10. ¿Qué contraste como constructivo en los role-plays?

291) **IF9-7TH SEMESTER.** Me ha ayudado mucho porque ahora puedo hablar el inglés un poco mejor, el dialecto y entender un poco la gramática.

Appendix D

Dr. Neelke Doorn, MA MSc LLM
Technical University Delft
Faculty of Technology, Policy and Management
Department Values, Technology and Innovation
PO Box 5015
2600 GA Delft
The Netherlands

Delft, June 20, 2016

Dear Academic Committee of Escuela Politécnica del Litoral (ESPOL),

I am authorizing Maria Asuncion Rojas Encalada to use two questions from my study called Using and Developing Role Plays in Teaching Aimed at Preparing for Social Responsibility for her Master's Thesis.

Author: Neelke Doorn and J. Otto Kroesen
Title of the work: Using and Developing Role Plays in Teaching Aimed at Preparing for Social Responsibility
ISSN 1353-3452
Year of publication: 2013
Pages: 1513-1527
Printed in: Sci Eng Ethics (2013) 19(4)
Springer

Regards



Professor Neelke Doorn

Appendix E

CONSENT FORM FOR PARTICIPATION IN A RESEARCH STUDY

Formulario de Consentimiento para participar en un estudio de Investigación

Me es grato extenderle mi invitación para participar en la investigación que estoy llevando a cabo como parte del proceso de mi tesis en la Escuela Superior Politécnica del Litoral (ESPOL), cuyo propósito es explorar los puntos de vista de los estudiantes, mediante grupos focales y entrevistas sobre los efectos de los role-plays para desarrollar las habilidades del habla en un curso de Inglés para fines específicos correspondiente a la carrera de Hotelería y Turismo.

Solicito su participación voluntaria, honesta y objetiva durante los siguientes tres meses para llegar a conclusiones sobre los efectos de los role-plays de acuerdo a los puntos de vista de los participantes.

No hay ningún riesgo asociado con esta investigación. No habrá ningún beneficio personal como resultado de su participación, sólo el conocimiento adquirido durante el proceso de investigación, el cual será muy valioso para realizar mejoras en el campo educacional. Como participante, usted podrá salir del estudio en cualquier momento sin consecuencias negativas.

Su identidad o cualquier información personal se mantendrán anónima y no será nombrada en ninguna publicación que resulte de esta investigación. La información recogida será archivada por un periodo de cinco años, luego de lo cual será destruida.

Para precautelar la confiabilidad de la información facilitada por usted, solo la información que ayudará a investigar los puntos de vista de los estudiantes sobre el uso de los role-plays para desarrollar habilidades del habla será analizada, cualquier otra información revelada por usted, será destruida.

Cualquier pregunta o dudas sobre el presente estudio o si hubiera algún problema, por favor contactar a Maria Asuncion Rojas al 0989918257. Si desea indagar sobre sus derechos como participante de esta investigación, por favor contactar al comité evaluador de la ESPOL al teléfono 2 269051.

He leído y comprendido esta carta de consentimiento y se me ha dado la oportunidad de hacer preguntas que clarificarán cualquier duda.

Gracias anticipadas por su participación.

Nombre del Investigador

Machala, 14 de Junio del 2016

Maria Asuncion Rojas Encalada

Firma _____

Nombre del participante

Firma _____

Appendix F



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Quito, July 26th 2016

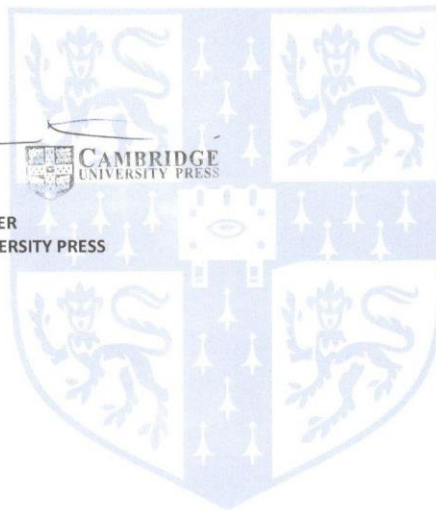
Dear Academic Committee of Escuela Politecnica del Litoral (ESPOL),

Cambridge University Press is authorizing Maria Asuncion Rojas Encalada to use **Touchstone placement test** to evaluate her students as part of her Master's Thesis.

Regards

Julie Watson

GENERAL MANAGER
CAMBRIDGE UNIVERSITY PRESS



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Appendix G

**LINK FOR THE PLACEMENT TEST
TOUCHSTONE VIEWPOINT PLACEMENT TEST**

<https://1drv.ms/f/s!AmJv98btdrX1hxTrUG9dEx7axdlp>

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