



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY
OF NATIONAL AND FOREIGN LANGUAGES**

**“ROLE PLAY ACTIVITIES FOR ENHANCING LISTENING
SKILLS IN FOURTH GRADERS AT “UNIDAD EDUCATIVA
EVANGELICA ALMIRANTE ALFREDO POVEDA
BURBANO”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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ADVISOR'S APPROVAL

In my role as Adviser of the research paper entitled Role play activities for enhancing listening skills in fourth graders at “Unidad Educativa Evangelica Almirante Alfredo Poveda Burbano” prepared by VERA SUAREZ ERICK STEVEN undergraduate student of Pedagogy of National and Foreign Languages, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having analyzed in the COMPILATIO anti-plagiarism system, and after having fulfilled the required assessment requirements, this executed project finds 5% of the permitted assessment, therefore this report is issued.

Sincerely,




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Statement of Authorship

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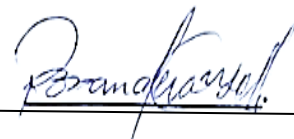
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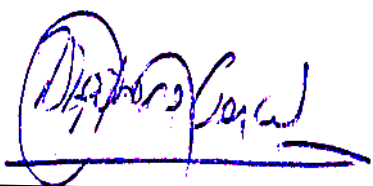
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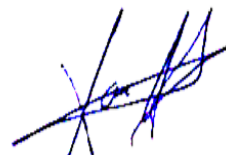


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I thank God and my family for always being the engine that drives my life towards a better way, for their unconditional support in all these years, my tutor whose knowledge has been of great help to me to successfully complete my project. Finally, I thank myself, for not giving up a single day, for thinking of completing each stage of my training as a teacher, and for never thinking of retiring even having endless difficulties that I could face them with boldness and intelligence to complete this whole process.

Vera Suarez Erick Steven

Dedication

I dedicate this research work to God, who has been my guide and strength throughout my academic formation, to my mother Zully Suarez Ron, my grandmother Silvia Ron Prado and other members of my family who have been my fundamental pillar throughout this journey, especially to my grandfather Gustavo Gonzales, who is in heaven. I am sure he would be proud to know that I will become a professional, wherever he is, because they were always there for me, to make me an example for society.

Vera Suarez Erick Steven

Abstract

The present research project focuses on Role-play activities for enhancing listening skills in fourth graders at "Unidad Educativa Evangelica Almirante Alfredo Poveda Burbano," using the theoretical foundations of recognized national and foreign writers who have investigated the process of teaching and learning a second language. For this purpose, a qualitative phenomenological study was carried out through interviews. As for the sample in this research work, a total of three teachers were selected, two belonging to the aforementioned educational unit and one external teacher for more excellent reliability; in addition to working through a focus group, a total of eight open questions were asked so that a more profound analysis could be carried out, collecting each of their opinions.

The variables obtained will be examined in depth, and we will briefly summarize the concerns as to why listening comprehension is not fully developed in the students. The teachers stated that it is necessary to highlight that the students do present weaknesses in this skill, since the teachers mentioned that the students present weaknesses within skill either because they are not accustomed to the accents that the English language has, that is, nowadays, English is a universal language that different countries use for personal interest, given that because of the accents and the mother tongue, its pronunciation is usually different. However, it is worth mentioning that the most common accents are American English and British English. Another of the facilities that students have when listening or practicing listening skills is the fluency of the audio since the books have audio made by native speakers of this language.

Keywords: Role-play, Listening Comprehension, Accents, fluency, and English.

Resumen

El presente proyecto de investigación se centra en las actividades de Role-play para potenciar las habilidades auditivas en los alumnos de cuarto grado de la "Unidad Educativa Evangélica Almirante Alfredo Poveda Burbano", utilizando los fundamentos teóricos de reconocidos escritores nacionales y extranjeros que han investigado el proceso de enseñanza y aprendizaje de una segunda lengua. Para ello se realizó un estudio cualitativo fenomenológico a través de entrevistas. En cuanto a la muestra de este trabajo de investigación, se seleccionaron un total de tres docentes, dos pertenecientes a la unidad educativa antes mencionada y un docente externo para una mayor confiabilidad; además de trabajar a través de un grupo focal, se realizaron un total de ocho preguntas abiertas para poder realizar un análisis más profundo, recogiendo cada una de sus opiniones.

Se profundizará en las variables obtenidas y se resumirán brevemente las inquietudes del por qué no se desarrolla plenamente la comprensión auditiva en los estudiantes. Los profesores manifestaron que es necesario resaltar que los alumnos sí presentan debilidades en esta habilidad, ya que los profesores mencionaron que los alumnos presentan debilidades dentro de la habilidad ya sea porque no están acostumbrados a los acentos que tiene el idioma inglés, es decir, hoy en día, el inglés es un idioma universal que diferentes países utilizan por interés personal, ya que debido a los acentos y a la lengua materna, su pronunciación suele ser diferente. Sin embargo, cabe mencionar que los acentos más comunes son el inglés americano y el inglés británico. Otra de las facilidades que tienen los alumnos a la hora de escuchar o practicar la destreza auditiva es la fluidez del audio ya que los libros cuentan con audios realizados por hablantes nativos de este idioma.

Palabras clave: Role-play, Comprensión auditiva, Acentos, fluidez e inglés.

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Introduction

This research study presents role play activities for enhancing listening skills in fourth graders at “Unidad Educativa Evangelica Almirante Alfredo Poveda Burbano.” The main objective was to determine whether role-playing activities help in the development of listening comprehension skills of the English language in fourth-year students of elementary basic education. As a result, the students have many difficulties developing listening comprehension.

Listening comprehension in a second language, especially in English, is not easy, as learners have multiple difficulties or are often frustrated because they cannot understand it orally, either because of the speed or fluency of what they hear, but if they have a reference as a text of what they hear they can understand what is being conveyed.

If students master these skills to support listening comprehension, they will be more active in classroom activities.

Mastering listening comprehension is essential for three reasons: it allows them to communicate effectively and understand the topics taught in class; active listening helps them avoid conflicts and misunderstandings and can positively impact their productivity and relationships; and finally, listening contributes to making their pronunciation more transparent and more understandable. Moreover, knowing this is of great importance to help them develop their listening comprehension skills and the quality of the teaching-learning process in the classroom through practice and dynamism.

The study aimed to determine whether role-playing activities help in the development of listening comprehension skills of the English language and to analyze the data obtained through a focus group using a qualitative methodology as it allows more concise information,

with the inquiry from the point of view that provides crucial references to carry out a more detailed study.

The following details are included in the five chapters that make up this thesis:

Chapter I: The Problem

In this section, the chapter details the problem statement, general and specific objectives of the investigation, research questions, and justification.

Chapter II: Theoretical Framework

In this section, the chapter provides details about essential authors' theories and previous research that support the investigation topic. It also gives details about the pedagogical basis, theoretical basis, legal basis, and the variables of the study.

Chapter III: Methodological Framework

In this section, the chapter explains the method applied to get a successful work. This chapter also contains the type of research, population, sample, and data collection processing and resources.

Chapter IV: Analysis of Findings

In this section, the chapter describes the interpretation of data collection with the respective analysis and the comparison with the bibliographic references.

Chapter V: Reflections on the Study

In this section, the chapter describes the analyses and interprets the outcomes of this investigative work. Also mentions the experience during the research process, challenges, and what the researchers will do differently for further research on the same topic.

Chapter I

The problem

Listening comprehension in a second language, especially in English, is not easy, as learners have multiple difficulties or are often frustrated because they cannot understand it orally, either because of the speed or fluency of what they hear, but if they have a reference as a text of what they hear they can understand what is being conveyed. In addition, when people speak in English, they can control to some extent what they want to express. However, when they have trouble listening in English, they cannot control the message that is being conveyed by others, and this is where they have to deal with weaknesses and shortcomings in grammar, vocabulary, pronunciation, and, of course, listening comprehension. Many people with these weaknesses and shortcomings try to understand every word they hear, which causes them to try to guess what they have heard and forget the main message being conveyed.

The researcher detected through his experience as a replacement teacher in the "Unidad Educativa Evangélica Almirante Poveda Burbano", that students in the fourth year of elementary basic education, have deficiencies in listening comprehension of the English language. Before this problem arises the need to implement role-play activities for the improvement of this skill, which becomes a support strategy for the student.

Therefore, this study aims to answer the following question posed within the research work: How do role-play activities help in the development of listening comprehension skills in fourth-year elementary basic education.

Problem formulation

Main question

- How do role-play activities help in the development of listening comprehension skills in fourth-year elementary basic education students at " Unidad Educativa Evangélica Almirante Poveda Burbano"?

Specific Question

- What role-play activities could develop listening comprehension (Listening) in the teaching-learning of a foreign language in fourth-grade students?
- How do role-play activities favor the development of listening comprehension in English?
- What are the advantages of using role-play activities to develop listening skills in the classroom?

Objectives

General objective

- To determine whether role-playing activities help in the development of listening comprehension skills of the English language in fourth-year students of elementary basic education.

Specifics objectives

- To identify the role-play activities that help develop the students' listening skills.
- To specify the role-play activities that can help teachers in the process of acquiring and developing listening comprehension.
- To indicate which are the advantages of using role-play for the development of listening skills.

Justification

Role-playing activities are useful in the language learning process because they help students not to feel overwhelmed during class time, since they are going to receive interaction classes, thus receiving motivation from the teacher, that is, role-playing in the classroom brings variety, a change of pace and many opportunities to produce and develop different language skills, while being a lot of fun! Instead of being a "one-off" act, it can be a crucial component of the class. In addition, the main point of the role-play activities is to prepare students individually and collectively (in groups) to deal with different scenarios, adopting a more entertaining approach to favor the pedagogical process and facilitate learning.

Therefore, upon encountering the problem that students in the fourth year of elementary school at the "Unidad Educativa Evangélica Almirante Poveda Burbano" have deficiencies in listening comprehension in the English language, the need arises to implement role-playing activities to improve this skill, as a support strategy for both the student and the teacher.

CHAPTER II

Theoretical framework

Listening is the ability to receive and interpret messages during communication accurately. Listening is also the essence of practical and comfortable communication. Keep in mind that with the ability to listen, messages can easily be understood, and, as a result, communication breaks down. In addition, it is not enough to listen to the words. You must be attentive to the speaker's non-verbal communication, as the non-verbal part also helps you understand what you hear.

Process of listening skills

Listening is an essential skill in all aspects of our daily lives, whether it is cultivating personal relationships, working, or taking notes in class, and regardless of how we listen, it is important to keep in mind that listening is more than just hearing the words or message being conveyed or understanding what is being said. Listening is an active process skill where you must understand, evaluate, and respond to what you hear.

For this reason, there is a five-stage process where factors can interfere with the listening process, so a series of mental tasks must be managed simultaneously to listen successfully. According to DeVito (2000), the listening process has been divided into five stages: receiving, understanding, remembering, evaluating, and responding.

Stage 1 Receiving.- At this stage is the deliberate focus on hearing the speaker's message, which occurs when we filter out other sources to isolate the message and avoid confusing combinations of incoming stimuli. At this point, we still only hear the message.

Stage 2 Understanding.- It is the stage in which the interlocutors determine the context and meaning of the words they hear, i.e., the context and meaning of each word;

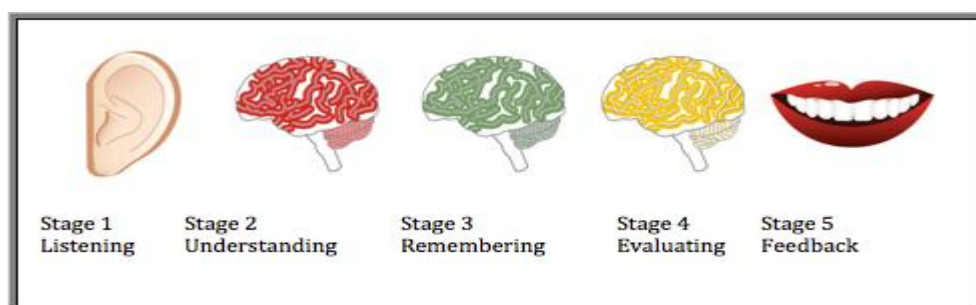
assigning them a meaning in the language is essential to understanding the sentences. This is essential to understand the speaker's message.

Stage 3 Remembering.- Start by listening; if you cannot remember some of what has been said, you may need to listen more effectively.

Stage 4 Evaluating.- The listener determines whether the information he hears and understands from the speaker is well constructed or disorganized, biased or unbiased, true or false, significant or insignificant. It also examines how and why speakers propose and deliver their messages. In doing so, they may consider the speaker's motivations and personal or professional goals (Viehmann, 2023).

Stage 5 Responding. - It is the phase of the listening process in which the listener provides verbal and nonverbal responses based on short- or long-term memory, and nonverbal responses, such as head movement or eye contact, allow listeners to convey their level of interest without interrupting the speaker, thus maintaining the speaker/listener role (SAGE Flex for Public Speaking Stages of Listening, n.d.).

Figure 1: Five Stages of Listening



Note: The listening process into five stages: receiving, understanding, remembering, evaluating, and responding through feedback. by DeVito, J. A., 2000.

Listeners often cannot follow messages because of four types of noise. The listener's physical environment causes physical noise. Psychological noise is in the listener's mind and prevents them from hearing the speaker's message.

Barriers to effective listening

Several barriers prevent everyone from fully developing listening comprehension in the English language, such as:

- **Low concentration:** A child's ability to concentrate on the speaker and listen to what is being said is often complicated because a child's ability to concentrate and listen can affect their understanding of language, i.e., the use of language and the sounds of speech. Also, students' motivation is low as they struggle to master listening skills. Learners must actively respond to and interpret the information they hear when listening. In other words, listening is an active activity involving good listening skills and the ability to order and interpret the information obtained (Hardiah, 2019).
- **Lack of prioritization:** However, just as not paying attention to the details of a conversation can lead to ineffective listening, listeners must be able to pick up on social cues and prioritize the information they hear to identify the most critical points in the context of the conversation.

Often, the information the audience needs is conveyed with minor or irrelevant information. When listeners value everything they hear equally, processing and retaining the information they need is difficult.
- **Lack of judgment:** It is expected to occasionally overlook conversation details when listening to a speaker's message or to form opinions before all the facts are presented. Confirmation bias, the propensity to single out parts of a conversation to support one's pre-existing beliefs and values, is an expected listening behavior. Listening suffers as a result of this psychological process for several reasons.

First, confirmation bias often leads listeners to jump into a conversation before the speaker has finished speaking, causing them to form opinions before fully considering all the relevant facts. Second, confirmation bias impairs a listener's capacity to formulate sound critical judgments. For instance, the beginning of a speech might contain something that makes the listener feel a certain way. This emotion, whether anger, frustration, or anything else, could significantly affect how the listener interprets the remainder of the conversation.

Many of these factors negatively influence the students or those who are in the process of learning the English language; before these problems, there were different types of theories for developing listening in the English language, as well as roleplay activities that are games of dynamics and adaptation in the process of teaching and learning of the foreign language where it also allows effective strategies for the students.

Role play

Roleplaying is a practical application in which participants become actors who put themselves in the place of other people and play a role in a previously posed imaginary situation, i.e., this activity helps students to be more dynamic and to achieve their teaching-learning process at a pace that suits their needs. Rao & Stupans (2012) state that "roleplaying, in which students act out roles in case scenarios, appears to be used in a wide range of disciplinary areas to address learning in cognitive, psychomotor, and affective domains," where this activity is primarily focused on helping students learn from the inside out since they will understand the actions of people as they take on the role of others.

Role Playing is also very popular in the teaching-learning process within language laboratories, even in all types of educational centers that aim to prepare students for the

performance of future professions, in the same way that the theoretical teachings given to students are put into practice to make them live cases and situations to which, when they get to work in that future profession, they can face any problem.

Guilfoyle and Mistry (2013) state that roleplaying games develop oral and listening skills with English as an additional language at the early stage.

Advantages of using role-playing games in the acquisition of language skills

The vision of roleplaying is to achieve a common collective goal, and this requires the cooperation of all participants (although collaboration is often difficult to achieve); as each participant develops different skills and abilities within their participation, it is claimed that this type of activity has multiple benefits (ELE Internacional, 2022).

The advantages of the application in role-playing games are:

- 1. It develops creativity and imagination:** The protagonists enter a fictitious environment with situations they must know how to represent. In addition, students can create their own situations and support using videos or representative images to explain them.
- 2. Promotes teamwork and social skills:** Develops in the participants the skills and abilities that each one has so they can contribute their bit to the solution of the problem.
- 3. Stimulates responsibility and decision making:** It helps students to make basic decisions in this type of game and, consequently, to be consistent with that decision and learn from it.
- 4. Reinforces communication skills:** Students will expand their vocabulary, interact with and learn from their peers, and develop listening comprehension by paying attention.

- 5. Increases analytical and problem-solving skills:** Students will be able to make a decision, but before making the decision, they will have the opportunity to analyze the situation and all possible alternatives.

Another advantage of the application of roleplaying in the teaching-learning process is that the teacher can use it as an evaluation tool since it "facilitates the teacher's observation and verification of the learning achieved by students through a playful activity, where they must apply the concepts and elements studied" (Gaete-Quezada, 2011, p. 304). It is also highlighted that roleplaying in some competencies can highlight the development of argumentative skills such as critical thinking, meaningful learning, cooperative learning, and dialogic learning.

Organization of a role playing in the classroom

In roleplay activities, the teacher's job is virtually nonexistent. Enter the classroom, distribute materials, and act as a spectator.

In roleplaying, the teacher acts as the leader of the activity and delegates that role to the students. Before a role play can be implemented in the classroom, it requires a great deal of effort from the teacher or the person responsible for its design to design and organize the role play. As this is a complex activity, we provide some practical steps to help significantly design this educational experience (Marta, 2018).

The steps for the organization of a role playing in listening activities in the classroom are:

- Have the idea of what you are listening to
- Defining the objectives of the oral message

- Designing the scenario they listened to or what they could receive (listening comprehension)
- Define the roles
- Role playing in the classroom: organization of the experience.
- Evaluation and assessment of the role playing in the classroom.

Role-playing activities for the teaching-learning process to listening comprehension.

Roleplay activities are fun teaching methods or techniques that allow students to demonstrate and practice important lessons while pretending to be someone else. Roleplaying in the classroom can teach practical listening skills by assigning students roles emphasizing specific listening elements. While passive listening is a natural skill children develop as they age, active listening requires practice and concentration. Roleplaying activities are fun teaching techniques that allow students to demonstrate and practice important lessons while pretending to be someone else. Roleplaying can be used in the classroom to teach practical listening skills by assigning students roles emphasizing specific listening elements. While passive listening is a natural skill that children develop as they age, active listening requires practice and concentration (Hammond, K. 2011, September 23).

For the development of listening it is necessary:

Eliminate distractions

Use role plays to demonstrate the importance of eliminating distractions when students are trying to listen effectively. For example, Designate two students to sit in front of the class and roleplay an interview. Give one student a list of questions and the other a list of personal information that they can use to answer the questions. Stop the interview at several points and ask the interviewer to solve a simple math problem on the board. Then, ask the

interviewer questions about the interviewee's information, showing how they were distracted and had difficulty gathering information.

Emotional Control

Emotions can interfere with communication and prevent listeners from understanding the correct message. You can demonstrate this through roleplaying in class. Ask students to go out in the hallway and prepare for an emotional situation, such as winning the lottery or having a famous person attend school. Have them return to the classroom and play the role of an excited student trying to get their message across. Use this activity to highlight the distracting power of emotions during communication.

Identify Information

To listen effectively, students should separate information into important and unnecessary. Instruct students to come to the front of the class. Please give them a sheet of paper. B. Students talk to other students about classroom events or describe television programs. Ask them to explain some facts and not others. Ask students to listen to you and identify the main points of your message. Use this activity to teach children to find the most critical information in verbal messages.

Legal basis

The Republic of Ecuador, the Regional Bureau of Education for Latin America and the Caribbean, 2015 issued a report on the quality of the teaching and learning process; Ecuador is considered a country that contributed to progress in meeting the Millennium Development Goals in the last fifteen years in the entire region of the country (OREALC/UNESCO Santiago, 2015).

Art. 27. title II, chapter II in Section Five mentions that Education shall be oriented to the human being and shall guarantee his integral development within the framework of

respect for human rights, sustainable environment and democracy, and democracy; it shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of quality and warmth; it shall promote gender equity, justice, solidarity and peace; it shall stimulate critical thinking, Art and physical and corporal culture, individual and community initiative, and the development of competencies and skills to create and work (p 16).

Art. 57. - The indigenous communes, communities, peoples, and nationalities shall be recognized and guaranteed nationalities by the Constitution and the covenants, conventions, their international human rights instruments, and the following collective rights:

[...] 14. To develop, strengthen, and promote the intercultural bilingual education system, with quality criteria, from early stimulation to higher Education, attending to cultural diversity, in the function of cultural diversity, for the care and preservation of identities in coherence with its teaching and learning methodologies.

The Organic Law of Intercultural Education (LOEI) establishes in its Art. 3. called "Aims of Education" in literal "q" the development, promotion, and strengthening of intercultural bilingual Education in Ecuador (p.11).

In addition, the LOEI mentions in Article 28 that the Constitution of the Republic establishes that Education shall respond to the public interest and shall not be at the service of private and corporate interests. Universal access, permanence, mobility, and graduation will be guaranteed without any discrimination and in a compulsory manner at the initial, basic, and intermediate levels or their equivalents.

It is the right of any person and community to relate between cultures and participate in a society of knowledge and learning. The State shall promote intercultural dialogue in its multiple dimensions. Learning shall be school and out-of-school. Public Education shall be

universal and secular at all levels, free up to and including the third grade of higher Education. (p. 41)

Information provided by the Ecuadorian English Curriculum Guides (2014) or reading ability and for the educational level where students should state that they must be able to use clues such as headings, illustrations, paragraphs, etc., to recognize and comprehend information in written texts that correspond to the level. Understand and find specific information in essential texts, leading to the low development of reading competence among the educational community.

- Understand and identify longer and more complex transactional and explanatory texts.
- The text should contain the most common words and a proportion of shared resources of international vocabulary entries.

Therefore, upon encountering the problem that fourth-grade students of the "Unidad Educativa Evangélica Almirante Poveda Burbano" present deficiencies in listening comprehension in the English language, the need arises to implement roleplaying activities to improve this skill as a support strategy for both the student and the teacher. This generates the need to identify other aspects contributing to the problem and evaluate an adequate solution to solve the student situation.

Variable of the study

Independent Variable: Development of listening skills in English language learning in fourth grade middle school students.

Pending Variable: role play activities for enhancing listening skills.

Chapter III

Methodological frame

3.1 Methods

This investigation is focused on the qualitative approach, which is carried out through the collection and analysis of data that are not strictly numerical, i.e., through the understanding of concepts, opinions, experiences, and open-ended questions in which each respondent gives his or her point of view on a specific topic. Lanka et al. (2021) mention that qualitative research is a diverse study area, encompassing a wide range of theoretical perspectives and research techniques.

Bhandari (2023), "Qualitative research involves collecting and analyzing non-numerical data, such as interviews, observations, and textual or visual materials, (e.g., text, video, or audio) to comprehend ideas, viewpoints, or experiences. It might be employed to discover intricate details about an issue or develop fresh study concepts." The perspectives of the sample that will be considered in this study are crucial for the analysis, making using a qualitative approach essential. This method provides a better approach to reality and engagement of the subject of study, which aims to gather information from teachers and students, obtaining data through interviews, focus groups, and surveys. It does so by adequately attributing the research to understanding within the context in which it is located.

3.2 Type of research

3.2.1 Phenomenological studies

The phenomenological research approach is a response to the radicalism of the attainable. In this study, life experiences are analyzed from the subject's point of view. The approach is based on the examination of the most intricate elements. It also requires the

researcher to set aside preconceived ideas and pay close attention to the phenomena under investigation to grasp the essentials of the experiences described (Giorgi, 2009).

From this method, the researcher will be able to know the different factors or aspects that affect the teaching-learning process, that is, the teaching-learning process, through the experiences lived by the teachers.

The perceptions presented in the development of listening comprehension skills that students have in the educational environment of the English language were carried out mainly through interviews directed to the teachers of the foreign language area (English), where the participants can express their experiences in detail.

3.3 Data collection techniques

3.3.1 Focus group

A focus group comprises a group interview conducted by a moderator using a script of topics or an interview script. Interaction among participants is sought as a method to generate information. Focus groups, as a valuable tool for collecting qualitative information, have become a valid alternative widely used as a data collection instrument in various areas of knowledge (Rabiee, 2004).

Escobar and Jimenez (2017) argue that focus groups come from different epistemological positions, such as realism (data are analyzed from pre-existing categories, seeking consistency of meaning among multiple analyses and applying the concepts of reliability and validity) and contextual constructivism (considering that there is no single reality that can be revealed through the correct application of a method).

The focus group is essential for the present project since this technique allows for obtaining deeper information and is crucial for this research applied to teachers in a group setting to analyze the results.

3.4 Instruments

3.4.1 Questionnaire for Interview

The open-ended interview contains eight questions, and the application method will be face-to-face. This Questionnaire will identify whether role-playing activities improve listening skills. Questions to be asked during the interview:

- 1. What are the difficulties your students face in developing listening comprehension in English?*
- 2. As an English teacher, what activities do you use to keep your students engaged?*
- 3. Do you use role-plays in your classes?*
- 4. What role-play activities do you use to develop listening comprehension?*
- 5. What are the advantages of using role-plays in your classes?*
- 6. How do you integrate role-play activities in your classes to develop listening comprehension?*
- 7. How do you assess listening comprehension?*
- 8. How do role-plays connect speaking with listening comprehension?*

3.5 Data Collection Processing and Resources

The data collection will allow interpretation of the purpose of this research through the interview technique, which will be conducted with the English teachers of the "Unidad Educativa Evangélica Almirante Poveda Burbano." The main objective of the interview is to

determine if the role-playing activities help develop listening comprehension skills of the English language in students in the fourth year of elementary school.

3.6 Population and sample

The population of interest in this study will be the teachers of the "Unidad Educativa Evangélica Almirante Poveda Burbano." for the study, there is a population of three teachers in the area of English. The researcher will have the facility to have a sample selection of three teachers where only two teachers will be interviewed because the author is one of the teachers of this institution. Because the third teacher is the author of the research work, it has been decided to interview an external teacher who belongs to the English area where this selection must be careful to ensure accurate and applicable results to the population studied since it will yield statistically significant results for this work. This research will be carried out during October of this year. In order to conduct the interviews, the author of this work will consider the necessary instruments for an adequate collection of information.

Chapter IV

Analysis of findings

This chapter comprehends the interpretation of the data that were collected through a focus group interview in the "Unidad Educativa Evangélica Almirante Poveda Burbano" with two teachers of the institution who were selected, and an external teacher was taken into consideration in order to have more excellent reliability in the information.

The data analysis allows for comparing or establishing information contrasts according to the proposed objectives. The primary process for the analysis consists of the identification and collection of data, followed by the review and transcription of the information collected, and then the organization of the data, for which it was necessary to make word cloud graphs with the most relevant information to continue with the last stage, which is the analysis and discussion of the focus group versus the literature review.

4.1 Interpretation of data from the interview or focus group.

Figure 2: Question 1. What are the difficulties your students face in developing listening comprehension in English?



Note: The most used words in the interview conducted on the research.

The most frequent words: Difficulties, listening, fast-paced, understanding, and speech (accents).

Analysis: In the interview, teachers stated that students face some difficulties in

Lack of judgment, where there are several factors within these barriers, such as understanding different accents, fast or fluent speech, unfamiliar vocabulary, and complex sentence structures, that is, students must actively respond to the information they hear and interpret it when they listen. In other words, listening is an active activity involving good listening skills and the ability to order and analyze the information obtained (Hardiah, 2019).

It was also possible to corroborate whether the use of role-playing activities helps develop listening skills, where the answers received were satisfactory, ranging from question two to question six, where the answers are linked to what Rao & Stupans (2012) mention that "Role-playing games, in which learners represent roles in hypothetical situations, cognitive learning, psychomotor, and affective domains, appears to be used in a wide range of disciplinary areas to address learning in cognitive, psychomotor, and affective domains," where this activity focuses primarily on helping students learn from the inside out, as they will understand people's actions by taking on the role of others. Likewise, emphasis can be placed on the position of authors Guilfoyle and Mistry (2013), who state that role-playing develops oral and listening skills with English as an additional language at the early stage.

Finally, a question was asked about the advantages of role-play activities in the development of listening skills, where it was found that the use of this activity helps only in the development of one skill but that this activity is closely linked to other skills, that is, each participant develops different skills and abilities within their participation, it is stated that this type of activity has multiple benefits (ELE International, 2022).

In conclusion, listening comprehension is related to oral awareness and other skills that students have difficulty understanding either because of the speed, fluency of the speaker, or accent, where they cannot perform comprehension activities or answer a question because they do not understand the information given. In other words, teachers should implement strategies and methods where students can improve their listening comprehension

skills, highlighting that one of the best options is role-playing for this skill, which goes hand in hand with other skills.

Chapter V

Reflections of the study

In this research, whose theme is Role play activities for enhancing listening skills in fourth graders at “Unidad Educativa Evangelica Almirante Alfredo Poveda Burbano” through previous studies and the contribution of the results obtained in the data analysis, the performance of auditory comprehension can be improved thanks to role-play activities, since this activity is also related to the other skills.

First of all, it is necessary to highlight that the students do present weaknesses in the ability to listen since in the data collection the following question was asked: What are the difficulties your students face in developing listening comprehension in English? where the teachers mentioned that the students present weaknesses in the ability either because they are not used to the accents that the English language has, that is, nowadays English is a universal language that different countries use it for personal interest due to the accents and the mother tongue that has its pronunciation tends to be different. In addition, they also stated that another of the facilities that students have when listening or practicing listening is the fluency of the audio since the books have audios made by native speakers of this language.

In the same way, the teachers suggested putting into practice role-play activities to develop listening comprehension (Listening) in the teaching-learning of a foreign language in students, where the most common activity is to receive information through audio and ask questions for students to answer, the role-play is an activity that favors students in many ways, for example in the motivation for them to acquire the language through active learning. The advantages of this activity are that it stimulates responsibility and decision making as well as the development of creativity and imagination, promotes teamwork and social skills, reinforces communication skills and increase analytical and problem-solving skills, and also helps the teacher to provide feedback on the topic.

Similarly, thanks to the results, it was possible to know the activities used by teachers in this area to motivate and work on the development of listening; among the activities that were expressed is performing the role play games because not only listen and respond to what try to say the audio works in this activity but also help the speaking, writing, and reading that complete and are fundamental pillars within the English language; in other words, by performing the role-play activities students develop creativity by playing a character that is not themselves, allowing their imagination has no limits. It strengthens language and communication and their listening comprehension, an excellent game for them to communicate with their peers or family members, expressing their characters through language or actions.

The analysis of the results found that Role-playing activities enhance listening skills in fourth-grade students of the "Unidad Educativa Evangélica Almirante Alfredo Poveda Burbano," the following conclusions and recommendations are presented to improve the strategies and techniques of the teaching-learning process that can be used for a successful auditory comprehension:

Conclusions:

The use of Role Play as a teaching-learning strategy, which enables the development of listening and speaking skills in a foreign or second language, stimulates creativity and increases motivation in communicative situations students face.

To achieve the objectives set, role-playing should be based on the skills or principles to be attained.

It is good for the teacher because it entertains, is interactive, and reduces student fatigue.

Recommendations:

The teacher should conduct interactive activities that assist students in developing

listening proficiency in class. Many students learn in different styles. For example, some learn by watching videos, movies, debates, and group work. Others learn by listening to audio clips or music.

It is crucial that the teacher consistently employs the English language to familiarize the students with it. This practice allows the students to comprehend and absorb correct pronunciation and articulation, leading to greater confidence in their speaking abilities. If the teacher perceives that the students struggle to grasp the language, resorting to non-verbal methods such as gestures or images should be considered over reverting to the students' native language.

In order to carry out the role-playing activities, the teacher must have a plan according to what is programmed for the topics of each unit and that this plan must be related to the skill to be developed or evaluated.

This research work had a positive influence since, as future teachers, identifying the problems that affect the development of listening skills is a challenge rarely detected. However, thanks to the contribution of this research and its results, it was possible to highlight that one of the activities that help to enhance listening skills is the use of role-playing since students achieve excellent learning and better development in listening comprehension skills and at the same time it helps to reinforce the other skills.

In conducting this research, the author faced different challenges that made this work complex to carry out. Among the different challenges faced in completing the research was that, being a private institution, the professors that formed my focus group were busy with different activities, which made it difficult to collect the necessary information to develop Chapter IV in the interview process. The management of the time factor to carry out this work was related to the other academic activities and the search for relevant information. However, in the end, it was done positively because it was possible to do more research on

the topic, where to improve the strategies and techniques of the teaching-learning process that can be used for successful listening comprehension, the following conclusions are presented:

Lastly, for future research on the same topic, it would be convenient to expand the sample not only to teachers but also to know the other important part of those involved (students) to obtain more relevant information and apply different strategies to enhance listening skills and encourage students to awaken their interest in learning a new language such as English and to evaluate the perceptions of both students and teachers, concerning the development of this skill. Also, to encourage other researchers about the research topic to carry out a more profound study since, as future teachers, it is essential to know the most relevant circumstances. It is possible to design a booklet that covers this activity to favor the development of the teaching-learning process of the English language in its different skills. In that case, it will significantly help colleagues who develop in this field.

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Annexes



**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

La Libertad, December 8, 2023

ANTI-PLAGIARISM REPORT

In my role as Adviser of the research paper entitled “Role play activities for enhancing listening skills in fourth graders at “Unidad Educativa Evangelica Almirante Alfredo Poveda Burbano” prepared by VERA SUAREZ ERICK STEVEN undergraduate student of Pedagogy of National and Foreign Languages, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having analyzed in the COMPILATIO anti-plagiarism system, and after having fulfilled the required assessment requirements, this executed project finds 5% of the permitted assessment, therefore this report is issued.

Sincerely,



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