

**How to Cite:**

Rojas, C. N. R., Querevalú, P. E., Palacios-Jimenez, A. S., Céspedes-Cáceres, G., & Gallardo-Lolandes, Y. (2022). Role play and oral expression of english by university students from education . *International Journal of Health Sciences*, 6(S7), 730–747.  
<https://doi.org/10.53730/ijhs.v6nS7.11235>

## **Role play and oral expression of english by university students from education**

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**Abstract---**East study He had the purpose of determine the relationship that exists Come in the roleplay and the oral expression of students of the first cycle of Education of a college public, 2021. The methodology was quantitative, basic type, non-experimental design and cross. The population and sample consisted of 100 students . The technique it was the poll ; the instruments , a questionnaire for evaluate the role play Y a Test of performance for the expression oral, both validated a through of judgment of experts. Also I know applied a Test pilot for determine the internal consistency of the themselves: Indian a high reliability for its application to the sample of study. The results indicate that, in the contrast of the general hypothesis, a Spearman's correlation of 0.481 and a p value <0.05. A moderate significant relationship is concluded between the role play and the oral expression of the students of the first cycle of education of a public

university, 2021. It means that, the greater the use of role play , the better the verbal locution of English language.

**Keywords**---Role play , oral expression, English, pronunciation

## Introduction

In the present, I know he has turned fundamental the need to communicate through the English language since mastery of said language foreign language supports ascending job and academic opportunities. Internationally, it is estimated that the spread of this language, in 2030, will be essential in the universities; however, several studies show that results have not been entirely encouraging since the disciples externalizethat speaking skills tend to be the most difficult; therefore many of them tend to fail and drop out. This is mainly due to the fact that the Oral expression is a fundamental skill, since it allows expressing ideas, reasons , opinions Y feelings with a adequate intonation, fluency,vocabulary and grammar in different situations (Mommy 2010).

This trend in terms of difficulty expressing oneself in the language English has been reflected through the last five years; the students keep repeating the same mistakes, being also ironic that be the themselves, reinforced by the teachers Y their methodologies traditional focused in the repetition Y memorization, the which No contribute to the skill oral Y only they manage to hinder its progress.

In this context, learning to speak English as a second language it must be developed in an open, unthinking, inconsistent and depending on the context. Similarly, "it requires ingenuity and creativity by part of the teachers, who, for involve a their disciples,must appeal to various inventions or skills, since the verbal ability of the language composes the representation primordial of interaction linguistics" (Levinson, 1989, p. 49).

Nationally, there is an appreciation of the need for students university in order to graduate count with the domain a level essential of a idiom Foreign, being the of elderly demand the English. The unesco manifests that, in the level secondary, As far as the public sector is concerned, they are more than 2 million apprentices. of them, 57% are on a compulsory basis, which means that 46% learn English have that return a wear by second time in their university studies Already be through different face-to-face or online programs to be able to supply their shortcomings Y can comply with the requirement essential ( British Council Education Intelligence , 2015).

Institutionally, I know appreciate that the students of college have difficulties in communicating and making presentations, being frustrating, reason by the which Many They carry the course of English Yo and English II by second time. In view of East scenery I know made indispensable that the teachers find a strategy for develop a action of learning deeply malleable with a extensive effectiveness of diversification and imagination named role play . Is technique form part of repertoire communicative \_ approach . Role play manages to optimize the skill

verbal in the apprentices in multiple contexts, Market Stall that leads to interaction; at the same time, it is entertaining.

From another perspective, Donough and Shaw (1993, p. 165) state that “role play is clearly significant in the illustration of the language, given that it offers the disciples the proportion of exercising dialogue in papers varied as well as in dissimilar realities”.

Warren (2005) indicated that less 50% of students learn visually and auditorily while the 80% learn through reality; that is, promoting the activities daily context. That is why after carrying out a pertinent analysis I know established that it is of vital importance the analysis of role play for increase theoretical studies on it, since this activity manages to optimize the skill oral in the disciples in various contexts, being so that power the stake and interaction verbal. To the same weather, we see it entertaining that results for the apprentices who express the joy and satisfaction that generate in its process educational to the transport them.

### I. Framework theoretical

As to background Nationals, Slim (2021) it was proposed draw a proposal settled in the roleplay strategy for the improvement of Anglo- Saxon skills in apprentices at the higher public level in Lambayeque. The methodology was of the basic type, the design was descriptive, propositional with a mixed approach; the population the conformed 18 students of level advanced in the idiom English of the college Pedro Ruiz Rooster – Lambayeque. The referrals of the inquiry pointed out that I know achievement enhance the improvement of qualifications in the students. Also recommended that the teachers must put in practice the methodology of teaching of play of roles for that the students have a better learning from language.

In turn, Rivera (2021) set out to establish Yes the Program speak Out influences in the increase of the locution verbal of Anglo of the apprentices of a Institute private of Peru. The archetype of exploration it was applied with a quasi-experimental design and its population was 147 students. The results concluded that saying Program contributes in everybody the aspects of the locution anglo-saxon, determining its importance. Also recommended the promotion of said program in other students, since it was possible to show its effectiveness.

On the other hand, Castillo (2020) adjusted the dexterity of the role play in the summary of the preview of the English verbal locution. The kind of inquiry it was essential Already that its outcome it was increase the discernment on the center of inquiry. Their outline of inquiry it was experimental. The results concluded that the technique of representation in the summary of progress of the verbal locution in a profitable way for the learners. So same, I know recommended the use of is technique for the Advance of new competencies for their Benefits multidisciplinary

Likewise, Riofrio (2019) focused on demonstrating that the games of roles What exercise in the classroom aid a to improve the skill of to converse in Anglo of the apprentices of center of Languages - PDU. The methodology of the inquiry it is

hypothetical – deductive of Type quantitative with a quasi-experimental approach and the population was made up of 50 students. In its research, was able to reach the conclusion that role-playing helps children disciples in its Advance of the elaboration oral of Anglo, what's more of that promotes a change positive in its process of learning. By latest, recommended that the teacher provide more information to his disciples that, in this way, will encourage direct interaction with them in a language Foreign.

Finally, towers (2017) established the level of use of the role play technique in the illustration in the first cycle in a higher education institution. this study presented a design No experimental of archetype quantitative Y the population it was of fifty teachers a position of grade of English. The results indicated that 20.0% of students use this technique in a very Okay; 68.0%, in a good horizon and 12%, with limitations. Likewise, recommended applying a strengthening program for teachers with the purpose of protecting the exercise pattern and guaranteeing the effectiveness of teaching. The collaboration constant of disciple assumes the even of deploy the naturalness, clarity Y vigor so much in the management of arguments usual Soas the clear locution of their opinions. In addition, it promotes communication form spontaneous and the domain of the structures grammatical

The international investigations that agree with this investigation are the subsequent:

Galleries (2019), in its research of archetype descriptive, raised skills that strengthen the verbal ability of the learners, for which which determined the existing horizon of the variable in a sample for benefit of 25 pre-university disciples of the eleventh grade, who were taken the pattern of analysis. Later of study of the referrals, I know concluded that a great number showed emaciations in relationship to the lexicon, it that prevented set up terms according to to the context; generating conflicts in the tonality What the communicative scenario; in addition to difficulties in determining their faces a optimize and coherence about opinions that transfer.

On the other hand, in Norway, Cherry et al. (2019) investigated the way in which learners display their oral competence; established as a sample 35 pedagogues and 14 teaching assistants dialogue. It was shown that the individual verbal locution shows a succession of restrictions that are reflected irradiated in the shrinkage and disinterest in class advance. The inquiries highlighted the importance of promoting activities participatory in where I know reinforce the use of idiom collaboratively since they have multiple benefits, In addition, it was determined that It greatly reinforces understanding and cooperative work. For the aforementioned, it was recommended to continue emphasizing the use of verbal locution actions that enhance the language. The preliminary is evidenced in the publication of Sánchez and Brito (2015), who sought to optimize the demonstrative skills of the apprentices by it that executed a analysis Come in their apprentices; concluded that speak in public a root of the uncertainty them generated rejection due a the Pressure that this entails. By it before exposed, I know determined that it was necessary execute verbal locution actions in pairs or teams such as role plays .

By its part, Villafuerte et al. (2018) made an inquiry to understand the modes of effort of the apprentices university students Ecuadorians. Jointly, of research the exaltations for exercise the English through role play. The population analyzed was made up of university students, whose sample was arranged by 158 disciples of twenty-one to 42 years, who routed the place in the practices dramas of role plays for the English area during 2016 to 2017. The instruments were the Software a poll social employee with undergraduate disciples and a Likert-type questionnaire. leads expose the inauguration of the collaborators to cooperative learning and the task-based learning. They concluded that teamwork allowed perform the application of the language in a simple way as well as the reinforcement in the activities from language.

Likewise, Araujo (2017) set out to verify the most appropriate strategy for the development of the Verbal location in the apprentices of the foreign language lessons of the school of officers of Spain. Being So that I know analyzed two strategies: the investigative diligence and role play. This exploration was qualitative and quasi-experimental design. The type of sampling used was premeditated. I know chose three groups belonging to intermediate level two, which had lessons similar between 2013 and 2014, personifying 25% of the groups. The observation technique and the completion of a questionnaire were used to produce affiliations. Referrals indicated that the most of apprentices opted by the play of roles for enhance their abilities oral.

Finally, Barrera (2016) carried out a causal correlational inquiry in Ecuador for establish the event of Actions of effort participatory as the role play in the verbal location in 2L. Their sample it was of 90 disciples Y two pedagogues, the which executed a questionnaire for the dependent variable. From the referrals, it was concluded that the lower horizon of verbal location in Anglo as 2L is due to the image that I know have of its difficult work, Already that request of frequency keep going. Also, the pedagogue makes it more tedious because he does not carry out preliminary tasks such as inquire, to write texts, make materials, Come in others. All these activities followed by oral activities prevent reaching the achievement of the objective longed for of verbal skill.

In addition, within the theoretical bases of the role play variable, one could mention Birkenbihl (2008) who tells us about the role-playing game as a dramatization of a mood of the context executed by the professor with the termination of that the students achieve wisdom to the to assume roles framed in a series of guidelines; being so that these games demonstrate their objective clearly pedagogical.

In the summary of learning of the grammar Y the linguistics, it is gain verbal ability (Widowson, 1978). Jointly, the being communicatively aware of the language springs from the conducive portrait in the statement Y the even of its wisdom for deploy the factor verbal.

Thus, the disciples manage to make the use of the language their own through the internalization and management of it in daily activities continuous as they are the use of the role play.

From this, Giménez (2003) postulated that the role-playing game has its main significance in terms of learning, since the learner discovers if the way of learning you receive by executing it is vital for him. It should be noted that it is, at this time, where the capacity is considered. recipient for process Y to receive information. Also, I know appreciate that benefits a the active participation of students in another language as it gives them freedom to the to assume other roll which allows to develop The expression oral.

Speaking is a very vital productive skill that must be enhanced in the teaching of the language since many times it tends to be complex, it is for This is why Levinson (1998) states that said linguistic interaction is better develop it spontaneously, unthought, informal and contextualized as the That run by medium of the games of roles.

Also, Donough and Shaw (1993) revealed that role play is significant in the illustration of language, since it offers learners to be creatives Y Be placed the position of other. Being So that the author support that it is the perfect activity in which English can be used form creative, Already that has What even incite a context of conversation in the that the disciples get exercise Y develop its skill verbal. Similarly, Harni (2007) stated that the role-playing game uses various communication techniques, displays clarity of expression, arouses interaction and increase stimulation. This form of conception allows disciples to be better involved in learning a new language since it provides greater security when assuming a different role since they feel less exposed to the frustration of failing at some phrase or expression wrong reproduced in the language foreign.

This learning activity is very vital Already that it is deeply malleable by vast extension of imagination (Larsen, 2000).

Finally, Thornbury (2006) postulated that the locution verbal it is intensely concerned with participatory activities as it encourages articulation of terminology and linguistics in terms of discursive aspects, strategic and pragmatic. This is achieved through interaction and participation as postulated by the aforementioned authors; the role play will develop the aspects fundamental of the locution verbal What it are the grammar, the fluency, the pronunciation Y intonation to achieve the success That needs to.

It defines the role play as a teaching method in the what a sincere and joint interaction between the actors leads to teamwork to improve oral skills. The role-playing game also offers an environment of improvisation that generates the two basic conditions of learning: the freedom and the creativity ( Donough and Shaw, 1993).

Oral expression is defined as the skill that surrounds the power of the enunciation, the linguistics, the lexicon Y intonation. Equally, the wisdom sociocultural, discursive, strategic and pragmatic. Contains capabilities such as knowing how to contribute with inquiries, issue verdicts, expose agreements or disagreements, be aware in which contexts it is appropriate to dialogue or not ( Thornbury , 2006).

## Method

### II. Methodology

The inquiry was of the basic archetype as described by Alvitres (2000), who sustains that "the basic, pure or substantive inquiry originates when it seeks a description, Explanation either prediction" (p.124). The research presented the non-experimental-transversal- correlational. Hernandez, Fernandez Y Baptist (2010) sustain that "the correlational exploration indicates variables through a predictable record for a cluster of population. Having What plan be to the so much of the correspondence between two or more notions, categories or variables in a plot specific. In moments, only I know considers the correspondence Come in two variables" (p. 83). The variable role play I know evaluates through a questionnaire in function to their four dimensions, D1: Role of the Teacher (5), D2: role of the participant, D3: rules of the play and performance and D4: evaluation. He is 30. While oral expression is evaluated by means of a test of performance in function a the dimensions subsequent: vocabulary, grammar, pronunciation Y fluency.

The population he was compound by 100 apprentices of first cycle of the Faculty of Education of the National University Federico Villarreal who carry the course of English within from his curriculum. Consideration was given to all students that I know find enrolled Y frequent regularly lessons. I know excepted a the apprentices that No attend regularly a the sessions by reasons technological and/or problems of Health. I know he has considered the procedures ethical that set the rules current APA . on the other part , the confidentiality of all those who were part of the study was respected. Finally, compliance with the methodological parameters of the the exploration and the representation appropriate established by the University.

Table 1  
Reliability of the instruments

No.	Instruments	statistic of reliability	No. of elements
1	Role Play	0.921	twenty
two	Expression Oral	0.947	32

*Note:* Proof pilot (2021)

The reliability of the instruments I know established in the subsequent inquiry by the coefficient of Alpha of Cronbach. Saying coefficient it is adjustable a graduations of various values Dear, being subject a driving forestablish reliability in levels whose aggregates have as a response more than two options. This procedure establishes the degree of stability and accuracy of values.

Table 2  
Table of validation by judgment of experts

Validators	Results
Dr. rosula Munoz Zavaleta	Acceptable
Dr. Laura alfaro towers	Acceptable
mg. Robert Bellido Garcia	Acceptable

The instrument is 100% applicable because the 2 experts and 1 methodologist They've passed the validity of the same.

## Results

Table 3  
Level of role play in students of the I cycle of the Faculty of Education of the University National Frederick Villarreal

		Frequency	Percentage	Percentage accumulated
Valid	Deficient	8	8	8
	Moderate	57	57	65
	Efficient	35	35	100
	Total	100	100	

Font: Base of data

In table 3, I know observe the levels of the variable role play in apprentices of first cycle of Education of a college public, where the 8% (8) presents a level deficient of role play ; 57% (57) , in a level moderate Y 35% and (35) , one level efficient in role play .

Table 4  
Description of the dimensions of role play

	Teacher 's role		Participant Role _ game rules _				Performance and evaluation	
	fi	%	fi	%	fi	%	fi	%
Deficient	2	22	2	22	2	22	1	12
	2	%	2	%	2	%	2	%
Moderate	4	46	32	32%	38	38%	6	60
	6	%					0	%
Efficient	3	32	57	57%	51	51%	2	28
	2	%					8	%
	1						1	
Total	0	100	100	100%	100	100%	0	100
	0	%					0	%

Font: Base of data



According to the referrals achieved, it is observed that 32% (32) of the apprentices indicated that the role of the teacher in the first cycle of Education of a university public is efficient; 46% (46) indicate that it is moderate and the 22% (22) that it is deficient. Also, the 57% (57) said that role of competitor it is efficient; 32% (32) of the apprentices pointed out that it is moderate and 11% (11) thought that it is deficient. Also, 51% (51) indicated that the rules of the game are efficient; 38% (38) indicated that it is moderate and 11% (11), that it is deficient. Likewise, 28% (28) stated that action and evaluation is efficient; the 60% (60) , that it is moderate Y the 12% (12) , which is poor (Table 4)

Table 5  
Level of oral expression of the English language in students of the I cycle of the Faculty of Education of the University National Frederick Villarreal

		Frequency	Percentage	Percentage accumulated
	Needs to gets better	22	22	22
	Achievement enough	62	84	84
Valid	Achievement	13	97	97
remarkable	Achievement outstanding	3	100	100
	Total	100	100	

Font. Base of data

Table 5 shows the levels of the variable oral expression of the language English in apprentices of the first cycle of Education of a public university, where 22% (22) presented a level that needs improvement of oral expression of the idiom English; 62% (62) , in a level achievement enough; 13% (13) , at a notable achievement level and 3% (3), an outstanding achievement level in expression oral Anglo language.

Table 6  
Description of the dimensions of expression oral of idiom English

	Vocabulary		Grammar		Pronunciation		Fluency	
	fi	%	fi	%	fi	%	fi	%
needs improvement	22	22%	22	22%	14	14%	eleven	eleven%
enough achievement	33	33%	27	27%	48	48%	54	54%

remarkable achievement	37	37%	29	29%	29	29%	3. 4	3. 4%
outstanding achievement	8	8%	22	22%	9	9%	1	1%
Total	100	100%	100	100%	100	100%	100	100%

Font. Base of data

According to the referrals achieved, I know distinguishes that the 8% (8) of the apprentices indicated that vocabulary in the first cycle of Education of a public university is outstanding achievement; 37% (37), it is achievement remarkable; the 33% (33) , it is achievement enoughY the 22% (22) , which is needs to gets better. Also, the 22% (22) Indian that grammar it is achievement outstanding; the 29% (29) it is achievement remarkable; the 27% (27), is sufficient achievement and 22% (22), that I know needs to gets better. Also, the 9% (9) said that pronunciation it is achievement outstanding; the 29% (29), it is achievement remarkable; the 48% (48), is sufficient achievement and 14% (14), that I know needs to gets better. Likewise, 1% (1) indicated that fluency is an outstanding achievement; 34% (34), is remarkable achievement; 54% (54), is sufficient achievement and 11% (11), that I know needs to improvement (Table 6)

Table 7  
Proof of normal of the data of the variables Y dimensions

	Kolmogorov–Smirnov <sup>a</sup>		
	Statistical	gl	Next.
Role play	.323	100	,000
Role of teacher	,2. 3. 4	100	,000
Role of Competitor	,354	100	,000
Rules of play	,321	100	,000
Performance Y evaluation	.323	100	,000
Expression oral of idiom English	.323	100	,000
Vocabulary	.227	100	,000
Grammar	.187	100	,000
Pronunciation	.275	100	,000
Fluency	,298	100	,000

a. Lilliefors significance correction

To select the archetype of the statistical test for the analysis of the hypothesis of the investigation, we come to institute the prototype of distribution of the data in question of the provenance of contingent normal; in correspondence to the sample has 100 apprentices, even though it is used the Test named Kolmogorov – Smirnov with a level of significance of 0.05 (table 7)

Table 8  
Rho Spearman correlation test for role play and oral expression of the idiom English

Correlations			Oral expression of the English language
Spearman's rho	role play	Correlation coefficient	.481 **
		Next (2-sided)	,000
		N	100

\*\* . The correlation it is significant in the level 0.01 (bilateral).

Being  $p = 0.000 < \alpha = 0.05$ , by consequent, was rejected the hypothesis null  $H_0$  accepted the alternative hypothesis; There is a statistical correspondence significant, level of correlation moderate ( $Rho = .481$ ), clearly proportional (with sign positive) Come in role play  $H_1$  expression oral of idiom Anglo in apprentices of first cycle of Education of a college public. A elderly use of role play , gets better the verbal locution of idiom English in the apprentices (table 8)

Table 9  
Proof of correlation of rho spearman for role play  $H_1$  vocabulary

Correlations			Vocabulary
Spearman's rho	role play	Correlation coefficient	.573 **
		Next (2-sided)	,000
		N	100

\*\* . The correlation it is significant in the level 0.01 (bilateral).

Being  $p = 0.000 < \alpha = 0.05$ , therefore, the null hypothesis was rejected and accepted the hypothesis alternate; existing a correspondence statistically significant, level of correlation moderate ( $Rho = .573$ ), clearly proportional (with a positive sign) between role play and vocabulary. The greater the use of role play , the better the vocabulary in the apprentices (table 9)

Table 10  
Proof of correlation of rho spearman for role play  $H_1$  grammar

Correlations			Grammar
Spearman's rho	role play	Correlation coefficient	.510 **
		Next (2-sided)	,000
		N	384

\*\* . The correlation it is significant in the level 0.01 (bilateral).

Being  $p = 0.000 < \alpha = 0.05$ , by Consequently, it was rejected the hypothesis null Y and the alternative hypothesis; There is a statistical correspondence significant, level of correlation moderate ( $Rho = .510$ ), clearly proportional (with a positive sign) between role play and grammar. The greater the use of role play, the better the grammar in the apprentices (table 10)

Table 11  
Proof of correlation of rh spearman for role play Y pronunciation

Correlations			Pronunciation
Spearman's rho	role play	Correlation coefficient	.478 **
		Next (2-sided)	,000
		N	100

\*\* . The correlation it is significant in the level 0.01 (bilateral).

Being  $p = 0.000 < \alpha = 0.05$ , by consequently, if rejection the hypothesis null Y admitted the hypothesis alternate; existing a relationship statistically significant, moderate level of correlation ( $Rho = .478$ ), clearly proportional (with sign positive) between role play and pronunciation in apprentices of the first cycle of Education from a public university. The greater the use of role play, the better the pronunciation (table 11)

Table 12  
Proof of correlation of rh spearman for role play Y fluency

Correlations			Fluency
Spearman's rho	role play	Correlation coefficient	.475 **
		Next (2-sided)	,000
		N	100

\*\* . The correlation it is significant in the level 0.01 (2-sided).

Being  $p = 0.000 < \alpha = 0.05$ , therefore, the null hypothesis was rejected and admitted the hypothesis alternate; existing a relationship statistically significant, moderate level of correlation ( $Rho = .475$ ), clearly proportional (with sign positive) Come in Role play Y fluency in apprentices of first cycle of Education. The greater the use of role play, the better the fluency in said apprentices (table 12)

## Discussion

It has been verified that there is reciprocity Come in the role play Y the expression oral of English of the apprentices of first cycle of Education of a public university, since a coefficient of correlation rh of spearman = 0.481, indicating a correspondence moderate Come in the variables with a worth of  $p = 0,000$ , concluding that exists correspondence positive Y significant in the variables study. sayings derivations agree with other knowledge such as that of Riofrío (2019) since that this final settlement that coexists correspondence between the role plays and the ability to converse in English, in which its level of correlation was 0.48; it is tell, promotes a change positive in its process of learning. On the other

hand, in the current derivation, it was shown that the use of role plays is very significant in the illustration of the language, since it offers the apprentices the proportion the locution in diverse plots and papers. Equally, allows the teaching summary to be more effective and leads to referrals valuable without limitations, since it is active and dynamic in its execution, which made it possible to strengthen the language. These derivations coincide with the study of Castle (2020) Already that East concludes that exists correspondence Come in role play and skills in the Anglo language, in which their level of correlation was 0.73, meaning that this technique favors the summary of the progress of the locution verbal of Anglo Thank you a its representation profitableby part of the apprentices. In addition, from the theoretical concept of Birkenbihl (2008), this reflects that the role play favors verbal locution through simulations in contexts everyday varied.

In that sense, Donough Y Shaw (1993) hold that the role play it is ~~an~~ activity for the creative style that it assumes to suppose a scenario existing dialogue and action, in which learners manage to make and optimize their skill of oral statement in anglo saxon

Likewise, it has been shown that there is a correlation between role play Y the vocabulary of the disciples of first cycle of education of a college where a Spearman's Rho correlation coefficient = 0.573, indicating a correspondence moderate Come in the variables with a worth of  $p = 0,000$ , concluding that correspondence exists positive Y significant in variables. This value can be contrasted with the research carried out by Rivera (2021), who concludes that exists a correlation positive Come in the speak program Out Y the growth of verbal expression of the of the apprentices from a private institute in Peru with a level correlation of 0.685.

Similarly, this agrees with the results mentioned by Galleries (2019), who concludes that attends a correspondence positive Come in skills of mediation Y the communication oral, with a level of correlation of 0.51, that is, there must be a best scenario that shows a better level of lexicon for diminish the difficulties Y to improve the coherence onthe opinions that transfer.

In this sense, according to the theoretical concept of Harni (2007), the diverse techniques and roles generate a clear expression increased to the stimulus, allowing that I know involve better the security in express phrases without introducefrustration, to the produce the language foreign with a better lexicon. Of is way, I know put of manifest that the use of role play decreases anxiety Y nervousness,allowing to learn of form simple without fear of make a mistake.

In addition, Widowson (1978) reaffirms that the use of these situations interactive simulated guide the use of the patterns grammatical in a behaviour real maximizing the abilities of communication, the observation Y the acquisition of provisions to the moment of communicate. Also, I know he has Market Stall in evidence that exists correlation Come in the role play and the grammar of the disciples of the first cycle of Education of a public university, in which a correspondence coefficient was reached rh of spearman = 0.510, indicating a correspondence moderate Come in the variables with a worth of  $p = 0,000$ ,

concluding that attends positive correlation Y significant in the variables. sayings referrals coincide with others investigations such as inquiry of Barrera (2016) who concludes that the participatory novitiate proceedings do influence the progress of the locution verb of the Anglo, demonstrating a direct and significant correspondence, with a level of rho of spearman = 0.721.

So same, I know he has proven that exists correlation Come in the role play and the pronunciation of disciples of the first cycle of Education of a public university, where a Rho reciprocity coefficient of spearman = 0.478, indicating a correspondence moderate Come in the variables with a value of  $p = 0.000$ , concluding that there is positive correspondence and significant in the variables of inquiry. These certainties I know contrast with the inquiry of Araujo (2017), who identifies the existence of a correspondence Come in errands of ascertainment Y play of roles in the illustration of the verbal locution in Anglo-Saxon. The scan method wielded for East experiment it was qualitative, concluding that, the disciples will be truly driven to attend your lessons, which will will serve for performance of colloquium or interaction verbal.

The inquiries preliminaries revealed that the unveiling of the research is similar to the investigation of Riofrio (2019) who concluded that the permanent novitiate favors the advancement of verbal locution in disciples of Anglo, given that it generates appropriate experiences frequent, So What extends the skills.

In reference to the role play and the fluidity of the disciples of the first cycle of Education of a college public, I know got a coefficient correlation rh of spearman = 0.475, indicating a correspondence between the variables with a value of  $p = 0.000$ , concluding that attends correspondence positive Y significant in the variables. sayings leads agree with other leads like the one in these tests, it is disagree with the exploration of towers (2017), who identifies the technique of role play Y the correspondence in the teaching of Anglo, showing a correlation of 0.72. Of same mode, cherry tree (2019) identified the presence of a correspondence Come in the expression Y the interaction oral, demonstrating a immediate and significant correspondence, with a level of Spearman's rho = 0.513, it is tell that it is inescapable run Actions of locution verbal such What the role plays .

Finally, fits highlight that the role play it is extremely valuable because favors the deployment of the verbal locution of language learners foreign. This comment is reinforced in the conclusions of Rivera (2021), who postulated that the fundamental axis to increase and strengthen illustration of a second language is through communication and verbal skills of the language for the improvement of the verbal locution in a natural and spontaneous without generating greater difficulty or frustration developing the collaborative and active work of the apprentices. So this variable raises frequency, causing active participation and communication with greater ease, which is paramount when learning a new idiom.

## Conclusions

**First:** The derivations obtained from the confrontation of the hypothesis generally show an index of significance bilateral of 0.000 which is less than the level of 0.05

anticipated for this analysis, I know determines that, Yes exists correspondence statistics significant moderate, clearly proportional and positive, between role play and oral expression of the English language of the learners of the first cycle of Education of a public university. Which represents that, the greater the use of role play , the better the speech verb of idiom English (R ho Spearman = ,481 ,  $p < 0.05$ ).

**Second:** The derivations obtained from the verification of the hypothesis specify 1 demonstrate a index of significance bilateral of 0.000 that it is minor at the level of 0.05 forecast for this analysis, it is determined that, if there is statistical correspondence significant moderate, clearly proportional and positive, between role play and vocabulary of disciples of the first cycle of Education from a public university. which represents that, elderly use of role play , gets better the vocabulary (R ho Spearman=.573 ,  $p < 0.05$ ).

**Third:** The derivations obtained from the verification of the hypothesis specifies 2 demonstrate a index of significance bilateral of 0.000 that it is minor at the level of 0.05 forecast for this analysis, it is determined that, if there is statistical correspondence significant moderate, clearly proportional and positive, between role play Y grammar of the disciples of first cycle of Education from a public university. which represents that, elderly use of role play , gets better the grammar (R ho Spearman=.510 ,  $p < 0.05$ ).

**Fourth:** The derivations obtained from the verification of the hypothesis specifies 3 demonstrate a two-sided significance index of 0.000 which is less than the level of 0.05 anticipated for this analysis, I know determines that, Yes exists correspondence statistics significant moderate, directly proportional Y positive, between role play and pronunciation of the disciples of the first cycle of Education at a public university. which represents that, a elderly use of role play , gets better the pronunciation (R ho Spearman = ,478 ,  $p < 0.05$ ).

**Fifth:** The derivations obtained from the verification of the hypothesis specifies 4 demonstrate a two-sided significance index of 0.000 which is less than the level of 0.05 anticipated for this analysis, I know determines that, Yes exists correspondence statistics significant moderate, clearly proportional and positive, between role play Y fluency of the disciples of first cycle of Education from a public university. Which represents that, the greater the use of role play , gets better the fluency (R ho Spearman = .475 ,  $p < 0.05$ ).

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