



UNIVERSIDAD JUÁREZ AUTÓNOMA DE TABASCO

DIVISIÓN ACADÉMICA DE EDUCACIÓN Y ARTES



**“LEARNING OF L2 INTONATION THROUGH THE USE OF REAL-LIFE
ROLE-PLAYS WITH EFL PRE-INTERMEDIATE UNIVERSITY STUDENTS:
A CLASSROOM-BASED QUASI-EXPERIMENTAL STUDY”**

THESIS

**A THESIS SUBMITTED FOR THE DEGREE OF
LICENCIADO EN IDIOMAS**

BY:

CELINE LIZZETH NARVAEZ MÉNDEZ

MARIO PÉREZ JIMÉNEZ

SUPERVISOR:

DR. MANUEL JESÚS IZQUIERDO SANDOVAL

CO-SUPERVISOR:

DRA. SILVIA PATRICIA AQUINO ZÚÑIGA

VILLAHERMOSA, TABASCO.

SEPTEMBER 2023.

CELINE LIZZETH NARVAEZ MÉNDEZ - MARIO PÉREZ JIMÉNEZ.pdf

 Universidad Juárez Autónoma de Tabasco

Detalles del documento

Identificador de la entrega

trn:oid:::3117:589161088

Fecha de entrega

11 may 2026, 4:55 p.m. GMT-6

Fecha de descarga

11 may 2026, 5:39 p.m. GMT-6

Nombre del archivo

CELINE LIZZETH NARVAEZ MÉNDEZ - MARIO PÉREZ JIMÉNEZ.pdf

Tamaño del archivo

4.1 MB

195 páginas

30.492 palabras

203.104 caracteres

1% Similitud general

El total combinado de todas las coincidencias, incluidas las fuentes superpuestas, para ca...

Filtrado desde el informe

- Bibliografía
- Texto citado
- Texto mencionado
- Coincidencias menores (menos de 20 palabras)
- Abstract
- Methods and Materials

Custom Section Exclusions

{titlesCount} Section Titles, {keywordsCount} Keywords

Section title	No. of Section Starters	Section Starters
"Acknowledgements"	4	Acknowledgements Acknowledgement Acknowledgment Acknowledgments

Grupos de coincidencias

-  **16 Sin cita o referencia 1%**
Coincidencias sin una citación ni comillas en el texto
-  **0 Faltan citas 0%**
Coincidencias que siguen siendo muy similar al material fuente
-  **0 Falta referencia 0%**
Las coincidencias tienen comillas, pero no una citación correcta en el texto
-  **0 Con comillas y referencia 0%**
Coincidencias de citación en el texto, pero sin comillas

Fuentes principales

- 1%  Fuentes de Internet
- 1%  Publicaciones
- 0%  Trabajos entregados (trabajos del estudiante)

Marcas de integridad

N.º de alerta de integridad para revisión

-  **Caracteres reemplazados**
207 caracteres sospechosos en N.º de páginas
Las letras son intercambiadas por caracteres similares de otro alfabeto.

Los algoritmos de nuestro sistema analizan un documento en profundidad para buscar inconsistencias que permitirían distinguirlo de una entrega normal. Si advertimos algo extraño, lo marcamos como una alerta para que pueda revisarlo.

Una marca de alerta no es necesariamente un indicador de problemas. Sin embargo, recomendamos que preste atención y la revise.

Grupos de coincidencias

-  **16 Sin cita o referencia 1%**
Coincidencias sin una citación ni comillas en el texto
-  **0 Faltan citas 0%**
Coincidencias que siguen siendo muy similar al material fuente
-  **0 Falta referencia 0%**
Las coincidencias tienen comillas, pero no una citación correcta en el texto
-  **0 Con comillas y referencia 0%**
Coincidencias de citación en el texto, pero sin comillas

Fuentes principales

- 1%  Fuentes de Internet
- 1%  Publicaciones
- 0%  Trabajos entregados (trabajos del estudiante)

Fuentes principales

Las fuentes con el mayor número de coincidencias dentro de la entrega. Las fuentes superpuestas no se mostrarán.

1	Internet	docplayer.net	<1%
2	Internet	www.nepjol.info	<1%
3	Internet	eprints.lancs.ac.uk	<1%
4	Internet	jobrate.com	<1%
5	Internet	cataloguebibliotheque.ichec.be	<1%
6	Internet	mro.massey.ac.nz	<1%
7	Internet	digitalcommons.hamline.edu	<1%
8	Internet	iaset.us	<1%
9	Internet	dspace.udpu.edu.ua	<1%
10	Publicación	A. Mehdi Riazi. "The Routledge Encyclopedia of Research Methods in Applied Ling...	<1%

11	Internet	english-project-2019.blogspot.com	<1%
12	Internet	sanad.iau.ir	<1%
13	Internet	www.researchgate.net	<1%
14	Internet	www16.us.archive.org	<1%



UNIVERSIDAD JUÁREZ
AUTÓNOMA DE TABASCO

"ESTUDIO EN LA DUDA. ACCIÓN EN LA FE"



División Académica
de Educación y Artes



DIRECCIÓN

REF: DAEA/1869/23

Villahermosa, Tabasco; a 29 de septiembre de 2023

Lic. Maribel Valencia Thompson
Jefe del Depto. de Certificación
y Titulación de la U.J.A.T
P R E S E N T E

En conformidad con lo establecido en el Artículo 87 del Reglamento de Titulación de la U.J.A.T., me permito comunicar a Usted que el Dr. Manuel Jesús Izquierdo Sandoval como Director y la Dra. Silvia Patricia Aquino Zúñiga como Co-Directora, dirigieron y supervisaron el Trabajo Recepcional de "TESIS" denominado "LEARNING OF L2 INTONATION THROUGH THE USE OF REAL-LIFE ROLE-PLAYS WITH EFL PRE-INTERMEDIATE UNIVERSITY STUDENTS: A CLASSROOM-BASED QUASI-EXPERIMENTAL STUDY", elaborado por los CC. Celine Lizzeth Narvaez Méndez y Mario Pérez Jiménez, pasantes de la Licenciatura en Idiomas. El jurado para el examen profesional del mismo, Dr. Miguel Hernández Hernández, Lic. David Estuardo Córdova Madrigal, Dr. Manuel Jesús Izquierdo Sandoval, Dra. Sara Margarita Alfaro García y Mtro. Carlos Lorenzo Custodio Carrillo, revisaron y señalaron las modificaciones que había que hacerle a dicho trabajo y que los interesados han llevado a efecto. Por lo tanto, puede imprimirse

Atentamente

M.A.E.E. Thelma Leticia Ruiz Becerra
Directora



C.c.p. Archivo
MAEE/TLRB/amv*



UNIVERSIDAD JUÁREZ
AUTÓNOMA DE TABASCO

"ESTUDIO EN LA DUDA. ACCIÓN EN LA FE"



División
Académica
de Educación
y Artes

COORDINACIÓN DE ESTUDIOS TERMINALES

Villahermosa, Tabasco a 29 de septiembre de 2023.

Los/Las que suscriben **Celine Lizzeth Narvaez Méndez** y **Mario Pérez Jiménez** autorizan por medio del presente escrito a la Universidad Juárez Autónoma de Tabasco para que utilice tanto física como digitalmente la **tesis de pregrado** denominada:

"LEARNING OF L2 INTONATION THROUGH THE USE OF REAL-LIFE ROLE-PLAYS WITH EFL PRE-INTERMEDIATE UNIVERSITY STUDENTS: A CLASSROOM-BASED QUASI-EXPERIMENTAL STUDY"

De la cual somos autores(as) y titulares de los Derechos de Autor.

La finalidad del uso por parte de la Universidad Juárez Autónoma de Tabasco de la tesis antes mencionada, será única y exclusivamente para difusión, educación y sin fines de lucro; autorización que se hace de manera enunciativa más no limitativa para subirla a la Red Abierta de Bibliotecas Digitales (RABID) y a cualquier otra red académica con las que la Universidad tenga relación institucional.

Por lo antes manifestado, liberamos a la Universidad Juárez Autónoma de Tabasco de cualquier reclamación legal que pudiera ejercer respecto al uso y manipulación de la tesis mencionada y para los fines estipulados en este documento.

Se firma la presente autorización en la ciudad de Villahermosa, Tabasco a los siete días, del mes de octubre del año 2023.


Firma


Firma

ACKNOWLEDGMENT

We want to extend our fullest gratitude to the following people who in one way or another opened their helping hands to us during the completion of this study. Without their genuine and continuous support and guidance, this thesis would not have become reality.

We are grateful to the researchers' adviser, Dr. Jesús Izquierdo, for always checking our study despite his busy schedule and giving suggestions to improve this study, our warmest gratitude.

We thank our co-supervisor, Dra. Silvia Patricia Aquino Zúñiga for her time and effort, suggesting and recommending what was best for our paper.

We also convey our genuine acknowledgment to our beloved parents and families, who gave us not only their financial support, but constant motivation and trust. Thanks to their support, we could finish this paper. We thank them for the encouragement and unending reminder to always believe in our capacity as an individual and as a student: for giving us a reason every day to pursue our work passionately and continue to take this journey in reaching our goals.

We would like to express our gratitude to each other for all the supporting during the writing of this paper, and for our constant motivation to continue working hard.

Finally, we would like to thank God. We have experienced Your guidance day by day. You are the one who let us finish our degree. We will keep on trusting you in our future.

TABLE OF CONTENT

LIST OF TABLES	10
LIST OF FIGURES	14
ABSTRACT	16
ACKNOWLEDGMENT	16
INTRODUCTION	17
CHAPTER 1: LITERATURE REVIEW	19
1.1. Pronunciation: Sentence Intonation	19
1.1.1. Segmental Features	19
1.1.1.1. Consonant Sounds	19
1.1.1.2. Vowel Sounds	20
1.1.2. Supra-Segmental Features.....	20
1.1.2.1. Length.....	20
1.1.2.2. Stress	20
1.1.2.3. Intonation	21
1.1.2.4. Intonation: Rising Versus Falling	22
1.1.2.4.1. Falling Intonation	22
1.1.2.4.1.1. Falling Intonation in Tag Questions	22
1.1.2.4.1.2 Rising Intonation	23
1.1.2.4.1.3 Rising Intonation in Yes/No Question.....	24
1.2. Pronunciation: Techniques of Pronunciation Teaching	25
1.2.1 Teaching Approaches.....	25
1.3. Role Plays	27
1.4. Research Gaps.....	28
1.5. Research Questions	29

CHAPTER 2: RESEARCH METHOD	30
2.1. Research Variables	30
2.1.1. Independent Variable	30
2.1.2. Control Variable	30
2.1.3. Dependent Variable	31
2.2. Research Question	31
2.3. Hypothesis	32
2.4. Research Design	32
2.5. Participants	33
2.5.1. Context	33
2.5.2. Population	34
2.5.3. Sample	35
2.5.3.1. Pilot Sample	36
2.5.3.2 Final Study Sample	37
2.6. Instruments and Materials	38
2.6.1. Survey	38
2.6.1.1. Dimensions of the Survey	38
2.6.2. Frequency Scale Questionnaire	39
2.6.2.1. Sections of the Questionnaire	41
2.6.3. Tests	41
2.6.3.1. Sections of the Tests	42
CHAPTER 3: VALIDITY & RELIABILITY RESULTS	44
3.1. Survey Validity Procedures & Results	44
3.2. Survey Reliability Procedures & Results	46
3.3. Scale-Questionnaire Validity Procedures & Results	49
3.4. Scale-Questionnaire Reliability Procedures & Results	51
3.4.1. Normal Distribution	58

3.4.2. Central and Dispersion Measure.....	63
3.4.3. Non-Parametric Analyses Dimension 1 Reliability	64
3.4.4. Internal Consistency Cronbach's Alpha	66
3.4.5. Final Study	71
3.5. Test Validity Procedures & Results-----	76
3.5.1. Content Validity.....	76
3.5.2. Face Validity	77
3.5.3. Criterion Validity	78
3.6. Test Reliability Procedures & Results-----	81
3.6.1. Normal Distribution Analyses Test Results.....	82
3.6.2. Central and Dispersion Measures for Version 1 and Version 2.....	89
3.6.3. Non-Parametric Analyses for the 3 Sections of Both Version of the Tests.....	92
3.7. Equivalence of Forms-----	96
3.8. Quasi-Experimental Lessons: Validation Process-----	98
3.8.1. Final Table- Expert Validation and Results of the Validation.....	110
CHAPTER 4:QUASI-EXPERIMENTAL STUDY RESULTS.....	114
4.1. Survey-----	114
4.2 Scale-Questionnaire-----	118
4.2.1 Dimension 1 Results	119
4.2.1.1 Normal Distribution Analyses Results Before and After the Experiment	119
4.2.1.2. Participants' Answers Before and After the Experiment Dimension 1.....	122
4.2.1.3. Central and Dispersion Measures for Dimension 1 Before and After the Experiment	125
4.2.1.4. Non-parametric Analyses for Dimension 1 Before and After the Experiment.....	126
4.2.2 Dimension 2 Results	127
4.2.2.1. Normal Distribution Analyses Before and After the Experiment	127
4.2.2.2. Participants' Answers Before and After the Experiment Dimension 2.....	130

4.2.2.3. Central and Dispersion Measures Dimension 2 Before and After the Experiment	133
4.2.2.4. Non-parametric Analyses Dimension 2 Results Before and After the Experiment	134
4.3. Test	136
4.3.1. Section 1 Test Results	136
4.3.1.1 Normal Distribution Analyses Before and After the Experiment	136
4.3.1.2 Participants' Answers Score Before and After the Experiment Section 1	139
4.3.1.3. Central and Dispersion Measures for Section 1 Before and After the Experiment	141
4.3.1.4. Non-parametric Analyses for Section 1 Before and After the Experiment	142
4.3.2. Section 2 Test Results	143
4.3.2.1 Normal Distribution Analyses Before and After the Experiment	143
4.3.2.2. Participants' Scores Before and After the Experiment Section 2	146
4.3.2.3. Central and Dispersion Measures for Section 2 Before and After the Experiment	147
4.3.2.4. Non-parametric Analyses for Section 2 Before and After the Experiment	149
4.3.3. Section 3 Test Results	149
4.3.3.1. Normal Distribution Analyses Before and After the Experiment	149
4.3.3.2 Participants' Number of Sentences and Total Scores Before and After the Experiment Section 3	152
4.3.3.3. Central and Dispersion Measures for Section 3 Before and After the Experiment	156
4.3.3.4. Non-parametric Analyses for Section 3 Before and After the Experiment	157
4.3.4. Intonation Test Global Score	157
4.3.4.1. Normal Distribution Analyses Before and After the Experiment	157
4.3.4.2. Participants' Global Scores Before and After the Experiment	160
4.3.4.3. Central and Dispersion Measures for the Global Scores Before and After the Experiment	162

4.3.4.4. Non-parametric Analyses for the Global Score Before and After the Experiment	163
4.4 Research Hypothesis Verification-----	164
CHAPTER 5: DISCUSSION AND CONCLUSION.....	165
REFERENCES-----	169
APPENDIX A. SURVEY-----	174
APPENDIX B. FREQUENCY SCALE-QUESTIONNAIRE -----	179
APPENDIX C.TEST -----	185

LIST OF TABLES

Chapter 3

Table 3.1	<i>Changes of the Questions Face Validity Process</i>	45
Table 3.2	<i>Test-Retest Reliability Results Survey Piloting</i>	47
Table 3.3	<i>Test-Retest Reliability Results Questionnaire Piloting</i>	53
Table 3.4	<i>Addition Score Dimension 1 (First Administration)</i>	59
Table 3.5	<i>Addition Score Dimension 2 (First Administration)</i>	60
Table 3.6	<i>Addition Score Dimension 1 (Second Administration)</i>	61
Table 3.7	<i>Addition Score Dimension 2 (Second Administration)</i>	62
Table 3.8	<i>Central and Spread Measures Dimension 1 First and Second Administration Frequency Scale Questionnaire Piloting Process</i>	63
Table 3.9	<i>Central and Spread Measures Dimension 2 First and Second Administration Frequency Scale Questionnaire Piloting Process</i>	64
Table 3.10	<i>Non-Parametric Analyses Dimension 1 First and Second Administration Frequency Scale Questionnaire Piloting Process</i>	65
Table 3.11	<i>Non-Parametric Analyses Dimension 2 First and Second Administration Frequency Scale Questionnaire Piloting Process</i>	65
Table 3.12	<i>Dimension 1 First Administration Frequency Scale Questionnaire: Use of Real-Life Role-Play Inside and Outside the Classroom (Cronbach's Alpha)</i>	66
Table 3.13	<i>Internal Consistency Dimension 1 Frequency Scale Questionnaire Item by Item: Cronbach's Alpha</i>	67
Table 3.14	<i>Dimension 2 First Administration Frequency Scale Questionnaire: The Use of Real-Life Role-Play with Respect to Speaking Skills (Cronbach's Alpha)</i>	69
Table 3.15	<i>Internal Consistency Dimension 2 Frequency Scale Questionnaire Item by Item: Cronbach's Alpha</i>	70
Table 3.16	<i>Final study: Dimension 1 First Administration Frequency Scale Questionnaire: Use of Real life Role-Play Inside and Outside the Classroom (Cronbach's Alpha)</i>	71

Table 3.17	Final Study: Internal Consistency Dimension 1 Frequency Scale Questionnaire Item by Item: Cronbach's Alpha	72
Table 3.18	Final Study: Dimension 2 First Administration of the Frequency Scale Questionnaire: The Use of Real-Life Role-Play with Respect to Speaking Skills (Cronbach's Alpha).....	74
Table 3.19	Final Study: Internal Consistency Dimension 2 Frequency Scale Questionnaire Item by Item: Cronbach's Alpha	75
Table 3.20	Total Score Section by Section and Total Piloting Participants.....	79
Table 3.21	Total Score Study Versus Final Teacher Score Test.....	80
Table 3.22	Addition Score Section 1 (First Version of the Test).....	83
Table 3.23	Addition Score from Section 2 (First Version of the Test).....	84
Table 3.24	Addition Score from Section 3 (First version of the test).....	85
Table 3.25	Addition Score from Section 1 (Version 2 of the Test).....	86
Table 3.26	Addition Score from section 2 (Version 2 of the test)	87
Table 3.27	Addition Score from section 3 (Version 2 of the test)	88
Table 3.28	Central and Spread Measures Section 1 Administration of Both Versions of the Test	89
Table 3.29	Central and Spread Measures Section 2 Administration of Both Versions of the Test	90
Table 3.30	Central and Spread Measures Section 3 Administration of Both Versions of the Test	91
Table 3.31	Non-Parametric Analyses 3 Sections of Both Versions of the Test.....	92
Table 3.32	Inter-Rater Results Score Sentences Identification in Test Version 1.....	93
Table 3.33	Inter-Rater Results Score Sentences Identification in Test Version 2.....	94
Table 3.34	Inter-Rater Results Third Section in the Version 1 of the Test	95
Table 3.35	Inter-Rater Results from the Third Section in the Version 2 of the Test.....	96
Table 3.36	Experimental Instruction Analysis: Observer 1	99

Table 3.37	Experimental Instruction Analysis: Observer 2.....	102
Table 3.38	Experimental Instruction Analysis: Agreement	106
Table 3.39	Experimental Instruction Analysis: Final Agreement- Expert Observation Scheme.....	110

Chapter 4

Table 4.40	Results Survey Administration Final Study.....	115
Table 4.41	Results Survey Administration Final Study.....	116
Table 4.42	Results for the Survey Administration of the Final Study	117
Table 4.43	Addition Score Dimension 1 Frequency Scale Questionnaire (First Administration) Final Study.....	120
Table 4.44	Addition Score Dimension 1 Frequency Scale Questionnaire (Second administration) Final Study	121
Table 4.45	Results Questionnaire Administration Final Study.....	122
Table 4.46	Central and Spread Measures from the Dimension 1 Before and After the Experiment	126
Table 4.47	Non-Parametric Analyses Dimension 1 Before and After the Experiment of the Frequency Scale Questionnaire	127
Table 4.48	Addition Score Dimension 2 Frequency Scale Questionnaire (First Administration) Final Study.....	128
Table 4.49	Addition Score Dimension 2 Frequency Scale Questionnaire (Second administration) Final Study	129
Table 4.50	Results Questionnaire Administration Final Study.....	131
Table 4.51	Central and Spread Measure Dimension 2 Before and After the Experiment .	134
Table 4.52	Non-Parametric Analyses Dimension 2 Addition Scores Before and After the Experiment Frequency Scale Questionnaire	135
Table 4.53	Addition Score Section 1 (Pre-Test).....	137
Table 4.54	Addition Score Section 1 (Post-test)	138

Table 4.55	Section 1- General Knowledge About Falling and Rising Intonation Scores...	140
Table 4.56	Central and Spread Measures Section 1-Addition Scores Pre-Post Test	141
Table 4.57	Non-Parametric Analyses Section 1 Test Addition Scores Before and After the Experiment (Final study).....	142
Table 4.58	Addition Score Section 2 (Pre-Test).....	144
Table 4.59	Addition Score Section 2 (Post-test)	145
Table 4.60	Scores Pre-Test and Post-Test Section 2	146
Table 4.61	Central and Spread Measures Section 2 Addition Scores Before and After the Experiment	148
Table 4.62	Non-Parametric Analyses Section 2 Test Addition Scores Before and After the Experiment (Final Study)	149
Table 4.63	Addition Score Section 3 (Pre-Test).....	150
Table 4.64	Addition Score Section 3 (Post-Test)	151
Table 4.65	Number of Correct Sentences Identified in Section 3 for Each Participant During the Pre-Test & Post-Test	153
Table 4.66	Score in Section 3 for Each Participant During the Pre-test & Post-Test	155
Table 4.67	Central and Spread Measures Section 3 Pre-Post Test.....	156
Table 4.68	Non-Parametric Analyses Section 3 Before and After the Experiment (Final Study).....	157
Table 4.69	Global Scores (Pre-Test).....	158
Table 4.70	Global Scores (Post-Test)	159
Table 4.71	Final Total Score Pre-Test and Post- Test.....	161
Table 4.72	Central and Spread Measures Global Scores Pre-Test and Post-Test.....	162
Table 4.73	Non-Parametric Analyses Global Scores Before and After the Experiment (Final Study).....	163

LIST OF FIGURES

Chapter 2

Figure 2.1	<i>Participants' Age Phonetics and Phonology Class During Piloting Process.....</i>	34
Figure 2.2	<i>Most Common Participants' Ages Phonetics and Phonology Class Final Study</i>	35
Figure 2.3	<i>Gender of the Participants Piloting Process.....</i>	36
Figure 2.4	<i>Gender of the Participants Final Study.....</i>	37}

Chapter 3

Figure 3.5	<i>Dimension 1 Histogram (First administration).....</i>	59
Figure 3.6	<i>Dimension 2 Histogram (First administration).....</i>	60
Figure 3.7	<i>Dimension 1 Histogram (Second Administration)</i>	61
Figure 3.8	<i>Dimension 2 Histogram (Second Administration)</i>	62
Figure 3.9	<i>Histogram Section 1 (First Version of the Test).....</i>	83
Figure 3.10	<i>Histogram Section 2 (First Version of the Test).....</i>	84
Figure 3.11	<i>Histogram Section 3 (First Version of the Test).....</i>	85
Figure 3.12	<i>Histogram section 1 (Version 2 of the test).....</i>	86
Figure 3.13	<i>Histogram Section 2 (Version 2 of the Test)</i>	87
Figure 3.14	<i>Histogram Section 3 (Version 2 of the Test)</i>	88

Chapter 4

Figure 4.15	<i>Dimension 1 Histogram Frequency Scale Questionnaire Before the Experiment.</i>	120
Figure 4.16	<i>Dimension 1 Histogram Frequency Scale Questionnaire After the Experiment.</i>	121
Figure 4.17	<i>Dimension 2 Histogram Frequency Scale Questionnaire Before the Experiment •</i>	128

Figure 4.18	Dimension 2 Histogram Frequency Scale Questionnaire After the Experiment	129
Figure 4.19	Section 1 Histogram of the Test Before the Experiment	137
Figure 4.20	Section 1 Histogram of the Test After the Experiment	138
Figure 4.21	Section 2 Histogram of the Test Before the Experiment	143
Figure 4.22	Section 2 Histogram of the Test After the Experiment	145
Figure 4.23	Section 3 Histogram Test After the Experiment	151
Figure 4.24	Test Global Score Before the Experiment	158
Figure 4.25	Test Global Score (Post-Test)	159

ABSTRACT

The use of correct intonation is vital to have an efficient conversation and avoid misunderstanding. During English learning, students have demonstrated to have difficulties with oral production. One reason for this relate to pronunciation and more specifically to intonation. This study is to investigate if the use of real-life role-plays could help students improve their sentence intonation. To this end, a quasi-experimental design was implemented in this study. The experiment took place in virtual classes due to the pandemic and the duration was one month. Before and after the experiment, different instruments were administrated: a survey, a frequency scale questionnaire and an intonation test. The answers of the participants were compared and analyzed using the SPSS program.

The statistical results showed that, before and after the experiment, the students were able to identify falling and rising intonation and had some knowledge about these patterns. Nonetheless, before the experiment, they were not able to spontaneously produce the intonation that was required by the kind of sentences that they needed to produce. After the experiment, the participants were able to properly produce the right type of intonation. The results of the study partially substantiate a significant increase in the correct intonation of English sentences in a classroom where students were exposed to real-life role-plays.

INTRODUCTION

During the learning of English as a Foreign Language (EFL), learners experience difficulty with pronunciation. In order to help them, teachers need to find instructional strategies that focus on intonation, suprasegmentals, segmental, etc. These strategies need to cater for the learners' needs. During the teaching of pronunciation, teacher has to make an emphasis on the appropriate type of intonation, recognizing errors in intonation and correcting them if it is necessary. This can be done through different teaching activities, such as games, choral repetition, tongue twisters, etc.

This study explores the use of real-life role-plays to help learners improve their pronunciation through a classroom-based quasi-experimental design. These activities were implemented as a strategy to draw the attention of learners to sentence intonation.

According to Ladousse (2004), role-plays are a valuable pedagogical choice, because they provide real-world scenarios to help students learn. A role-play as a significant language learning technique helps teachers integrate language attention into the lesson as learners' use communicative strategies. Moreover, role-play activities help learners practice the language in a ludic way, as there is constant interaction between students.

In order to explore the potential benefits of real-life role-plays for the improvement of pronunciation, in Chapter 1, this research monograph includes the literature review. This chapter presents information about the two variables of this research and what has been studied about them. The chapter comes to an end explaining the relevance of this research.

Next, Chapter 2 describes the research method of the investigation. Here, information about the participants, instruments, materials, validity, reliability procedures are presented.

Then, Chapter 3 describes validity and reliability results obtained through the Statistical Package for the Social Sciences, also known as IBM SPSS Statistics 26.0. Using this research tool, it was possible to process all the information obtained through the instruments. The results are represented in tables with descriptions.

Afterwards, Chapter 4 presents all the results obtained from the quasi-experimental study and a description of the instruments that were implemented during this research.

Finally, Chapter 5 presents the discussion, conclusion, and the answer to the research question.

Universidad Juárez Autónoma de Tabasco.
México.

CHAPTER 1: LITERATURE REVIEW

The objective of this literature review is to present information about the two variables of this study, which are the use of real-life role-play and sentence intonation. Therefore, it presents what is known about the use of real-life role-plays in the classroom and in which way sentence intonation is commonly taught. Moreover, it identifies the research gaps and the different views in which different authors carried out similar studies.

1.1. Pronunciation: Sentence Intonation

Cook (1996 as cited in Pourhosein Gilakjani, 2016) defined pronunciation as the production of English sounds. Pronunciation is the production of a sound system, which does not interfere with communication either from the speakers' or the listeners' viewpoint (Paulston, 1976). Pronunciation is the way of uttering a word in an accepted manner (Otlowski, 1998). Furthermore, Richard, (2002) defined pronunciation as the method of producing certain sounds. Pronunciation includes different elements that are now described.

1.1.1. Segmental Features

According to Sharma (2021), all the consonant and vowel phonemes are segmental features. They refer to discrete units that can be identified physically or auditorily in the stream of speech of any language.

1.1.1.1. Consonant Sounds

Consonant sounds are those speech sounds for the production of which there is a sort of obstruction in the vocal tract. Crystal (2003) asserts that consonants are “sounds made by a closure or narrowing in the vocal tract so that the airflow is either completely blocked, or so restricted that audible friction is produced” (p.103). It means consonant sounds are produced when there is an obstruction of the airflow somewhere in the vocal tract.

1.1.1.2. Vowel Sounds

Vowels are the speech sounds that are produced without any sort of obstruction in the vocal tract. They are the peaks of syllables. Crystal (2003) asserts that vowels are “sounds articulated without a complete closure in the mouth or a degree of narrowing which would produce audible friction”. It means vowel sounds are produced with a friction of the airflow in the vocal tract. Connor (2000, cited in Sharma, 2021) affirms that “vowels are made by voiced air passing through different mouth shapes; the differences in the shape of the mouth are caused by different positions of the tongue and of the lips”(p.79).

1.1.2. Supra-Segmental Features

Supra-segmental features are those features of speech that extend over more than a single sound in an utterance. They make use of parameters of loudness, pitch, juncture and duration. Supra-segmental features have distinctive roles in a language to distinguish meanings, moods and senses of utterances. Ladefoged (2006, cited in Sharma, 2021) defines supra-segmental features as “those aspects of speech that involve more than single consonants or vowels”.

1.1.2.1. Length

The length of a sound is the duration or period of time taken to its articulation. Length is the quality of vowels in most languages. Jones (1979, cited in Sharma, 2021) considers length as “the length of time during which it is held on continuously in a given word or phrase” (p.67), for example, /ɪ/ is a short vowel and /i:/ is a long vowel. They create different meanings in the words. /sɪt/ is the phonemic transcription of the word “sit” (to take a seat), and /si:t/ is the phonemic transcription of the word “seat” (a place to sit).

1.1.2.2. Stress

Stress is an extra force used in pronouncing a syllable. It is the degree of loudness, tenseness, sonority and muscular energy used while pronouncing a particular syllable. Jones (1979, cited in Sharma, 2021) describes stress as “the degree of force with which a sound or syllable is uttered” (p.67). Gibson (1990) affirms, “The number of syllables stressed by the speaker depends largely upon the nature of words composing the utterance” (p.67). Cross (1992,

cited in Sharma, 2021) defines stress as “the articulation of a syllable with greater emphasis, or more force than others” (p.67). Stress plays a distinctive (phonemic) role in English. The place of stress in the same words suggests different meanings and parts of speech.

1.1.2.3. Intonation

Intonation is defined as the linguistic use of pitch at a sentence level. The rise or fall of pitch in the utterance of a phrase or sentence is called intonation. It is the quality of an utterance. Harmer (1990, cited in Sharma, 2021) considers intonation as “the music of speech” (p.68). Intonation, which is a term in supra-segmental phonology, is then one of the supra-segmental phonemes. Crystal (2003) intonation refers to the distinctive use of pitch or melody. Levis (2012) defines intonation as a combination of acoustic parameters, including duration, intensity, and pitch used to communicate discourse meaning. It is different from tone, the systematic use of voice pitch to distinguish lexical items.

Hargrove (1994 cited in Manaf, 2023):

Intonation is important for a listener to know whether a sentence is a question, statement or a command. Intonation can reflect the information structure of an utterance, highlighting constituents of importance. The grammatical function of intonation is that, it helps to know whether the sentence is a question or a statement by giving information on terminal patterns such as terminal rising and terminal falling (p. 688).

However, in this study intonation will be understood as:

“Intonation is the name given to the rising and falling of the voice as we speak or to the levels of pitch in a sentence” (Betti *et al.* 2015, p. 162). This definition has been chosen because the author describes the two types of intonation that were studied in this research; that are falling and rising intonation.

1.1.2.4. Intonation: Rising Versus Falling

There are two basic intonation patterns: Rising and Falling. With rising intonation, you have to raise slightly the pitch at the end of the sentence, whereas with falling intonation you go down.

1.1.2.4.1. Falling Intonation

Betti (2002a, cited in Betti, 2021) argues that falling intonation is the tone that is usually regarded as more or less neutral. If someone asked a question and the reply is yes or no, it will be understood that the question is now answered and that there is nothing more to be said. Thus, the falling tone gives an impression of finality.

It is very common that the voice usually falls at the end of the question, because the person who is making the question asks for new information. Wh-questions: questions beginning with What, Where, When, How, etc, end with a falling tone (Cauldwell, 1996). As in:

-Where shall we go tomorrow?

-Where are you from?

1.1.2.4.1.1. Falling Intonation in Tag Questions

Tag questions can use falling and rising intonation, but the use depends on the information being asked. According to Marikyan (2023) “the tone used in the declarative part of the disjunctive question expresses the speaker’s view of the situation, while the tone used in the question tag anticipates the listener’s attitude”(p.28). Below are some examples:

-This is not your first time at Happy Paws, is it? As of the sentence, falling intonation is used with the phrase tag “is it?” This indicates that the person is sure that it is not the first time the interlocutor is at Happy Paws.

In this example, falling intonation is used at the end of the question because the person wants to confirm something. It is important to mention that if the statement is negative the tag question will be used in a positive form.

-John does not speak Spanish, does he? (The person is sure that John does not speak Spanish)

In this example, the intonation falls at the end of the question too, because the person is checking or confirming information that is sure of.

- I have told you not to run, have I not? (Mother tells her son after her son fell). The mother uses a falling intonation because she is not really asking a question; rather she is asserting what she thinks. Besides that, the speaker is actually very confident and sort of asking the person to confirm or agree with what she is saying.

The intonation of tag questions shows the speaker's attitude to their question. In the examples presented above, falling intonation on the question tag gives the impression that the statement is correct.

1.1.2.4.1.2 Rising Intonation

According to Mompeán (2020), rising intonation is the default tone for general questions such as yes/no questions or polar questions.

With affirmative sentences, rising intonation conveys an impression that something more is to follow:

1- |I phoned them...| since this sentence is affirmative, normally, it would take falling intonation. This would express the idea that the speaker completed an action. However, if this sentence comes with rising intonation, its meaning changes. After indicating that the speaker phoned, the use of rising intonation is politely demanding an explanation why the interlocutor did not pick up the phone (but they were not home).

2- |You must write it again| (and this time gets right). In this case, this sentence could take on a rising intonation, because the idea is demanding, but if the pronunciation of the sentence is falling it would be understood as some advice and the person sounds more polite.

3- |I have to leave now| (because it is getting late). In this example, it can be appreciated that the intonation goes up, because the person is running out of time. (he/she is desperate). On the other hand, if the person is giving to the sentence a falling intonation can be understood as a farewell (Betti, 2021).

1.1.2.4.1.3 Rising Intonation in Yes/No Question

Yes/no, questions require rising intonation. According to Mohammed (2021), there are some examples of rising intonation such as:

- 1- Is his name John?
- 2- Are you leaving?
- 3- Are we going to the movies?
- 4- Is it true?
- 5- Can you believe it?

In all the examples, the speaker wants to receive a specific answer, in this case yes or not. To sum up, the sections above illustrate that the use of intonation can be complex, as it is not only associated to syntax, but also to the speaker's intention. Therefore, students need to learn that intonation is not only syntax-dependent. If they are not aware of this form-meaning association, intonation can bring several difficulties when they are trying to speak. Thereafter, this study focuses on helping students improve their intonation in communicative activities (i.e., role-plays) that help learner's associate meaning and form in a ludic manner. To this end, the following sections illustrate some pedagogical procedures that are often used for the teaching of pronunciation.

1.2. Pronunciation: Techniques of Pronunciation Teaching

Celce-Murcia (1996 cited in Hismanoglu *et al.* 2010) state that:

Traditionally, language teachers have made use of the phonetic alphabet, and activities, such as transcription practice, diagnostic passages, detailed description of the articulatory systems, recognition/discrimination tasks, developmental approximation drills, focused production tasks (e.g., minimal pair drills, contextualized sentence practice, reading of short passages or dialogues, reading aloud/recitation), tongue twisters, and games (e.g., Pronunciation Bingo). Other trendy methods are listening and imitating, visual aids, practice of vowel shifts and stress shifts related by affixation, and recordings of learner's production (p.985).

In other words, teachers know different strategies and techniques to teach pronunciation. Most of them were mentioned in the previous line. However, helping learners improve their intonation remains a challenge. It is important that the teaching of pronunciation includes oral production for communicative purposes.

1.2.1 Teaching Approaches

According to Celce-Murica *et al.* (1996, cited in Hismanoglu *et al.* 2010):

There are three main approaches to teaching pronunciation including the intuitive-imitative approach, the analytic-linguistic approach, and the integrative approach. In the intuitive-imitative approach, it is assumed that a student's ability to listen to and imitate the rhythms and sounds of the target language will give rise to the development of an acceptable threshold of pronunciation without the intervention of any explicit information (p.984).

Carey (2002 cited in Hismanoglu *et al.* 2010) keeps on explaining that:

In the analytic-linguistic approach, the prominence of an explicit intervention of pronunciation pedagogy in language acquisition is stressed. Developments in the fields of phonetics and phonology from the latter half of the century are drawn upon and often "watered down" for use in the language classroom. Pedagogical aids, such as the phonemic chart, articulatory descriptions, explanations of the form and function of prosody and practical exercises, such as minimal pair drills and rhythmic chants form the basis of an explicit program of accent modification. (p.984)

With respect to the analytic-linguistic approach Celce-Murcia (1996 cited in Hismanoglu *et al.* 2010) indicate that:

Explicitly the analytic-linguistic approach inform the learner of and drives their attention to the sounds and rhythms of the target language. It was developed to complement the intuitive-imitative approach instead of replacing it. In the current integrative approach, pronunciation is regarded as an integral component of communication, rather than an isolated drill and practice sub-skill. Learners use pronunciation-focused listening activities to facilitate the learning of pronunciation. There is more focus on the suprasegmentals of stress, rhythm and intonation as practised in extended discourse beyond the phoneme and word level. (p.984)

According to Morley (1994 cited in Hismanoglu *et al.* 2010):

There is a dual-focus oral communication program where the micro level instruction is focused on linguistic (i.e., phonetic phonological) competence through practice of segmentals and the suprasegmentals, and the macro level attends to more global elements of communicability, with the goal of developing discourse, sociolinguistics, and strategic competence by using language for communicative purposes. (p.984)

In other words, this kind of approaches are very useful in the teaching of pronunciation. One the most common approaches is by imitating in which students tend to repeat sounds even when they do not know how to pronounce it. On the other hand, the analytic-linguistic approach lets students know each sound before they produce communication. In this way, the learners are aware of the English sounds.

With respect to the teaching of intonation, in the classroom, it is very common that teachers start introducing the theory about pattern intonations that students should follow. Nevertheless, Igaab (2010) suggests that it would be better if the teacher encourages the students first to use the target language, and then focus on the intonation rules. After that, they will be able to produce the language appropriately. Al-Seady (1998b) states that intonation strongly contributes to how the speaker conveys his/her attitude toward both the content and the audience.

1.3. Role Plays

Tompkins (2001) defines role-play, as “it is one of the classroom teaching techniques that encourage students to participate actively in the process of learning English. Therefore, foreign language students practice the target language in a context similar to real-life situations where stress and shyness are removed.” Budden (2006, cited in Wulandari *et al.* 2019) presents role-plays as “an activity of speaking when you put yourself into someone else or put yourself in an imaginary situation” Keneth (2008) also presents a definition where a role-play is understood as the type of student’s behaviour in a certain context.

Based on these contributions, the following definition became of relevance: “In role-play, learners are given some information about a role like a person or a job title. Learners take a little preparation time and then meet up with other students to act out small scenes using their own ideas” (Scrivener, 2005).

This definition was chosen, because it entails that learners create conversations about real situations that they do in their everyday routine and how they play different roles according to a specific context. Piscitelli (2020, cited in Idham *et al.* 2022) role-play is a teaching strategy that enables students to engage with the topic in a way that is not possible in a traditional method.

It implies that the students participate in a play to represent a specific role. It is a funny and vital way for the students to practice speaking. Moreover, this kind of activity gives the students a chance to communicate with other people provisionally.

Role-plays can be classified into different types: non-real-life role-plays and real-life role-plays. According to Sadikovna (2020), in non-real-life role-plays, students play a role that they have never played before in real life. It includes, for example, Prime Minister, Director of an international company or a famous singer. However, in real-life role-plays, students start playing roles related to activities that they do in their daily life, such as getting to the supermarket, buying a coffee, getting to a job interview, in the airport etc. Rojas (2018) states that in real-life role-plays, learners use some routine phrases and common words that they use in their routine.

Authors who are interested in the use of this approach relate encourages students to participate in activities that put them into real situations that they encountered in their everyday routine. Moreover, real-life role-plays are authentic. They put students in different situations that prepare them to think and communicate within a context. Furthermore, it is a dynamic and realistic activity.

1.4. Research Gaps

During the literature review, it was realized that there was little research about the use of real-life role-plays to help students improve the sentence intonation in students. For that reason, it was important for the researchers of this study to investigate this issue. In the future, it could be relevant if teachers incorporate the use of real-life role-play regarding to teach intonation patterns, specifically rising and falling intonation in sentences such as; WH questions, Yes/no questions, Tag questions and statements.

In this literature review, it was found that most of these studies were from England, India, and the USA. The results in most of the studies showed that the use of role-plays had a positive effect in learning vocabulary, learning new phrases, and practicing pronunciation. It was found that the role-play method has been proven to be effective in improving learners' learning skills. Most of the research showed that learners' personal growth and development is possible using role-play as it is, creative, interesting and motivating. Role-plays demonstrated helping students with their communicative skills. According to Alabsi (2016), there are several broad reasons for using role play as a teaching strategy for learning vocabulary. It is a major strategy in the communicative approach and has many advantages, as it can encourage forms of social interaction that provide an important stimulus to use the language in real life and challenge learners' existing beliefs. However, there was very little research about the use of real-life role-plays to teach and help students improve rising and falling intonation in English. Based on previous research on the potential benefits of role-plays for language learning, this study proceeded to investigate whether real-role-plays are beneficial to university students of pre-intermediate level of English for improving their sentence intonation falling and rising. The use of real-life-role-plays in the classroom were implemented as a strategy to check whether this kind of activities would help students to improve their intonation when they were performing their roles in real situations. Based on this evidence the following research question was addressed.

1.5. Research Questions

Based on the literature review, we state the next research question: Does the use of real-life role-play activities help pre-intermediate English level learners improve their sentence intonation?

CHAPTER 2: RESEARCH METHOD

The research design for this study was quasi-experimental, as the participants' usual learning conditions were altered through the research. The detailed information about the research hypothesis, the participants, context, population and sample are described below. Moreover, the upcoming sections present an explanation of the variables and the experiment.

2.1. Research Variables

According to Woodrow (2014), the independent variable refers to the variable that influences the outcome or dependent variable, and Mackey & Gass (2016) mention that the independent variable is the one that we believe may cause the results.

2.1.1. Independent Variable

In the current study, the use of real-life role-play activities with pre-intermediate English level learners was the independent variable of this study. According to Scrivener (2005), in role-play, learners are given some information about a role like a person or a job title.

Based on teacher's intervention, therefore, the teacher put students in pairs, then the teacher or students decided who would play each role, according to the situation; for example, if the situation takes place in a shop, who would be the student to play the role of the customer and who would play the role of the shop assistant. Finally, learners would take a little preparation time and then meet up with other students to act out small scenes using their ideas

2.1.2. Control Variable

According to Mackey & Gass (2016) researchers need to identify factors and control the variables. Another way to control for the possibility of interfering or confounding variables is to eliminate the variable. In that case, it was added a control variable to limit the investigation and to be more specific with the independent variable. The control variable is linked to the independent variable. For that reason, the control variable of this study consisted in real-life role-plays. Rojas (2018) states that in real-life role-play, learners use some routine phrases and common words that they use in their routine. Thereafter, during the experiment, the teacher

implemented only real-life role-plays. We got in touch with the teacher in charge of the Phonetic and Phonology class. We explained to him the purpose of the study and ask him to implement activities related to the use of real-life role-plays. At the same time, the teacher was responsible for the creation of the needed material.

2.1.3. Dependent Variable

Woodrow (2014) states that the dependent variable is the outcome, and Mackey & Gass (2016) claim that the dependent variable is the one we measure to see the effects the independent variable has on it. The dependent variable of this research was the learners' sentence intonation. Daneš (1960) defines sentence intonation as the movement of the pitch in the process of speech.

Crystal (2003) declares that intonation, which is a term in supra-segmental phonology, is then one of the supra-segmental phonemes. It refers to the distinctive use of pitch or melody.

According to Betti (2015) "intonation is the name given to the rising and falling of the voice as we speak or to the levels of the pitch in a sentence" (p.162). Intonation refers to variation in pitch or pitch contours. Pitch refers to the frequency of vibration of the vocal cords.

2.2. Research Question

Woodrow (2014) mentioned that quantitative research questions are very precise. They normally reflect the target variables and the relationship between these. On the other hand, Mackey & Gass (2016) affirm that questions need to be interesting in the sense that they address current issues; at the same time, they need to be sufficiently narrow and constrained so that they can be answered. For that reason, the research question was formulated in the following way:

Does the use of real-life role-play activities help pre-intermediate English level learners improve their sentence intonation?

2.3. Hypothesis

Mackey & Gass (2016) state that a hypothesis is a type of prediction found in many experimental studies; it is a statement about what we expect to happen in a study. There are two types of hypotheses: (1) research hypotheses; and (2) null hypotheses. The null hypothesis (often written as H_0) is a neutral statement used as a basis for testing. The null hypothesis states that there is no relationship between items under investigation. The statistical task is to reject the null hypothesis and to show that there is a relationship between x and y . Therefore, in the alternative hypothesis is necessary to link the independent variable with the dependent variable. The independent variable is what may suppose the cause of the results and the other is the one we measure to see the effects the independent variable has on it. Hence, the following alternative hypothesis was formulated:

The use of real-life role-plays activities could help English learners improve their sentence intonation.

2.4. Research Design

Dörnyei (2007) indicates that quasi-experiments are similar to true experiments in every respect except that they do not use random assignment to create the comparisons from which treatment-cause change is inferred. In other words, there is a treatment group, and group control, which receives no treatment.

However, the same group was the treatment group and the control group, but at different points in time. It means that, before starting the treatment, they were tested without any experience practicing sentence intonation using real-life role-play.

Therefore, it was expected that at that time the student's practiced intonation with the common material or exercises that the professor provided them.

Then, there was a treatment. Students used different material to practice intonation. In that case, real-life role-play activities.

A quasi-experimental design was applied to this study since the cause-effect relationship was explored. It aimed to know if the use of real-life role-play activities with the pre-intermediate English level helped students with their sentence intonation.

For this study, the researchers were not responsible for creating the material to teach intonation using real-life role-play activities. Instead, the teacher was explained the purpose of the study and ask to create its own material considering the characteristics of real-life role-plays.

2.5. Participants

For this study, two groups of participants were selected. The first group of participants were part of the piloting process and the second group of participants were part of the final study.

The first group of participants who were part of the pilot study answered the instruments for validity and reliability purposes. The instruments that this group of participants answered were: survey, scale-questionnaire and two versions of a test, and the purpose of this administration was to verify if all the instruments were well-constructed and the answers were meaningful to the study.

The second group of participants were included in the final study; they answer the same instruments after the implementation of the role-plays. It is important to highlight that the instruments that the final sample answered were modified based on the results of the pilot stage. Those modifications were made after applying the instruments to the participants from the piloting. In order to obtain better results, both groups of participants had specific characteristics that are described in the lines below.

2.5.1. Context

Dörnyei & Taguchi (2010) state that context is the target population. It is most important to identify information about the general characteristics: age, gender, ethnicity, educational background, academic capability, social class, socioeconomic status, etc.

This study adopted a quasi-experimental design and the participating groups were selected using convenience sampling, and the students that participated in the piloting and the final study were from the third semester of English in the morning and the afternoon of B.A in Languages at the *División Académica de Educación y Artes (DAEA)* in Villahermosa, Tabasco, México. Additionally, at DAEA, the students were studying languages such as Italian, French, and English. Being English as foreign language, the focus of this study. Most of the students were from Villahermosa, Tabasco and other states such as Veracruz, Chiapas, and Yucatán.

2.5.2. Population

According to Dörnyei (2007), the population is the group of people about whom the study is. The target population included students of pre-intermediate level of English that were studying the B.A in Languages. The age of the students varied from 18 to 37 years old in both groups of participants. The number of women and men varies across each group. As it is shown in the figure 2.1 below.

Figure 2.1

Participants' Age Phonetics and Phonology Class During Piloting Process

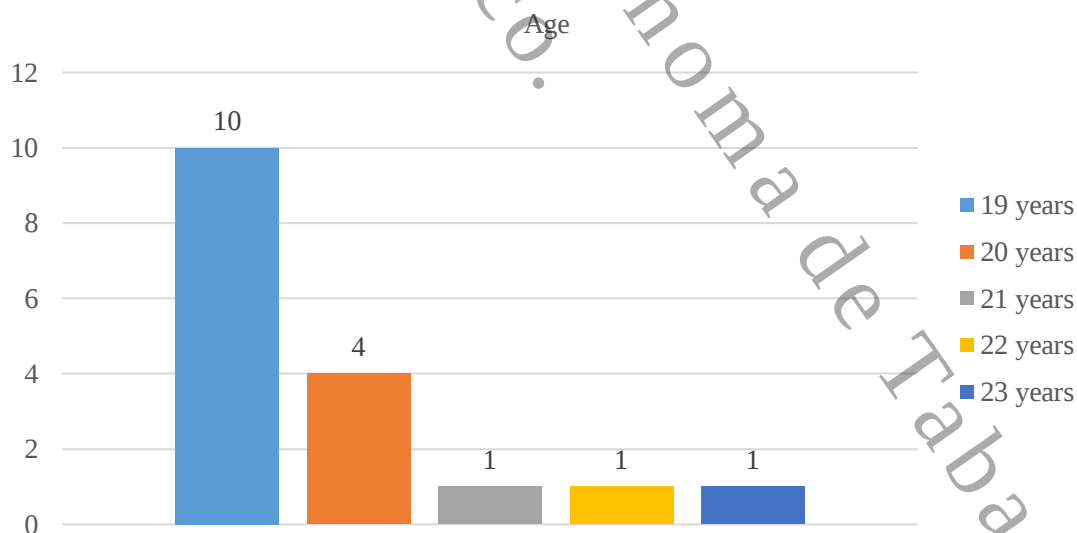


Figure 2.1 shows that the most frequent age among the participants in the pilot study was 19 years, the second place was 20 years and a small number of the participants was between 21, 22 and 23 years.

Figure 2.2

Most Common Participants' Ages Phonetics and Phonology Class Final Study

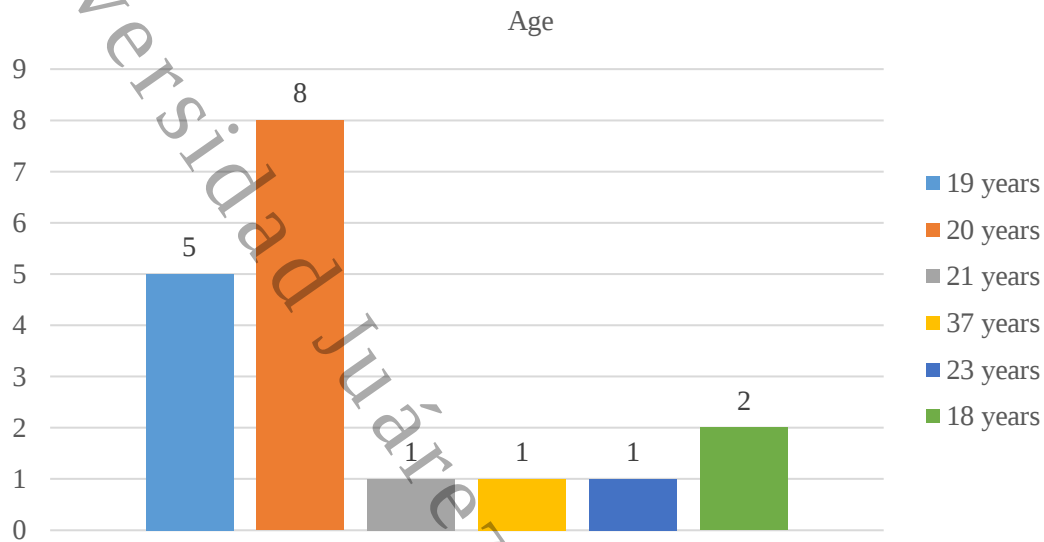


Figure 2.2 shows that the most frequent age among the participants in the final study was 20 years, then in second place was 19 years and a small number of the participants was between 18, 21, 23 and 37 years.

2.5.3. Sample

For this study, non-probability sampling was chosen and convenience sampling was used in this research. On the one hand, Dörnyei & Taguchi (2010) indicate that non-probability sampling consists in several strategies to try to achieve a trade-off. That is a representative sample using resources that are within the means of the ordinary researcher. On the other hand, this same author considers that convenience sampling is where the members of the population are selected for the study, based on a set of criteria, for example geographical proximity, availability, or easy accessibility; also, participants have to possess certain key characteristics that are related to the purpose of the investigation. Moreover, Dörnyei (2007) argues that the sample is the group of participants whom the researcher examines in an empirical investigation.

For the piloting sample and the final study sample, the students were learning English as a second language and were taking the subject of Phonetics and Phonology. However, the groups and English learners were chosen according to the necessities of the study.

2.5.3.1. Pilot Sample

Seventeen students conformed the piloting sample; these students were from the third semester from Phonetics and Phonology class. This group of participants was taking face-to-face classes. However, due to the pandemic, this same group was divided in two parts. In other words, one part of the group took the class one week, and the other part of the group took the class the next week. Therefore, the complete group was not together in a class.

On the other hand, most of the students in the sample were women and a small number of students was men, as it is presented in the following figure:

Figure 2.3

Gender of the Participants Piloting Process

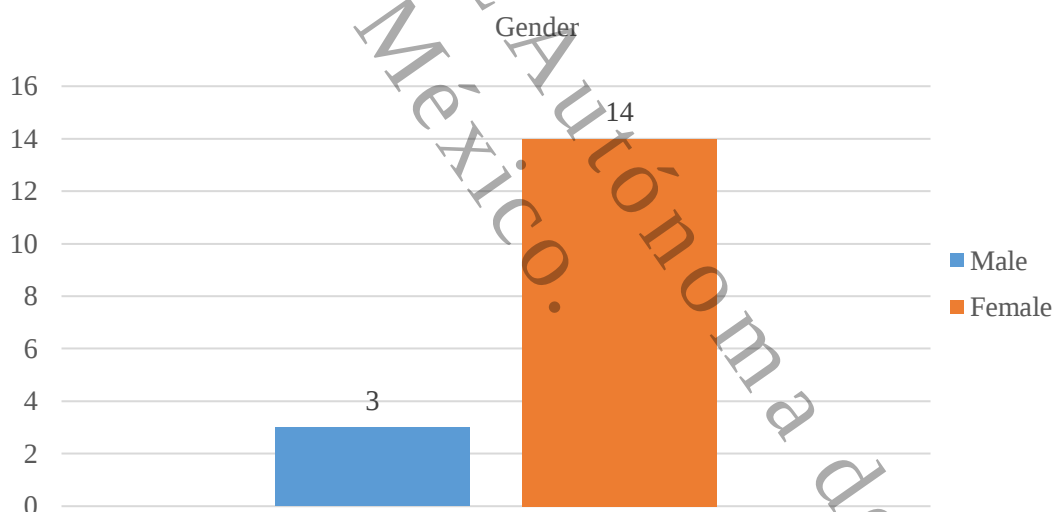


Figure 2.3 shows that most of the participants from the piloting process were women with a total of 14 and a minimum part were men with 3 participants.

2.5.3.2 Final Study Sample

Eighteen students were part of the final study; these students were from the third semester from the Phonetics and Phonology class. Due to the pandemic, this group of participants were taking online classes. This course took place during the summer. Thus, the number of sessions were less (4 weeks) in comparison to a regular face-to-face class.

On the other hand, most of students were women and a small number of students were men, as it is presented in the following figure 2.4

Figure 2.4

Gender of the Participants Final Study

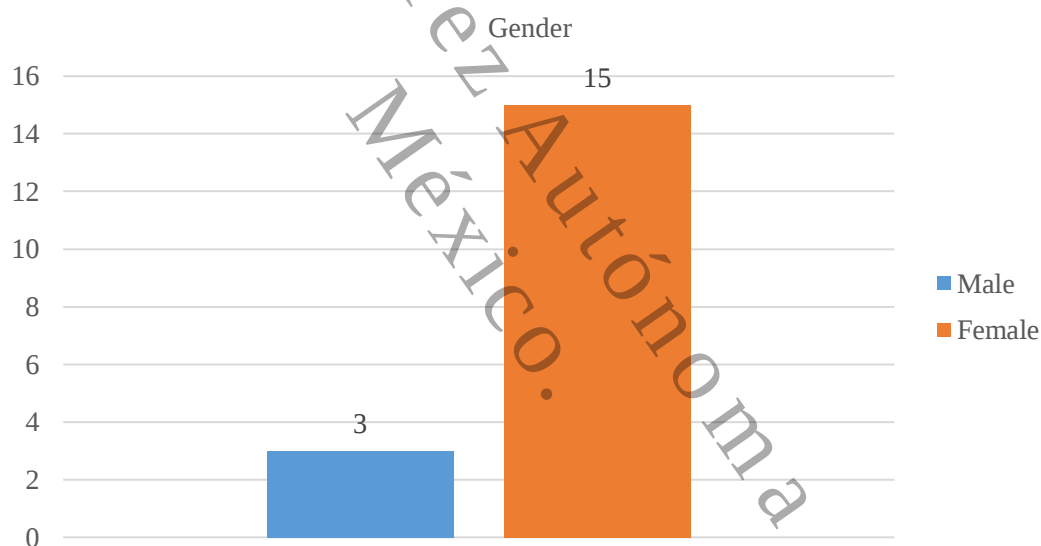


Figure 2.4 shows that most of the participants in the final study were women ($n = 15$) and a small group of participants were men ($n = 3$) as is it shown in Figure 4. In both groups, most of the participants were women.

2.6. Instruments and Materials

The researchers prepared a survey, a frequency-scale questionnaire and test as instruments for this study. All of them were created to gather and collect information related to the familiarity, use and knowledge of the real-life role-plays. The entire description of each instrument is presented below.

2.6.1. Survey

In this study, a survey was implemented because it could target larger and more representative samples, especially with the advantage of web-based questionnaires and the facilities the new technology provides. Riazi (2016) states that all these aspects make the administration of the instruments more economical, compared to individual interviews, with the capability of eliciting longitudinal information from participants in relatively a short period. The survey met the following characteristics (see Appendix A).

- Cover letter: with the purpose of the study, confidentiality statement, the state of voluntary nature of the research and contact information.

- Body of the survey: the development of individual survey items.

- Directions of each section: The instructions to the participants about what to do.

2.6.1.1. Dimensions of the Survey

According to Mackey & Gass (2016) the type of questions asked in a questionnaire naturally depends on the research questions being addressed in the study.

In addition, they mentioned that closed item questions typically involve greater uniformity of measurement and therefore greater reliability. They also lead to answers that can be easily quantified and analyzed.

Close questions were used in dimension 1 and 2 of the survey. The researchers provided the possible answers that were yes and no. Therefore, the participants had two options, but they only had to select one answer.

Dimension I: Familiarity with role-play activities.

For this dimension, four questions were designed. Nevertheless, three of them were close-ended questions and the last one was multiple choice. This last question had the following options; a) role-play, b) real role-play and c) no one. The other questions only had as possible answers the following; Yes and no.

Dimension II: Use of real-life role-plays inside and outside of the classroom.

For this dimension, seven questions were created. Six of them were close-ended questions and one of them was multiple choice. This was question number four and it had the following answer options; a) flashcard, b) an example of a book, c) a PowerPoint presentation, d) from a website and e) no one. The other questions only had as possible answers the following; Yes and no.

Dimension III: Real-life role-plays regarding speaking skills and their form of sentence intonation.

For this last dimension, eleven close questions were designed. These questions only had as possible answers Yes and no. Seven of these questions were directly related to the dimension. However, the last four questions that were added at the end of the survey were related to the familiarity of the study participants with the instrument as part of the validity process.

2.6.2. Frequency Scale Questionnaire

The frequency-scale questionnaire was administered to students in the classroom. To this end, the aspects of the independent and dependent variables were explored through the questionnaire that were identified previously. Dörnyei & Taguchi (2010) claim that before developing a questionnaire, it is important to clarify the research problem and identify the critical concepts that need to be addressed by the questionnaire. For that reason, the questionnaire focused on the two variables of the study, and avoided including items that were not related to them.

The first part of the questionnaire was related to the independent variable “The use of real-life role-play activities in the classroom”, and the second part of the questionnaire was connected with the dependent variable, which was sentence intonation.

According to Dörnyei & Taguchi (2010) rating scales are undoubtedly the most popular items in research questionnaires. Through scale questionnaires, it was possible to analyze the facts that were linked to the variables. It means that factual questions were used in this questionnaire.

Moreover, rating scales are very important because they help respondents to rank the frequency of certain things.

The student questionnaire began by exploring the independent variable: The use of real-life role-plays. This part of the questionnaire included items about the use of real-life role-play inside and outside of the classroom. Then, the questionnaire explored the general focus of the real-life role-plays concerning the speaking skill and thereby, sentence intonation.

In the opinion of Dörnyei & Taguchi (2010) the questions must be simple and straightforward enough to be understood by all.

In this case, items were presented in sections according to the study dimensions. It included instructions and it was organized simply.

For that reason, these were the series of response categories: a) frequently, b) sometimes, c) rarely and d) never. Because it was vital to know the frequency, with which they did some things. In that case, aspects that were related to the variables.

Finally, the main parts that the piloting scale- questionnaire contained (see Appendix B).

The title: A Quasi-experimental study about the use of real-life role-play activities in the pre-intermediate level of English learners to improve their sentence intonation. This was identified as the domain topic of the investigation.

The instructions came after the title, and said the following, “Please select the answer that best suits you”.

The additional information contained a short section in which the author could address the respondent: For any doubt contact the following emails: marioprofessor_teaching@outlook.com, narvaezmendezcelinelizzeth@gmail.com, and the final section of the scale-questionnaire contained “Thank you for your cooperation”. It was a basic courtesy that the respondents should be thanked for their cooperation at the end of the questionnaire.

A more detailed a description of the organization and design of que questionnaire is provided below.

2.6.2.1. Sections of the Questionnaire

The first group of items: Use of real-life role-plays inside and outside of the classroom.

For this section, sixteen questions were created (see Appendix B). These items included scale-frequency tags as the following example: a) frequently, b) sometimes, c) rarely, and d) never.

The second group of items: The real-life role-plays with respect to the speaking skill, and thereby sentence intonation.

For this section, ten items were created. These items included scale-frequency tags as the following example; a) frequently, b) sometimes, c) rarely, and d) never.

2.6.3. Tests

According to Carr (2011), through the pre-test, it is possible to know and identify learners’ areas of strength and weakness before the treatment. Moreover, it helped researchers discover what areas a student needed extra help with, or help students know which areas they needed to focus on in their learning. On the other hand, Carr keeps explaining that we use a post-test to know students’ improvement after teaching them a specific topic.

Based on the previous information a pre-test and post-test were implemented. The variable explored through the test was the dependent variable “sentence intonation”. As a result, for the implementation of the quasi-experimental study, a pre-post intonation test was used to know students' knowledge about their sentence intonation. For that reason, a test about sentence intonation and speaking was created (version 1 and 2).

2.6.3.1. Sections of the Tests

Both version of tests contained 3 sections. Each section was organized in the following way: section 1 contained 10 falling and rising intonation items. Then, section 2 contained 4 listening items about falling and rising intonation. Finally, section 3 was conformed by a real-life role-play task in which participants had to speak with a partner to play the role. In the first version, the role-play was about buying a present. On the other hand, in the second version, the role was about looking for a job (see Appendix C).

Section 1 of both versions were created based on the knowledge of the students and researchers of this study. An expert was in charge of checking each item; he also made some modifications to improve this instrument.

Section 2 was about listening. There were 4 exercises which were extracted from ELTbase. These exercises were part of a Quiz, which was assessing intonation. ELTbase is a database of resources for teachers and students of English as a foreign language. English language worksheets, quizzes, notes and other online resources are indexed by language point and linked to leading course books.

Section 3 was about real-life role-plays. Both were inspired, extracted and adapted from the book *New Inside Out Pre-intermediate Student's book* by Sue Kay & Vaughan-Jones.

Version 1 contained a role-play inspired by Unit 4: Shopping from the Useful phrases section, page 38 exercise 2 of the book *New inside out pre-intermediate student's book*.

Version 2 of the test contained a role-play inspired by Unit 6: Jobs from the Review B section, page 56 exercise 7, from the book *New inside out pre-intermediate students book*. It is

important to mention that an adaptation and changes were made to this real-life role-play since in the example provided in the test the participants had more specific context to guide them.

In addition, both versions had specifications in each section to make them understandable and clear. The same specifications applied to examples. On the other hand, some listening exercises were included. These activities were relevant in content, which meant that they were chosen according to the students' English pre-intermediate level.

With respect to the type of question, multiple-choice questions were used in both test. Because this type of questions offered students a variety of response options. As the author said, in these answers, the researchers must include the key answer (the correct answer) and the distractor (the wrong answer). All the possible answers had a relation to have a balance. An important principle to remember when drafting multiple choice questions is that the items should be written as easy to read as possible while remaining clear and unambiguous.

CHAPTER 3: VALIDITY & RELIABILITY RESULTS

Validity and reliability are two important factors to consider when developing and testing any instrument (e.g., content assessment test, questionnaire) for use in a study (Yue, 2016). The validity of the instrument is important because it helps determine the accuracy with which a method measures what it is supposed to measure.

3.1. Survey Validity Procedures & Results

There are many ways to make our instrument deliver results that closely match the values of the real world. Mackey & Gass (2016) describe many types of validity, including content, face, construct, criterion-related, and predictive validity. Researchers deal with each of these in turn before turning to internal and external validity, which were the most common areas of concern.

However, for the survey, face validity was chosen. Face validity is closely related to the notion of content validity and refers to the familiarity of our instrument and how easy it is to convince others that there is content validity to it.

Therefore, to ensure face validity of the survey, it was vital to know the familiarity of the participants with the content and the kind of questions within this first instrument. For this purpose, series of questions were added at the end of the instrument about the participant's experience with the instrument. Bearing in mind that this significantly improved the quality of validity assessment.

The first instrument that was created to obtain background information was the survey. This instrument contained yes and no questions in order to be answered in an easy way by the participants.

For the piloting survey, the survey only contained general questions at the end of the survey. Those kinds of questions were open questions such as; *“How was your experience answering the survey?”* This type of questions was problematic, because the respondents could

provide many answers that were not easy to collect. Due to the variety of answers. For that reason, this survey section was modified in order to be presented in the final survey of the study.

This question was changed to close-ended question where the possible answer was “yes” and “no”. Here below is an example of the new question that was modified in order to prove face validity; “*Was it difficult for you to answer the survey?*” and the possible answer was “yes” and “no”.

The following 2 questions were added too:

- The concept of role-plays. Was it unknown to you?
- The vocabulary used in the survey, Was it comprehensible to you?

Moreover, the answers for both questions were “yes” or “no”. All these modifications were done to ensure the validity of the survey. In that way, this instrument was administered in the actual study. These changes were vital to make the instrument clear and understandable by the participants (see Table 3.1).

Table 3.1

Changes of the Questions Face Validity Process

Piloting Questions survey	Final Question Survey
1. - If the survey was difficult to answer, explain the reason.	1. - Was it difficult for you to answer the survey?
	2. The vocabulary used in the survey, Was it comprehensible to you?
	3. - The concept of role-plays. Was it unknown to you?

Table 3.1 shows the changes of the questions to check face validity. In the piloting question survey, an open question was problematic. For that reason, that question was deleted and transformed into a close question and 2 more questions were added as it is shown in the right side of the table.

3.2. Survey Reliability Procedures & Results

For this instrument test and retest were chosen in order to obtain reliability. The survey was applied twice at different times to the pilot sample. In order to know the reliability of answers, a table was created to compare the answers obtained in the first administration and the second administration in order to know if there were changes, and verify the stability of answers.

For that reason, Table 3.2 was organized in the following way; on the left side, in a column are the questions. Then, in the next column in the upper part is the type of administration first (test) and second (retest), here below is one of the possible answers “yes”. Accordingly, here it is being compared the answer “yes” that the participant gave the first time that they received the survey in contrast to the answer they gave the second time they received the survey (see Appendix A).

Finally, in the next column in the upper part is the type of administration first (test) and second (retest), here below is one of the possible answers but in this case in a negative way “no”. Accordingly, here it is being compared the answer “no” that the participant gave the first time that they received the survey in contrast to the answer they gave the second time they received the survey (see Table 3.2).

Thereby, in this way it was possible to analyze the data obtained in the first and second administration to observe the stability of answers. Once with the designed table and with the data in it, the researchers were in charge of checking the answers and identifying in which cases the answers were maintained or changed. In this way, it was possible to reflect on what questions needed to be modified or eliminated due to the instability and drastic variation of responses.

Table 3.2*Test-Retest Reliability Results Survey Piloting*

Section 1 and 2	Test/Retest		Test/Retest	
	Si	Si	No	No
Sección 1: Familiaridad con el juego de roles.				
1.- ¿Conoces que son las actividades de juego de roles?	12	12	5	5
2.- ¿Sabes cuál es la diferencia entre juego de roles y juego real de roles?	2	2	15	15
3.- ¿Alguna vez has participado en uno de ellos?	9	10	8	7
Sección 2: Uso de juego de roles reales fuera y dentro del salón de clases				
4.- ¿Alguna vez has participado en el juego de roles en el salón de clases?	11	12	6	5
5.- ¿Alguna vez has participado en el juego de roles fuera del salón de clases?	2	2	15	15
6.- ¿Has participado en juego de roles individualmente?	3	3	14	14
7.- ¿Has participado en juego de roles en parejas o más?	11	11	6	6
8.- ¿Has participado en juego de roles reales como parte de una actividad en el salón de clases?	7	9	10	8
9.- ¿Has participado en juego de roles reales como parte de una prueba?	8	8	9	9

Table 3.2 (continued)*Test-Retest Reliability Results for the Survey Piloting*

Section 3	Test/Retest		Test/Retest	
	Si	Si	No	No
Sección 3: Juego de roles reales respecto a las habilidades del habla, y por lo tanto la entonación de las oraciones.				
10.- ¿Has participado en juego de rol reales para mejorar la pronunciación?	9	9	8	8
11.- ¿Has participado en juego de rol reales para mejorar el vocabulario?	7	6	10	11
12.- ¿Has participado en juego de rol reales para mejorar la gramática?	6	7	11	10
13.- ¿Has participado en juego de rol reales para mejorar la fluidez?	6	6	11	11
14.- ¿Has participado en juego de rol reales para aprender expresiones útiles?	8	9	9	8
15.- ¿Has participado en juego de rol reales centrados en la entonación de frases?	5	6	12	11
16.- ¿Has participado en juego de rol reales centrados en la entonación de las oraciones?	7	7	10	10
17.- ¿Fue difícil para ti responder las preguntas de esta encuesta?	3	4	14	13

Table 3.2 shows the different questions that were part of the survey. They show the answers of the pilot participants during the test-retest reliability procedures. Both answers were compared at the end of the piloting process in order to check reliability. As a result, there were

answers that had minimum differences. The answers that had changes were the following questions:

Question 3: ¿Alguna vez has participado en uno de ellos?

Question 4: ¿Alguna vez has participado en el juego de roles en el salón de clases?

Question 8: ¿Has participado en juego de roles reales como parte de una actividad en el salón de clases?

Question 11: ¿Has participado en juego de rol reales para mejorar el vocabulario?

Question 12: ¿Has participado en juego de rol reales para mejorar la gramática?

Question 14: ¿Has participado en juego de rol reales para aprender expresiones útiles?

Question 15: ¿Has participado en juego de rol reales centrados en la entonación de frases?

Question 17: ¿Fue difícil para ti responder las preguntas de esta encuesta?

Even though these questions listed above had a minimum (1 or 2) difference in the test-retest process. Due to the low difference, they were part of the final survey study.

To conclude, Table 3.2 shows that the answers of the participants remained stable within a one-week time frame. Therefore, all the survey questions were retained and they were used in the final study.

3.3. Frequency Scale-Questionnaire Validity Procedures & Results

The second instrument that was administered to the piloting sample was the scale questionnaire. For this instrument, content validity was chosen in order to ensure that this instrument evaluated the aspects that were related to the variable of the study.

To make that possible, different steps were considered. First, the design of different questions that would be part of the scale questionnaire, each of those questions were related to independent variable of the study, the use of real-life role-plays.

First step, the scale questionnaire was shared with students who had studied Phonetics and Phonology. Then they started making suggestions about the kind of questions that can be changed or improved in order to be understandable, they even created new questions that were important to take into account in this study.

Here are some ideas and suggestions that the students shared:

They suggested adding a new dimension about language learning specifically speaking. However, the researcher considered that it was not entirely relevant.

Then, questions related to the kind of material that the students used to do role-plays were added: such as the book, a role-card etc. Thanks to all the suggestions, the next questions were created (see Appendix B).

Practico juegos de roles reales usando tarjetas de roles.

Practico juegos de roles reales usando una hoja de trabajo.

Practico un juego de roles real usando un ejemplo del libro

Practico juegos de roles reales usando una presentación Power Point.

Practico juegos de rol reales usando un video.

Practico juegos de rol reales usando un sitio web.

The questions were relevant and were related to the objective of the study.

After having deleted and added more questions to the scale questionnaire, it was shared with a professor that is an expert in the area. He was in charge of revising the representativeness of the items or questions in the scale questionnaire to ensure that the questions were linked to the independent variable.

The professor agreed with the number of question and the he recommended that, in general, the questions should be as simple and easy to understand as possible; he also suggested

sharing the questionnaire with a student who was studying the subject of Phonetics and Phonology to find out if he understood each question.

The questionnaire was shared with a student and he understood all the questions; the only problem that he had was that he did not know the concept of role-play.

The researchers considered adding a definition but they agreed that it could affect the answers result. The professor also noticed some spelling mistakes that were later corrected.

3.4. Frequency Scale-Questionnaire Reliability Procedures & Results

For the scale questionnaire test and retest was chosen in order to obtain internal reliability. The scale-questionnaire was applied twice within a one-week period. In order to know the reliability of answers a table was created to compare the answers obtained in the first administration and the second administration in order to know if there were changes, and verify the stability of answers.

For that reason, that chart was organized in the following way; on the left side, in a column are the items. Then, in the next column in the upper part is the type of administration test and retest reliability of the scale questionnaire, below are the possible answers in both administrations, (Con frecuencia). Next, in the other column in the upper part is the type of administration first (test) and second (retest), below are the possible answers in both administrations, (a veces). After, in another column in the upper part is the type of administration first (test) and second (retest), below are the possible answers in both administrations, (Pocas veces). Finally, in the last column, in the upper part is the type of administration first (test) and second (retest), below are the possible answers in both administrations, (nunca).

Accordingly, here it is being compared the answer that the participant gave the first time that they received the survey in contrast to the answer they gave the second time they received the survey.

Thereby, in this way it was possible to analyze the data obtained in the first and second administration to be able to observe the stability of answers. Once with the designed table and with the data in it, the researchers were in charge of checking the answers and identifying in which cases the answers were maintained or changed. In this way, it was possible to reflect on what questions need to be modified or eliminated due to the instability and drastic variation of responses (see Table 3.3).

Table 3.3*Test-Retest Reliability Results Questionnaire Piloting*

Dimension 1	Test/Retest		Test/Retest		Test/Retest		Test/Retest	
	Con frecuencia	Con frecuencia	A veces	A veces	Pocas veces	Pocas veces	Nunca	Nunca
El uso de juego de roles reales dentro y fuera del salón de clases.								
1.- Participo en actividades de juego de roles en el salón de clases	1	1	6	6	8	9	2	1
2.- Participo en actividades de juego de roles fuera del salón de clases	0	0	3	3	6	5	8	9
3.- Participo en actividades reales de juego de roles en el salón de clases	0	0	9	9	4	3	4	5
4.- Participo en actividades reales de juego de roles fuera del salón de clases	0	0	4	3	4	4	9	10
5.- Practico juegos de roles reales usando tarjetas de roles	0	0	6	7	5	5	6	5

Table 3.3(continued)

Test-Retest Reliability Results Questionnaire Piloting

Dimension 1	Test/Retest		Test/Retest		Test/Retest		Test/Retest	
	Con frecuencia	Con frecuencia	A veces	A veces	Pocas veces	Pocas veces	Nunca	Nunca
6.-Practico juegos de roles reales usando una hoja de trabajo	2	2	4	4	4	4	7	7
7.- Practico un juego de roles real usando un ejemplo del libro	3	3	5	5	5	6	4	3
8.-Practico juegos de roles reales usando una presentación Power Point	2	2	5	5	4	4	6	6
9.- Practico juegos de rol reales usando un video	1	1	7	7	2	3	7	6
10.- Practico juegos de rol reales usando un sitio web	1	1	6	6	3	3	7	7
11.- Practico individualmente juegos de rol reales	1	1	5	5	2	1	9	10

Table 3.3(continued)

Test-Retest Reliability Results Questionnaire Piloting

Dimension 1	Test/Retest		Test/Retest		Test/Retest		Test/Retest	
	Con frecuencia	Con frecuencia	A veces	A veces	Pocas veces	Pocas veces	Nunca	Nunca
12.- Practico juegos de roles reales en parejas	2	0	7	6	5	5	3	4
13.- Practico juegos de rol reales en un grupo de tres	1	0	7	8	5	4	4	4
14.- Practico juegos de rol reales en grupos de más de tres miembros	0	0	5	6	6	6	6	5
15.- Participo en juegos de rol reales como parte de una actividad en el salón de clases	3	3	7	8	5	3	2	3
16.- Participo en juegos de roles reales como parte de un examen	3	3	6	6	3	3	5	5

Table 3.3(continued)*Test-Retest Reliability Results for the Questionnaire Piloting*

Dimension 2	Test/Retest		Test/Retest		Test/Retest		Test/Retest	
	Con frecuencia	Con frecuencia	A veces	A veces	Pocas veces	Pocas veces	Nunca	Nunca
Juego de roles reales respecto a las habilidades del habla, y por lo tanto la entonación de las oraciones								
17.- Participo en juegos de rol reales para mejorar la pronunciación	1	1	8	9	5	4	3	3
18.- Participo en juegos de rol reales para aprender vocabulario	1	1	9	8	4	4	3	4
19.- Participo en juegos de rol reales para mejorar la gramática	2	2	7	7	2	2	6	6
20.- Participo en juegos de rol reales para mejorar la fluidez	2	2	8	9	4	2	3	4
21.- Participo en juegos de rol reales para aprender expresiones útiles	1	2	7	6	6	6	3	3

Table 3.3(continued)*Test-Retest Reliability Results for the Questionnaire Piloting*

Dimension 2	Test/Retest		Test/Retest		Test/Retest		Test/Retest	
	Con frecuencia	Con frecuencia	A veces	A veces	Pocas veces	Pocas veces	Nunca	Nunca
22.- Participo en juegos de rol reales para mejorar la entonación	5	6	4	4	4	3	4	4
23.- Participo en juegos de rol reales centrados en la entonación de frases	3	4	3	3	6	5	5	5
24.- Participo en juegos de rol reales enfocados en la entonación de oraciones	1	2	4	4	8	7	4	4
25.- Participo en juegos de rol reales y se cómo entonar las oraciones de manera correcta	1	2	5	5	6	4	5	6
26.- Participo en juegos de roles reales y es complicado entonar algunas oraciones	3	3	8	8	3	3	3	3

Table 3.3 shows the different items questions that were part of the questionnaire and show the answers of the pilot participants during the test-retest reliability procedures. Both answers were compared at the end of the piloting process in order to check reliability. As a

result, there were answers that had minimum differences. The answers that had changes were from the following questions:

Question 12: Practico juegos de roles reales en parejas.

Question 15: Participo en juegos de rol reales como parte de una actividad en el salón de clases.

Question 20: Participo en juegos de rol reales para mejorar la fluidez.

Question 25: Participo en juegos de rol reales y sé cómo entonar las oraciones de manera correcta.

Even though these questions listed above had minimum of (2) differences in the test-retest process. Due to the low difference, they were part of the final frequency scale-questionnaire study. To conclude, Table 3.3 shows that the answers of the participants remained stable within a one-week period. Therefore, all the questions in the frequency scale-questionnaire were considered reliable for the final study.

3.4.1. Normal Distribution

The following sections provide the statistical analyses that test similarity in the answers of the participants in both versions of the frequency scale questionnaire. To this end, first the normality of the data distribution was checked. Then, both versions were compared (see figure 3.5).

Figure 3.5

Dimension 1 Histogram (First administration)

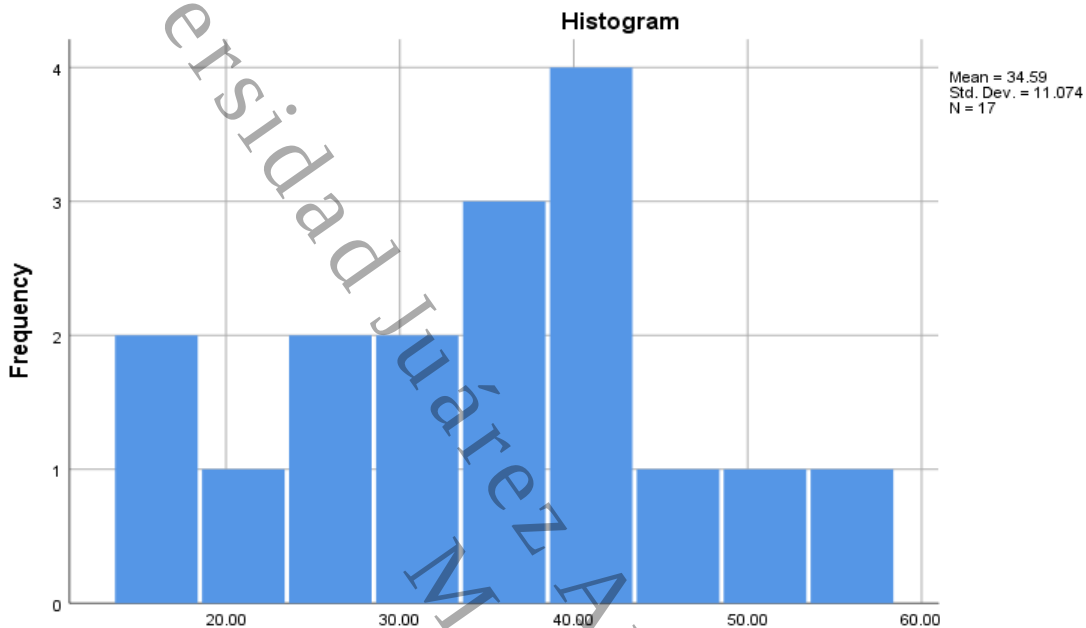


Table 3.4

Addition Score Dimension 1 (First Administration)

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Dimension 1 (First Administration)	.103	17	.200*	.967	17	.769

Note. *. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 3.5 and Table 3.4 suggest that the distribution of the scale questionnaire answer addition score for dimension 1 during the first administration of the instrument for reliability purpose tended to gather a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were normally distributed, $D(17) = .103$, $p = .200$.

Figure 3.6

Dimension 2 Histogram (First administration)

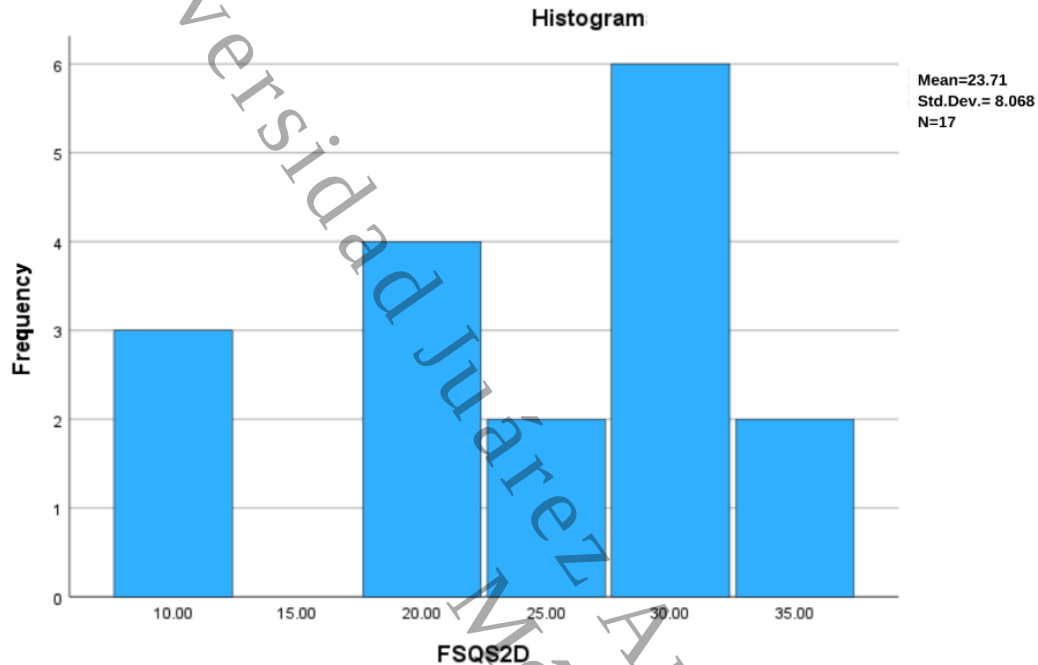


Table 3.5

Addition Score Dimension 2 (First Administration)

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Dimension 2 (First Administration)	.200	17	.069	.895	17	.056

Note. a. a. Lilliefors Significance Correction

Figure 3.6 and table 3.5 suggest that the distribution of the scale questionnaire answers for dimension 2 during the first administration of the instrument for reliability purpose tended to gather a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were normally distributed, $D(17) = .200, p = .069$.

Figure 3.7

Dimension 1 Histogram (Second Administration)

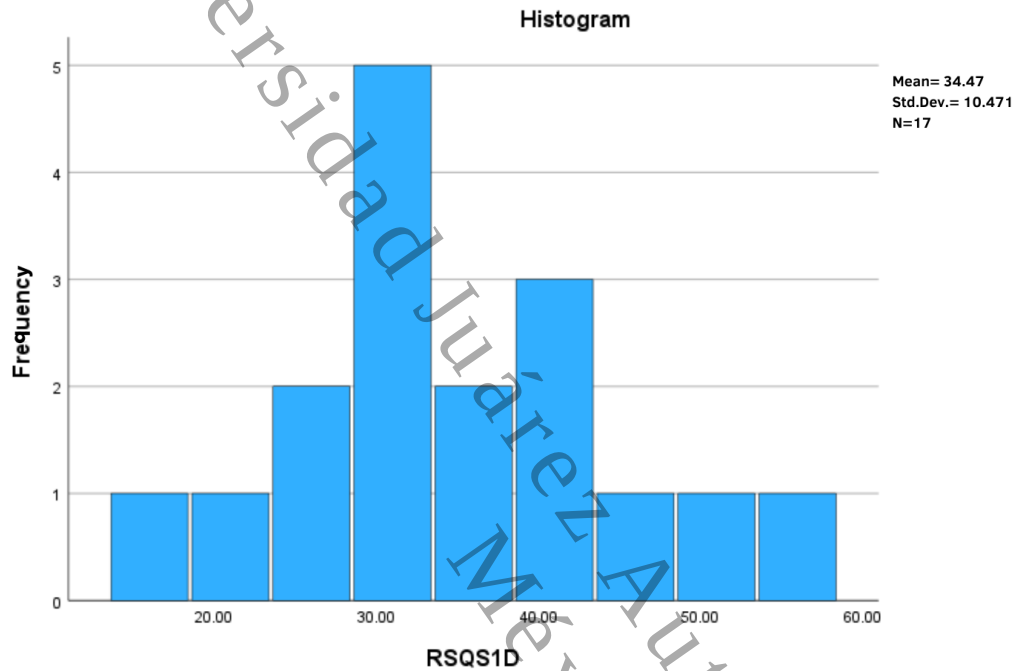


Table 3.6

Addition Score Dimension 1 (Second Administration)

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Dimension 1 (Second Administration)	.086	17	.200*	.985	17	.990

Note.*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 3.7 and Table 3.6 suggest that the distribution of the scale questionnaire answers for dimension 1 during the second administration of the instrument for reliability purpose tended to gather a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were normally distributed, $D(17) = .086$, $p = .200$.

Figure 3.8

Dimension 2 Histogram (Second Administration)

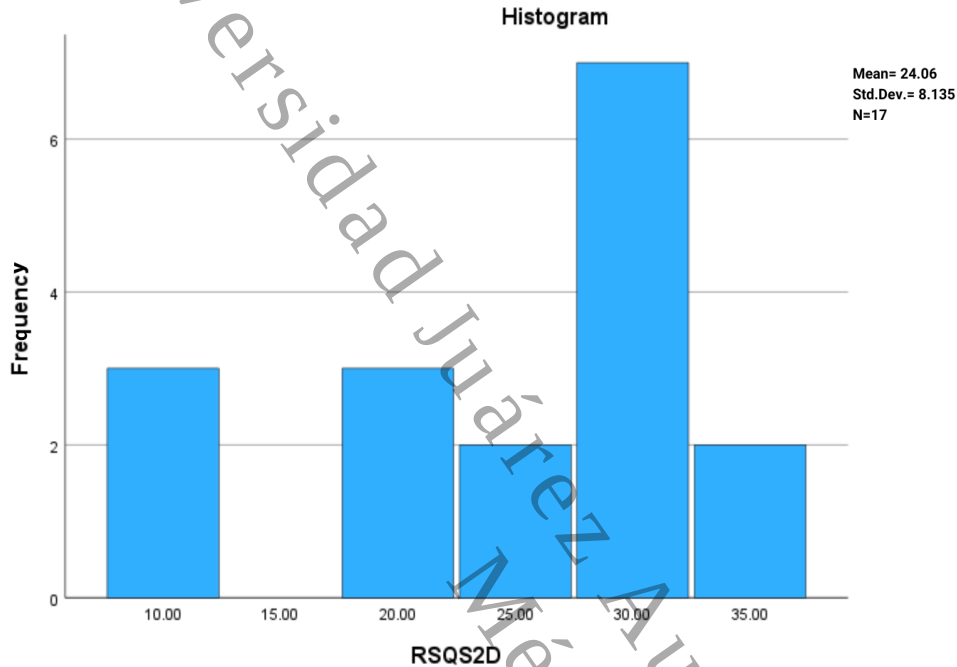


Table 3.7

Addition Score Dimension 2 (Second Administration)

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score:Dimension 2 (Second Administration)	.215	17	.035	.882	17	.034

Note. a. Lilliefors Significance Correction

Figure 3.8 and Table 3.7 suggest that the distribution of the scale questionnaire answers for dimension 2 during the second administration of the instrument for reliability purpose tended not to gather a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were not normally distributed, $D(17) = .215, p = .035$.

3.4.2. Central and Dispersion Measure

In this part of the study, are reported the results obtained by the Statistical Package for the Social Sciences 26.0 (SPSS). Specifically, the central and spread measures from the frequency scale questionnaire from the piloting process.

Table 3.8

Central and Spread Measures Dimension 1 First and Second Administration Frequency Scale Questionnaire Piloting Process

	Addition Scores	
	Frequency Scale Questionnaire: First Administration (Dimension 1)	Frequency Scale Questionnaire: Second Administration (Dimension 1)
N	17	17
Mean	34.5882	34.4706
Median	36.0000	33.0000
Mode	16.00 ^a	24.00 ^a
Std. Deviation	11.07395	10.47090
Range	38.00	38.00
Minimum	16.00	16.00
Maximum	54.00	54.00

Table 3.8 shows the analyses of central and spread measures from the addition scores during the first and second administration of the validation stage. During the first administration of the first section of the frequency scale, the questionnaire indicated that most learners obtained a score of (Mo) 16.00 with, a Median of 36.0000 within a range from 16.00 to 54.00 points. During the second administration of the first section of the frequency scale questionnaire, the analyses of central and spread measures indicated that most learners obtained a score of (Mo) 24.00 with a Median of 33.0000 within a range from 16.00 to 54.00 points.

Table 3.9

Central and Spread Measures Dimension 2 First and Second Administration Frequency Scale Questionnaire Piloting Process

	Addition Scores	
	Frequency Scale Questionnaire: First Administration (Dimension 2)	Frequency Scale Questionnaire: Second Administration (Dimension 2)
N	17	17
Mean	23.7059	24.0588
Median	27.0000	28.0000
Mode	10.00 ^a	28.00
Std. Deviation	8.06818	8.13534
Range	25.00	25.00
Minimum	10.00	10.00
Maximum	35.00	35.00

Table 3.9 shows the analyses of central and spread measures from the addition scores during the first and second administration. During the first administration of the second section of the frequency scale questionnaire indicated that most learners obtained a score of (Mo) 10.00 with, a Median of 27.0000 within a range from 10.00 to 35.00 points. During the second administration of the first section of the frequency scale questionnaire, the analyses of central and spread measures indicated that most learners obtained a score of (Mo) 28.00 with, a Median of 28.0000 within a range from 10.00 to 35.00 points.

3.4.3. Non-Parametric Analyses Dimension 1 Reliability

In this part of the study are reported the results obtained by the Statistical Package for the Social Sciences 26.0 (SPSS). Specifically, the analyses of related groups. Reliability: Test versus re-test from dimension 1 of the frequency scale questionnaire.

Table 3.10

Non-Parametric Analyses Dimension 1 First and Second Administration Frequency Scale Questionnaire Piloting Process

Test Statistics	
Frequency Scale Questionnaire: Test and Retest (Dimension 1)	
Z	-.494 ^b
Asymp. Sig. (2-tailed)	.621

Note. a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Table 3.10 shows the non-parametric analyses for related groups indicated that the score difference in the first dimension of the scale questionnaire between the first and second administration of the instrument was not significant (p) = .621. In other words, the scores that students obtained both times were statistically similar. This provides reliability to the first dimension of the frequency scale questionnaire.

Table 3.11

Non-Parametric Analyses Dimension 2 First and Second Administration Frequency Scale Questionnaire Piloting Process

Test Statistics ^a	
Frequency Scale Questionnaire: Test and Retest (Dimension 2)	
Z	-.108 ^b
Asymp. Sig. (2-tailed)	.914

Note. a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Table 3.11 shows the non-parametric analyses for related groups indicated that the score difference in the second dimension of the frequency scale questionnaire between the first and second administration of the instrument was not significant. In other words, the scores that students obtained both times were statistically similar. This provides reliability to the second section of the frequency scale questionnaire.

Based on these statistical findings, during the final study, no difference was made regarding the version of the scale questionnaire that the participants in the final study answered. This is, because the both versions of the instrument showed reliability.

3.4.4. Internal Consistency Cronbach's Alpha

The internal consistency Analyses of the dimension 1 of the frequency scale questionnaire were obtained using the Cronbach's Alpha. This with the purpose to check reliability. The results are in the table 3.12 and the description is below.

Table 3.12

Dimension 1 First Administration Frequency Scale Questionnaire: Use of Real-Life Role-Play Inside and Outside the Classroom (Cronbach's Alpha)

Reliability Statistics	
Cronbach's Alpha	N of Items
.939	16

Table 3.12 shows initial results that were obtained through the internal consistency analysis that were conducted using the Cronbach's Alpha statistical procedures. The dimension 1 "The use of role-play inside and outside the classroom" of the frequency scale questionnaire obtained satisfactory results from the piloting. Cronbach's Alpha (α): .939.

Table 3.13

Internal Consistency Dimension 1 Frequency Scale Questionnaire Item by Item: Cronbach's Alpha

Dimension 1	Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.1. Participo en actividades de juego de roles en el salón de clases.	32.24	108.691	.813	.933
1.2. Participo en actividades de juego de roles fuera del salón de clases.	32.88	110.610	.704	.935
1.3. Participo en actividades reales de juego de roles en el salón de clases.	32.29	107.971	.790	.933
1.4. Participo en actividades reales de juego de roles fuera del salón de clases.	32.82	110.904	.630	.936
1.5. Practico juegos de roles reales usando tarjetas de roles.	32.59	109.507	.683	.935
1.6. Practico juegos de roles reales usando una hoja de trabajo.	32.53	104.890	.743	.934
1.7. Practico un juego de roles real usando un ejemplo del libro.	32.18	107.779	.621	.937
1.8. Practico juegos de roles reales usando una presentación Power Point.	32.41	103.882	.803	.932
1.9. Practico juegos de rol reales usando un video.	32.47	106.765	.678	.935

Table 3.13(continued)*Internal Consistency Dimension 1 Frequency Scale Questionnaire Item by Item: Cronbach's Alpha*

Dimension 1	Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.10. Practico juegos de rol reales usando un sitio web.	32.53	108.015	.634	.936
1.11. Practico individualmente juegos de rol reales.	32.71	106.096	.711	.935
1.12. Practico juegos de roles reales en parejas.	32.12	107.485	.729	.934
1.13. Practico juegos de rol reales en un grupo de tres.	32.29	106.096	.828	.932
1.14. Practico juegos de rol reales en grupos de más de tres miembros.	32.65	108.993	.750	.934
1.15. Participo en juegos de rol reales como parte de una actividad en el salón de clases.	31.94	112.434	.472	.940
1.16. Participo en juegos de roles reales como parte de un examen.	32.18	111.404	.421	.942

Table 3.13 shows the results obtained using the program to check the internal consistency of the first dimension of the frequency scale questionnaire. The results demonstrated that all 16 items that were part of the instrument got a good score after using Cronbach's Alpha. Furthermore, it was not necessary to delete any item. As results, it increased the reliability of the first dimension from the frequency scale questionnaire.

Table 3.14

Dimension 2 First Administration Frequency Scale Questionnaire: The Use of Real-Life Role-Play with Respect to Speaking Skills (Cronbach's Alpha)

Reliability Statistics	
Cronbach's Alpha	N of Items
.950	10

Table 3.14 shows initial results that were obtained through the internal consistency analysis that were conducted using the Cronbach's Alpha statistical procedures. The dimension 2 "The use of real-life role-play with respect to the speaking skill thereby sentence intonation" of the frequency scale questionnaire obtained satisfactory results from the piloting. Cronbach's Alpha (α): .950.

Table 3.15*Internal Consistency Dimension 2 Frequency Scale Questionnaire Item by Item: Cronbach's Alpha*

Dimension 2	Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
2.1. Participo en juegos de rol reales para mejorar la pronunciación.	21.29	53.471	.854	.943
2.2. Participo en juegos de rol reales para aprender vocabulario.	21.24	53.566	.841	.943
2.3. Participo en juegos de rol reales para mejorar la gramática.	21.41	51.507	.780	.946
2.4. Participo en juegos de rol reales para mejorar la fluidez.	21.18	52.529	.854	.942
2.5. Participo en juegos de rol reales para aprender expresiones útiles.	21.35	55.993	.648	.951
2.6. Participo en juegos de rol reales para mejorar la entonación.	21.18	50.904	.806	.945
2.7. Participo en juegos de rol reales centrados en la entonación de frases.	21.47	51.265	.809	.944
2.8. Participo en juegos de rol reales enfocados en la entonación de oraciones.	21.59	54.007	.821	.944
2.9. Participo en juegos de rol reales y se cómo entonar las oraciones de manera correcta.	21.59	54.132	.740	.947

Table 3.15(continued)

Internal Consistency Dimension 2 Frequency Scale Questionnaire Item by Item: Cronbach's Alpha

Dimension 2	Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
2.10. Participo en juegos de roles reales y es complicado entonar algunas oraciones.	21.06	52.809	.780	.945

Table 3.15 shows the results obtained using a program to check the internal consistency of the second dimension 2 of the frequency scale questionnaire. The results demonstrated that all 10 items that were part of the instrument got a good score after using Cronbach's Alpha. Furthermore, it was not necessary to delete any item. As results, it increased the reliability of the first dimension from the frequency scale questionnaire.

3.4.5. Final Study

Table 3.16

Final study: Dimension 1 First Administration Frequency Scale Questionnaire: Use of Real life Role-Play Inside and Outside the Classroom (Cronbach's Alpha)

Reliability Statistics	
Cronbach's Alpha	N of Items
.934	16

Table 3.16 shows the initial results of the final study that were obtained through the internal consistency analyses that were conducted using the Cronbach's Alpha statistical procedures. The dimension 1 "The use of real-life role-play inside and outside the classroom" of the frequency scale questionnaire obtained satisfactory results from final study. Cronbach's Alpha (a): .934.

Table 3.17

Final Study: Internal Consistency Dimension 1 Frequency Scale Questionnaire Item by Item: Cronbach's Alpha

Dimension 1	Item-Total Statistics			
	Scale	Scale	Corrected	Cronbach's
	Mean if Item Deleted	Variance if Item Deleted	Item-Total Correlation	Alpha if Item Deleted
1. Participo en actividades de juego de roles en el salón de clases.	27.22	87.948	.851	.926
2. Participo en actividades de juego de roles fuera del salón de clases.	27.67	98.118	.281	.938
3. Participo en actividades reales de juego de roles en el salón de clases.	27.17	84.382	.871	.924
4. Participo en actividades reales de juego de roles fuera del salón de clases.	27.72	98.095	.273	.938
5. Practico juegos de roles reales usando tarjetas de roles.	28.00	96.941	.446	.935
6. Practico juegos de roles reales usando una hoja de trabajo.	28.00	93.294	.657	.931
7. Practico un juego de roles real usando un ejemplo del libro.	27.33	89.647	.666	.930
8. Practico juegos de roles reales usando una presentación Power Point.	27.78	89.595	.782	.927
9. Practico juegos de rol reales usando un video.	27.44	85.203	.773	.927
10. Practico juegos de rol reales usando un sitio web.	27.89	91.163	.663	.930
11. Practico individualmente juegos de rol reales.	27.56	92.261	.480	.936

Table 3.17(continued)

Final Study: Internal Consistency Dimension 1 Frequency Scale Questionnaire Item by Item: Cronbach's Alpha

Dimension 1	Item-Total Statistics			
	Scale	Scale	Corrected	Cronbach's
	Mean if Item Deleted	Variance if Item Deleted	Item-Total Correlation	Alpha if Item Deleted
12. Practico juegos de roles reales en parejas.	27.33	87.647	.847	.926
13. Practico juegos de rol reales en un grupo de tres.	27.83	91.559	.710	.929
14. Practico juegos de rol reales en grupos de más de tres miembros.	27.78	90.183	.742	.928
15. Participo en juegos de rol reales como parte de una actividad en el salón de clases.	27.11	84.105	.877	.924
16. Participo en juegos de roles reales como parte de un examen.	27.83	90.853	.632	.931

Table 3.17 shows the results obtained using a program to check the internal the consistency of the first dimension of the frequency scale questionnaire. The results demonstrated that all 16 items that were part of the instrument got a good score after using Cronbach's Alpha. Furthermore, it was not necessary to delete any item. As results, it increased the reliability of the first dimension from the frequency scale questionnaire regarding the final study results.

Table 3.18

Final Study: Dimension 2 First Administration of the Frequency Scale Questionnaire: The Use of Real-Life Role-Play with Respect to Speaking Skills (Cronbach's Alpha)

Reliability Statistics	
Cronbach's Alpha	N of Items
.971	10

Table 3.18 shows the initial results of the final study that were obtained through the internal consistency analysis that were conducted using the Cronbach's Alpha statistical procedures. The dimension 2 "The use of real-life role-play with respect to speaking skills" of the frequency scale questionnaire obtained satisfactory results from final study, as the Cronbach's Alpha (α) was .971.

Table 3.19

Final Study: Internal Consistency Dimension 2 Frequency Scale Questionnaire Item by Item: Cronbach's Alpha

Dimension 2	Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. Participo en juegos de rol reales para mejorar la pronunciación.	17.61	65.781	.899	.967
2. Participo en juegos de rol reales para aprender vocabulario.	17.72	67.036	.903	.966
3. Participo en juegos de rol reales para mejorar la gramática.	17.94	66.173	.907	.966
4. Participo en juegos de rol reales para mejorar la fluidez.	17.67	66.824	.898	.967
5. Participo en juegos de rol reales para aprender expresiones útiles.	17.83	68.853	.834	.969
6. Participo en juegos de rol reales para mejorar la entonación.	17.89	65.752	.953	.964
7. Participo en juegos de rol reales centrados en la entonación de frases.	18.00	70.824	.872	.968
8. Participo en juegos de rol reales enfocados en la entonación de oraciones.	18.17	70.853	.890	.968

Table 3.19(continued)

Final Study: Internal Consistency Dimension 2 Frequency Scale Questionnaire Item by Item: Cronbach's Alpha

Dimension 2	Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
9. Participo en juegos de rol reales y se como entonar las oraciones de manera correcta.	17.78	69.712	.806	.970
10. Participo en juegos de roles reales y es complicado entonar algunas oraciones.	17.89	71.987	.709	.973

Table 3.19 shows the results obtained using a program to check the internal consistency of the second dimension of the frequency scale questionnaire. The results demonstrated that all 10 items that were part of the instrument got a good score after using Cronbach's Alpha. Furthermore, it was not necessary to delete any item. As results, it increased the reliability of the second dimension from the frequency scale questionnaire regarding to the final study results.

3.5. Test Validity Procedures & Results

To validate the test used in this study it was necessary to follow a process. The type of validity for this instrument were; content, face-validity and criterion-related. The complete description of the validation process is below.

3.5.1. Content Validity

For test instrument, content validity was chosen in order to validate the instrument. To make that possible, different steps were taken into account. Firstly, both versions of the test were shared with a professor who is an expert in Phonetics and Phonology. He was in charge of revising each section of the test. In other words, he checked the first part, general knowledge about falling and rising intonation. Then, he revised the second part that was about listening

exercises, he had the opportunity to listen to each audio. Finally, he read the last part of the test that was a real-life role-play task.

Once he finished, he gave a general overview about the content and he approved the kind of items that were included in both versions of the test. Furthermore, the teacher considered that the students were able to answer the test without any problem.

3.5.2. Face Validity

Another kind of validity that was chosen for this instrument was face validity.

Researchers asked the opinion of the piloting sample about their familiarity with the test. Thus, when the students finished answering the test, the researcher made a series of questions about their experience answering all the test. Here below are example of the questionnaire that were made to the students;

- 1.- Was it difficult to answer the test?
- 2.- What part of the test was the most difficult?
- 3.- Did you have problems answering the test? Which?
- 4.- Were all the audios clear to listen to?
- 5.- Was the time enough to answer the test?
- 6.- Do you know what is falling and rising intonation?

3.5.3. Criterion Validity

Another kind of validity that was chosen in the test was the criterion related. Mackey & Gass (2016) pointed out that this kind of validity refers to the extent to which tests used in research studies are comparable to other tests that examine the construct in question.

For that reason, scores of both versions of the test were compared with the score of the expert had assigned the participants in their course through a different test. This was helpful to know if the research test provided results that were comparable to the test the teacher had given the students in their class. The first thing that the researchers did was to take as a reference a test created by a teacher that was assessing intonation, specifically rising and falling intonation and compare the scores obtained in the test created by the researchers (see Table 3.20).

Table 3.20*Total Score Section by Section and Total Piloting Participants*

<i>Final Total Score Piloting Process Section 1,2 &3</i>					
Version	Participants	Section 1 score	Section 2 score	Section 3 score	Total
1	Gina	7	5	12.5	24.5
1	Oded	8	5	10.5	23.5
1	Ana	6	2.5	11.25	19.75
1	Julian	6	5	15	26
1	Iris	6	7.5	15	28.5
1	Erani	6	7.5	15	28.5
1	Jazmin	6	10	15	31
1	Emily	4	10	12.5	26.5
1	Areli	5	10	6	21
1	Mar	7	10	12	29
2	Dayana	5	2.5	10.71	18.21
2	Samia	6	10	15	31
2	Brandon	9	10	13.63	32.63
2	Mimi	8	7.5	13.92	29.42
2	Francisco	1	2.5	0	3.5
2	Dulce	4	5	12.85	21.85
2	Julieta	9	10	12	31

Table 3.20 shows the version of the tests that the students had to answer, the name of the participants, next, the score that they obtained in the section 1, the score from section 2, the score from section 3 and the total score that was the sum of all the sections. Is important to mention that to obtain the score from the section 3 an agreement was necessary between to inter-raters.

Table 3.21

Total Score Study Versus Final Teacher Score Test

<i>Final Score Researchers vs Teacher Score</i>		
Name	Final Score Research Test	Final Score Teacher Test
Gina	24.5	9
Oded	23.5	10
Ana	19.75	8
Julian	26	9
Iris	28.5	9
Erani	28.5	10
Jazmin	31	9
Emily	26.5	9
Areli	21	7
Mar	29	9
Dayana	18.21	9
Samia	31	8
Brandon	32.63	10
Mimi	29.42	8
Francisco	3.5	7
Dulce	21.85	8
Julieta	31	9

Table 3.21 shows the final total score that the pilot study participants obtained in the research test and the score they obtained in a test that was administered by the teacher as a part of his evaluation materials. Both result sets were subjected to Pearson correlation analyses. These analyses revealed a strong (.568) significant correlation ($p = .017$), which point to a high level of instrument validity. Both results were compared and they show similarities. The students who got high scores (29, 31 and 32 points) in the teacher tests (8, 9 and 10) obtained high scores in the research test. Thus, both scores were proportionally equal.

3.6. Test Reliability Procedures & Results

As the performance of the participants in the third section of the research test depended on spontaneous production which needed to be both codified and then assessed, inter-rater reliability procedures were conducted to assess this section. For this inter-rater reliability process for section 3 of the test, several steps were taken into account. First, all the audios that were recorded for the third section of the test (role-play) were transcribed in dialogues. After finishing all the transcriptions, the inter-rater 1 was in charge of coding and scoring the dialogues produced by students in version 1 and inter-rater 2 was in charge of coding and scoring the dialogues from version 2. When the inter-raters finished scoring, they exchanged the transcriptions and score the dialogues from the counter version. In other words, the inter-rater 1 was in charge of rescoring the version 2 and the inter-rater 2 was in charge of rescoring the version 1. All this process had the objective of crosschecking the coding and the results to obtain a final agreement between the results of both inter-raters. Here below is a detailed description of how the inter-rating process was accomplished:

- First, the inter-raters broke down the dialogues into sentences.
- The inter-rates counted how many sentences each student had produced.
- The inter-rates classified the type of sentences into Wh question, Tag questions, statements and yes/no questions.
- The inter-raters established an expected intonation type depending on the sentence type.
- The inter-rates listened to the audios and read the transcriptions at the same time.

- The inter-rater verified if the expected intonation was consisted with the manner in which the student produced the sentence.

- Finally, if the student was right, he got a point but if he was wrong, he lost it.

After finishing the revision and scoring of both versions of the test by each inter-rater, the next step was the process of agreement.

In this process of agreement both inter-rater scheduled a meeting in order to check if all the results obtained and assigned by them were equal. In case that the results were different, they had to do a final agreement in which the final score was the same for both inter-rater.

For that reason, they started checking again all the transcriptions from the audio recordings. In this part, they had to count again the number of sentences given by each participant. During this part, they considered that some of the sentences were not part of a complete sentence, they were hesitations. Therefore, they were not considered as sentences. Thus, there was a minimum change in the total of sentences.

After that, both inter-rater analyzed the sentence intonation again, they discussed if it was the correct intonation or not. In other words, Inter-raters discussed the mistakes that they found with the students' intonation and gave a brief explanation about why the student got or lost a point. Finally, they decided the final score that the students obtained.

3.6.1. Normal Distribution Analyses Test Results

For this part, Statistical test were used to verify if there was a normal distribution in the participants 'answers.

Here below are shown the histograms and the normal distribution analyses of the section 1 from the first version of the test. If the distribution was normal, the statistical value Kolmogorov-Smirnov p should be greater than .05.

Figure 3.9

Histogram Section 1 (First Version of the Test)

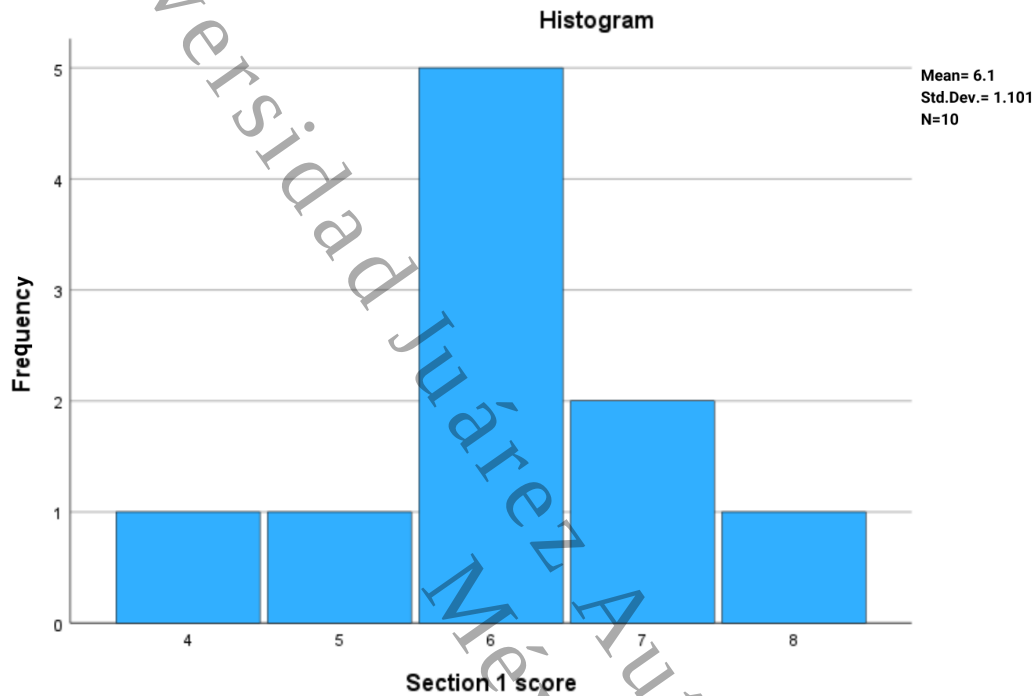


Table 3.22

Addition Score Section 1 (First Version of the Test)

Normality Test						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score:Section 1 (First Version)	.264	10	.047	.920	10	.359

Figure 3.9 and table 3.22 suggest the distribution of the first version of the test answers for section 1 during the first administration of the instrument for reliability purposes tended to gather a normal distribution. However, the Kolmogorov-Smirnov test confirmed that the learners' scores were not normally distributed, $D(10) = .264$, $p = .047$.

Figure 3.10

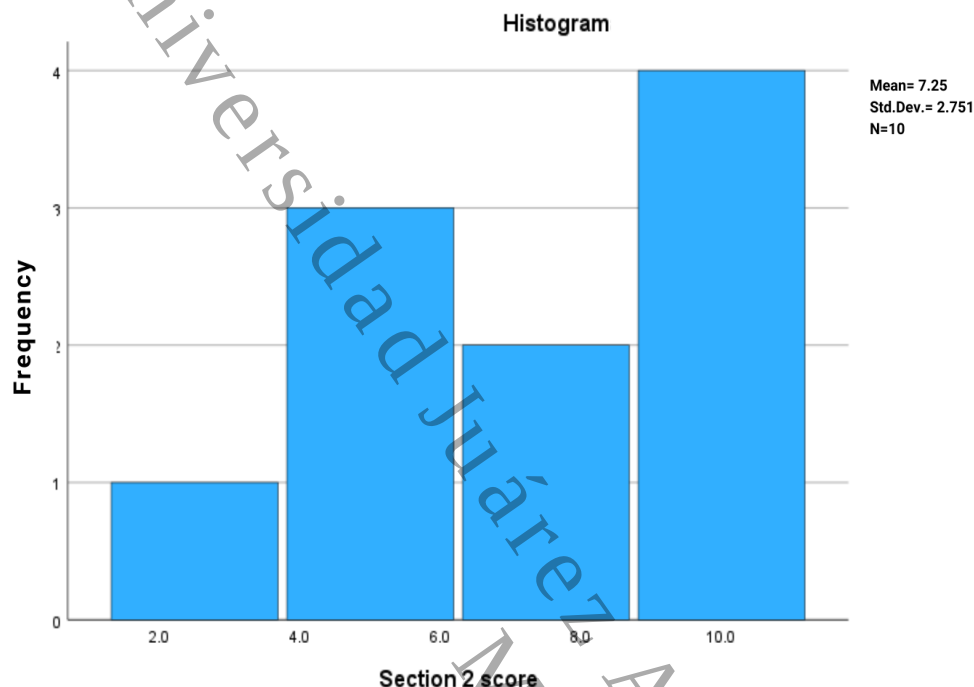


Table 3.23

Addition Score from Section 2 (First Version of the Test)

Normality Test						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Section 2 (First version)	.241	10	.103	.855	10	.067

Note. a. Lilliefors Significance Correction

Figure 3.10 and table 3.23 suggest that the distribution of the first version of the test answers for section 2 during the first administration of the instrument for reliability purposes tended to gather a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were normally distributed, $D(10) = .241$, $p = .103$.

Figure 3.11

Histogram Section 3 (First Version of the Test)

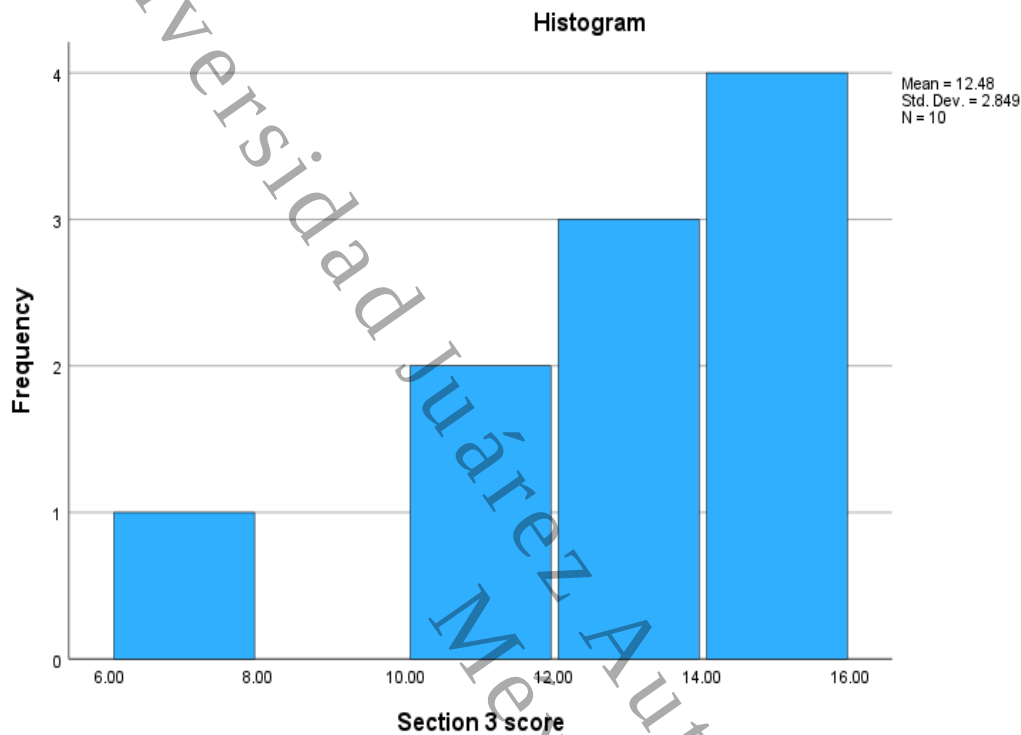


Table 3.24

Addition Score from Section 3 (First version of the test)

Normality Test						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Section 3 (First version)	.212	10	.200*	.836	10	.040

Note. *. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 3.11 and table 3.24 suggest that the distribution of the first version of the test answers for section 3 during the first administration of the instrument for reliability purpose tended to gather a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were normally distributed, $D(10) = .212, p = .200^*$

Figure 3.12

Histogram section 1 (Version 2 of the test)

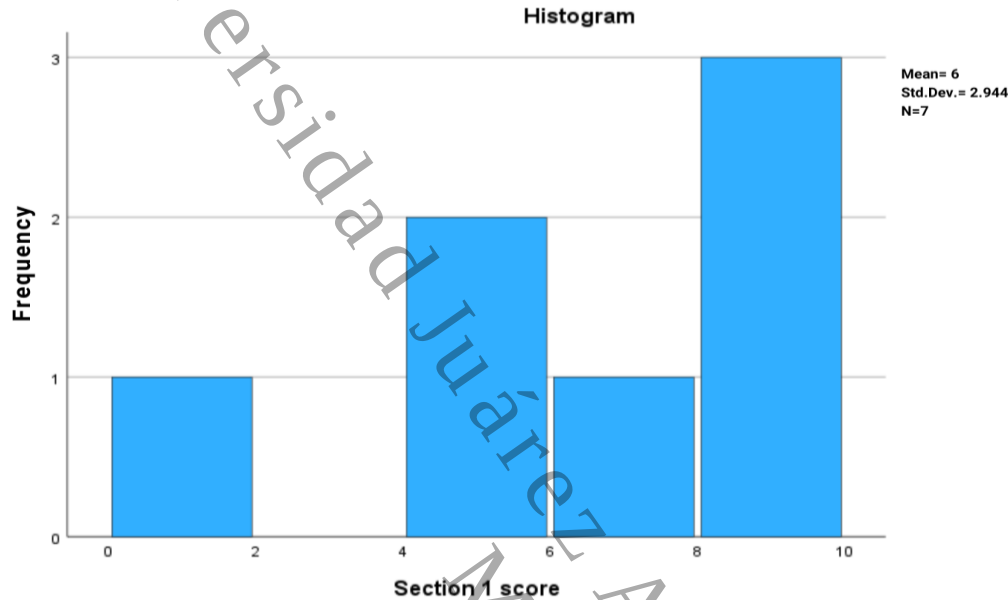


Table 3.25

Addition Score from Section 1 (Version 2 of the Test)

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Section 1 (Version 2)	.180	7	.200*	.922	7	.483

Note. *. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 3.12 and table 3.25 suggest that the distribution of the second version of the test answers for section 1 during the first administration of the instrument for reliability purpose tended to gather a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were normally distributed, $D(7) = .180, p = .200^*$.

Figure 3.13

Histogram Section 2 (Version 2 of the Test)

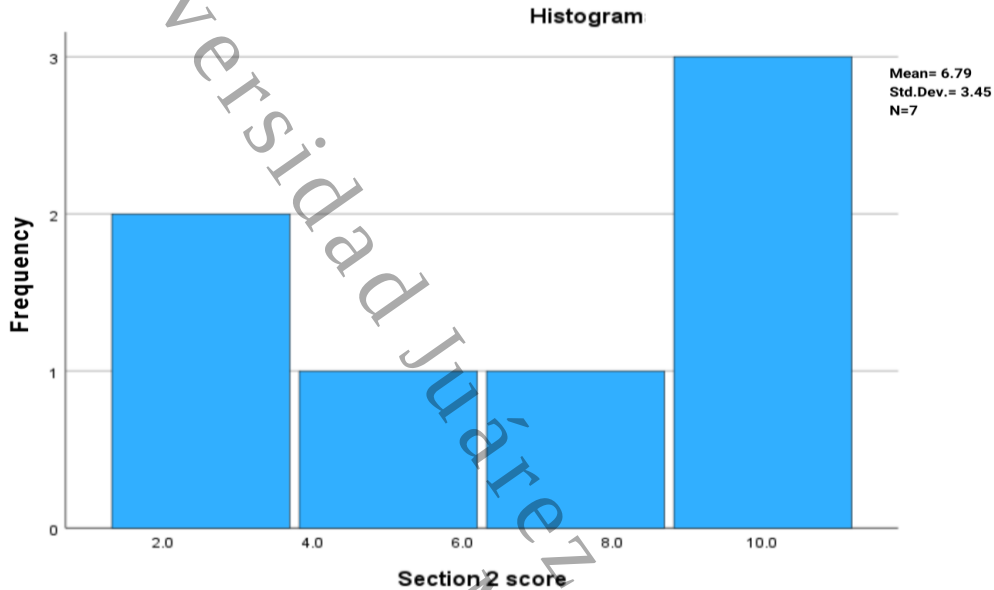


Table 3.26

Addition Score from section 2 (Version 2 of the test)

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Section 2 (Version 2)	.253	7	.197	.820	7	.064

Note. a. Lilliefors Significance Correction

Figure 3.13 and table 3.26 suggest that the distribution of the second version of the test answers for section 2 during the first administration of the instrument for reliability purpose held a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were normally distributed, $D(7) = .253$, $p = .197$.

Figure 3.14

Histogram Section 3 (Version 2 of the Test)

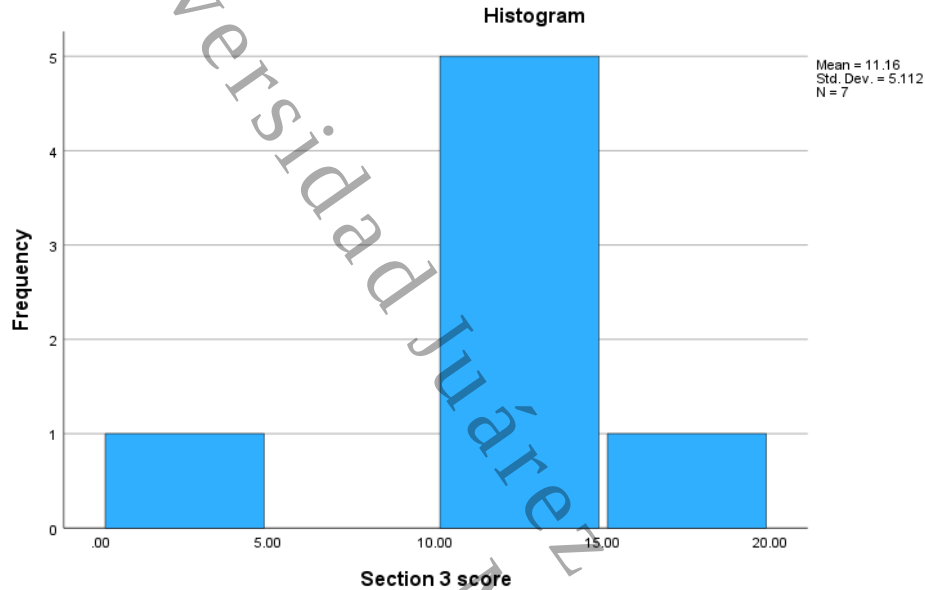


Table 3.27

Addition Score from section 3 (Version 2 of the test)

Normality Test						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Section 3 (Version 2)	.322	7	.027	.710	7	.005

Note. a. Lilliefors Significance Correction

Figure 3.14 and table 3.27 suggest that the distribution of the second version of the test answers for section 3 during the first administration of the instrument for reliability purpose held a normal distribution. Nonetheless, the Kolmogorov-Smirnov test confirmed that the learners' scores were not normally distributed, $D(7) = .322$, $p = .027$.

3.6.2. Central and Dispersion Measures for Version 1 and Version 2

This part of the study reports the results obtained by the Statistical Package for the Social Sciences 26.0 (SPSS). Specifically Central and spread measures from the section 1, 2 and 3 addition scores during the administration of both versions of the test.

Table 3.28

Central and Spread Measures Section 1 Administration of Both Versions of the Test

	Addition scores	
	Version 1: (Section 1)	Version 2 : (Section 1)
N	10	7
Mean	6.10	6.00
Median	6.00	6.00
Mode	6	9
Std. Deviation	1.101	2.944
Range	4	8
Minimum	4	1
Maximum	8	9

Table 3.28 shows the analyses of central and spread distribution from the addition scores during the first and second administration. During the first administration of the first section of first version of a test indicated that most learners obtained a score of (Mo) 6 with a Median of 6.00 within a range from 4 to 8 points. During the second administration of the first section of the second version of a test, the analyses of central and spread measures indicated that most learners obtained a score of (Mo) of 9 with a Median of 6.00 within a range from 1 to 9 points.

Table 3.29*Central and Spread Measures Section 2 Administration of Both Versions of the Test*

	Addition scores	
	Version 1: (Section 2)	Version 2 : (Section 2)
N	10	7
Mean	7.250	6.786
Median	7.500	7.500
Mode	10.0	10.0
Std. Deviation	2.7513	3.4503
Range	7.5	7.5
Minimum	2.5	2.5
Maximum	10.0	10.0

Table 3.29 shows the analyses of central and spread distribution from the addition scores during the first and second administration. During the first administration of the second section of the first version of a test, indicated that most learners obtained a Mean score (M) of 7.250, with a standard deviation (SD) of = 2.7513. During the second administration of the second section of the second version of a test, indicated that most learners obtained a Mean score (M) of 6.786, with a standard deviation (SD) of = 3.4503.

Table 3.30*Central and Spread Measures Section 3 Administration of Both Versions of the Test*

	Addition scores	
	Version 1: (Section 3)	Version 2 : (Section 3)
N	10	7
Mean	12.4750	11.1586
Median	12.5000	12.8500
Mode	15.00	.00 ^a
Std. Deviation	2.84910	5.11165
Range	9.00	15.00
Minimum	6.00	.00
Maximum	15.00	15.00

Table 3.30 shows the analyses of central and spread distribution from the addition scores during the first and second administration. During the first administration of the third section of the first version of a test, the results indicated that most learners obtained a (Mo) of 15.00 with a Median of 12.5000 within a range from 6.00 to 15.00 points. During the second administration of the third section of second version of a test indicated that most learners obtained a (Mo) of .00 with a Median of 12.8500 within a range from .00 to 15 points.

3.6.3. Non-Parametric Analyses for the 3 Sections of Both Version of the Tests

This part of the study reports the results obtained by the Statistical Package for the social Sciences (SPSS). Specifically, the analyses of 3 sections of both versions of the test. Reliability: version 1 versus version 2. In words of Woodrow (2014), Mann–Whitney test statistics detects differences between two groups of participants on one measure. Thus, it was possible to analyze the data and make a comparison between the sections of the 2 versions. The results are detailed below (see Table 3.31).

Table 3.31

Non-Parametric Analyses 3 Sections of Both Versions of the Test

	Test Statistics ^a			
	Section 1 score	Section 2 score	Section 3 score	Total score
Mann-Whitney U	34.000	32.500	31.500	30.000
Wilcoxon W	89.000	60.500	59.500	85.000
Z	-.100	-.256	-.346	-.489
Asymp. Sig. (2-tailed)	.920	.798	.729	.625
Exact Sig. [2*(1-tailed Sig.)]	.962 ^b	.813 ^b	.740 ^b	.669 ^b

Note. a. Grouping Variable: Version

b. Not corrected for ties.

Table 3.31 shows the non-parametric analyses for independent groups indicated that the score difference between the sections of the first and second version of the test was not significant. In other words, the two groups had similar results in both versions: Significance (p): .625. This provides reliability for both version of the test.

Table 3.32*Inter-Rater Results Score Sentences Identification in Test Version 1*

Participants	N/Sentences		
	Inter-Rater 1	Inter-Rater 2	Agreement
Gina	5/6	4/6	5/6
Oded	9/10	6/10	7/10
Ana	6/8	6/8	6/8
Julian	8/8	7/8	8/8
Iris	6/6	6/6	6/6
Erani	10/10	8/10	10/10
Jazmin	6/6	5/6	6/6
Emily	4/6	5/6	5/6
Areli	2/5	2/5	2/5
Mar	8/10	9/10	8/10

Table 3.32 shows a part of the scoring process from inter-rater 1 and inter-rater 2 when they analyzed the dialogues in the third section of version 1 of the test. In other words, the inter-raters listened to the participants audios. Then, they analyzed the number of sentences that they pronounced correctly. In this case, inter-rater 1 considered that the first participant only intoned correctly 5 sentences out of 6. On the other hand, inter-rater 2 considered that the first participant only correctly produced 4 sentences out of 6. Finally, in the agreement they considered that this participant intoned correctly 5 sentences out of 6.

Table 3.33*Inter-Rater Results Score Sentences Identification in Test Version 2*

Participants	N/Sentences		
	Inter-Rater 1	Inter-Rater 2	Agreement
Dayana	5/7	6/7	5/7
Samia	6/6	6/6	6/6
Brandon	10/11	10/11	10/11
Mimi	13/14	13/14	13/14
Francisco	0/3	0/3	0/3
Dulce	6/7	7/7	6/7
Julieta	4/5	5/5	4/5

Table 3.33 shows a part of the scoring process from inter-rater 1 and inter-rater 2 when they analyzed the dialogues in the third section of version 2 of the test. In other words, the inter-raters listened to the participants audios. Then they analyzed the number of sentences that they pronounced correctly. In this case, inter-rater 1 considered that the first participant only intoned correctly 5 sentences out of 7. On the other hand, inter-rater 2 considered that the first participant only correctly produced 6 sentences out of 7. Finally, in the agreement, they considered that this participant intoned correctly 5 sentences out of 7.

Table 3.34*Inter-Rater Results Third Section in the Version 1 of the Test*

Participants	Test Version 1 Score		
	Inter-Rater 1	Inter-Rater 2	Agreement
Gina	12.5	10	12.5
Oded	13.5	9	10.5
Ana	11.25	11.25	11.25
Julian	15	13.12	15
Iris	15	15	15
Erani	15	12	15
Jazmin	15	12.5	15
Emily	10	12.5	12.5
Areli	6	6	6
Mar	12	13.5	12

Table 3.34 shows the results of the scoring process from inter-rater 1 and inter-rater 2 when they analyzed dialogues in the third section of version 1 of the test. Kendall's correlation analyses revealed a strong (.338) significant correlation ($p = .193$), which point to a high level of instrument validity.

Table 3.35*Inter-Rater Results from the Third Section in the Version 2 of the Test*

Participants	Test Version 2 Score		
	Inter-Rater 1	Inter-Rater 2	Agreement
Dayana	10.71	12.85	10.71
Samia	15	15	15
Brandon	13.63	13.63	13.63
Mimi	13.92	13.92	13.92
Francisco	0	0	0
Dulce	12.85	15	12.85
Julieta	12	15	12

Table 3.35 shows the results of the scoring process from inter-rater 1 and inter-rater 2 when they analyzed dialogues in the third section of version 2 of the test. Kendall's correlation analyses revealed a strong (.514) significant correlation ($p = .117$), which point to a high level of instrument validity.

3.7. Equivalence of Forms

According to Mackey & Gass (2016), there are times when it is necessary to determine the equivalence of forms of two versions of a test. Furthermore, both versions had the same grade of difficulty, because it would be inappropriate to have one version of a test be easier than the other. After all, the results gained based on treatment would be artificially high or artificially low.

As a result, two versions of a test were designed with the following characteristics:

Both versions were similar and different at the same time because they were similar in content, structure, and length. However, the context was different. For example, the first section of each version started with exercises of falling and rising intonation where both versions had statements and Tag-questions in an equal way.

The second section, the listening section, was different in both versions, in the sense that each version contained different audios with a different context. For example, in the first version, both started with a statement, but the context was different.

The last section of both versions were about a real-life role-play activity, but the conversations were different. For example, the first version was about buying a present, and the second version was about looking for a job.

However, in the administration of the final study, these two versions became a pre-test and a post-test. During the real study, at the beginning of the course, these two versions of a test were administered, and they became pre-test. After the treatment, these two versions of a test were administered again and they became post-test.

For instance, the students who received version 1 in the first administration. Then, in the second administration, the students had to respond to version 2 and so on.

To know who had to make the version 1 and who version 2, students received a number given by the researchers in which students who had odd numbers had to answer version 1 and students who had even numbers had to answer version 2 and so on.

3.8. Quasi-Experimental Lessons: Validation Process

During this study, several steps were considered to validate the use of real-life role-plays in the intonation teaching in the lessons the teacher designed and implemented. To this end, first, a table was created in order to verify whether the teacher implemented real-life role-plays across all the different sessions. The table focused on differentiating role-play activities from those activities that do not qualify as real-life role-plays. Under the section real-life role-plays, the real-life role-play implementation stages and situations were identified; then, the work that the teacher completed on intonation was classified. Here, the type of intonation and sentences were identified. Under the section on real-life role-plays, the activities and information provided by the teacher were indicated; for example, here, it was identified whether the teacher gave explanations, activity types, and all types of activities that were not related with the use of real-life role-plays.

Each of these tables were filled out independently by the two observers, with all the information they observed in each class. The researchers were in charge of this analysis. At this stage, only information that was needed for the table was added, leaving out information that was not related to the object of study. In order to know if the teacher in charge implemented real-life role-plays as a strategy to teach rising and falling intonation. During the validation process, four charts were created in order to analyze aspects that were mentioned in some lines above. Here below, the result of parallel forms are presented (see Table 3.36).

Table 3.36

Experimental Instruction Analysis: Observer 1

Instructional Task				
Real-Life Role-Play			No Real-Life Role-Play	
Session	Situation	Intonation Focus	Situation	Intonation Focus
1	-	-	What is a Role Play?	Role-play examples: At the restaurant. Going to the doctor. At the Airport.
2			General Pronunciation Statements. Yes/No Qs.	Statements. Yes/No Qs.
3	Arriving in class. A Russian person asking for information at the school.	Sounds patterns. Falling and Rising Wh qs Yes/ no Qs Statements	Conversation analysis. Arriving in class.	Sounds patterns. Falling and Rising. Open and ended Questions.
4	Talking about classmates. Student and a receptionist at the school. Personal information.	Wh Questions Yes/ no Questions.	Phonetics sounds. Variants of sounds. Suprasegmentals duration. Consonants.	-

Table 3.36(continued)

Experimental Instruction Analysis: Observer 1

Instructional Task				
Real-Life Role-Play		No Real-Life Role-Play		
Session	Situation	Intonation Focus	Situation	Intonation Focus
5	An interview-listening	Spelling.	-	-
6	Booking a taxi in pairs.	Conversation analysis. Rising and falling intonation.	Listening Booking a taxi.	Conversation analysis.
	Booking a hotel room Family room.	Yes/ no QS.	Listening booking a hotel room.	Conversation analysis-vocabulary.
7	Job interview.	Conversation analysis. Tag Questions when the voice goes down or goes up.	Listening to a job interview.	Complete the conversation. Tag Questions- When the voice goes down or goes up.

Table 3.36 shows that observer 1 was responsible for making the first table; she re-watched each video recording of the sessions to take notes of the activities that were implemented by the teacher regarding the use of real-life role-plays and the rising and falling intonation.

Observer 1 identified the following: during the first week, the teacher asked the students looking for information about what a real-life role-play was. Then, the teacher explained some aspects of real-life role-plays such as examples and situations.

The second week, the teacher implemented a real-life role-play called arriving in class. This activity consisted of making a conversation analysis. With this activity the teacher taught the sound patterns, rising and falling intonation. The next session, the teacher implemented another real-life role-play called “Talking about classmates”; this conversation was between a student and a receptionist at the school. With this activity, the teacher focused on WH questions and Yes/no Questions.

The third week, the teacher implemented a real-life role-play, but first he reproduced a listening exercise, it was about an interview. With this kind of activity, the students had to work in teams and they recreated the conversation again, the listening was the model (example) that they had to follow in order to complete the task. The next session the teacher implemented two real-life role-plays: the first was about booking a taxi and the second one was about booking a hotel room. In both real-life role-plays, the first activity was a conversation analysis, and the patterns of intonation; falling and rising.

The final session, the teacher implemented the last real-life role-play about a job interview. He did a conversation analysis in order to be understood by the students. The teacher explained the Tag question patterns. For example, when the intonation goes down and when it goes up.

Table 3.37

Experimental Instruction Analysis: Observer 2

Instructional Task				
Real-Life Role-Play			No Real-Life Role-Play	
Session	Situation	Intonation Focus	Situation	Intonation Focus
1			What is a role-play?	The professor explained role-plays and dramatization.
2	-	-	-	-
3	Describing my P&P class.	Rising intonation: yes/ no question. Falling intonation: WH question, also in these questions they focus on adverbs interrogatives.	Dialogue analysis: Arriving in a class.	Explicit intonation Falling intonation: Wh question. Rising intonation: Yes/no, question. Falling intonation: Positive short answer. The preposition from at the end of a question the strong form of the preposition occurs. If the preposition is in middle of an answer, the weak form occurs. When we are listing, the voice goes up at each one items, but

when closing the list
the voice goes down.

Table 3.37(continued)

Experimental Instruction Analysis: Observer 2

Instructional Task				
Real-Life Role-Play			No Real-Life Role-Play	
Session	Situation	Intonation Focus	Situation	Intonation Focus
4	-	-	-	-
5	At the registration office dialogue.	Rising intonation: yes/ no question. Falling intonation: WH question.	-	-
6	Booking a taxi.	Rising intonation: yes/ no question Falling intonation: WH question		Explicit intonation Falling. Intonation: Wh question. Rising intonation: Yes/no, question.
	Booking a hotel room.	Rising intonation: yes/ no question Falling intonation: WH question.		How to sound more polite.

Table 3.37(continued)

Experimental Instruction Analysis: Observer 2

Instructional Task				
Real-Life Role-Play			No Real-Life Role-Play	
Session	Situation	Intonation Focus	Situation	Intonation Focus
7				Tag question Falling intonation to confirm something. Rising intonation to ask a true question. To check out information to confirm something we are not sure about or just is another way to ask a question. When the sentence is negative the question, tag goes down.

Table 3.37 shows that the observer 2 was responsible for making the second chart; he re-watched each video recording of the sessions to take notes of the activities that were implemented by the teacher regarding the use of real-life role-plays and the rising and falling intonation.

The observer 2 noticed the following: during the first week, the teacher asked the students looking for information about what a real-life role-play was. Then, the students and the

teacher discussed the concepts and examples of a real-life role-play. In addition, in the second session, the observer did not find anything relevant to add in the table.

The second week, the teacher implemented a real-life role-play called arriving in class. This activity consisted of making a conversation analysis. With this activity, the teacher taught the sound patterns: rising and falling intonation. The next session, the observer did not find anything relevant to add in the table.

The third week, the teacher implemented a real-life role-play, but first he reproduced a listening exercise, it was about an interview. With the activity, the students had to work in teams and recreate the conversation again; the listening was the modeled (example) that they had to follow in order to complete the task. The next session the teacher implemented two real-life role-plays: the first one was about booking a taxi and the second one was about booking a hotel room. In both real-life role-plays, the first activity was a conversation analysis, and the patterns of intonation; falling and rising. Furthermore, the observer noticed that the teacher emphasized the importance of intonation to sound polite or rude.

The final session, the teacher implemented the last real-life role-play that was about a job interview. He did a conversation analysis in order to be understood by the students. The teacher explained the Tag question patterns. For example, when the intonation goes down and when it goes up.

Table 3.38

Experimental Instruction Analysis: Agreement

Instructional Task				
Real-Life Role-Play			No Real-Life Role-Play	
Session	Situation	Intonation Focus	Situation	Intonation Focus
1	-	-	What is role-play?	The professor explained the difference between the role-play and dramatization. Examples: 1. Ask something in a restaurant. 2. Go to the doctor. 3. Go to the airport.
2	-	-	General pronunciation of statements Yes/No question	Statements Yes/No, question.
3	Describing my P&P class:	Rising intonation: Yes/ No question Falling intonation: WH question.	Dialogue analysis: Arriving in a class	Explicit intonation Falling intonation: Wh question Rising intonation: Yes/no question

Table 3.38(continued)

Experimental Instruction Analysis: Agreement

Instructional Task				
Real-Life Role-Play			No Real-Life Role-Play	
Session	Situation	Intonation Focus	Situation	Intonation Focus
3	-	-	Listening Analysis with transcription.	Positive short answer. <i>Note.</i> The preposition “from” at the end of a question the strong form of the preposition occurs. Statement: If the preposition is in the middle of an answer, the weak form occurs. Statement: Listing. When we are listing, the voice goes up at each one of the items, but when closing the list the voice goes down.
4	-	-	Talking about classmates. Student and a receptionist at the school. Personal information.	It focused in sound patterns, consonants, Wh question and Yes/No question.

Table 3.38(continued)

Experimental Instruction Analysis: Agreement

Instructional Task				
Real-Life Role-Play			No Real-Life Role-Play	
Session	Situation	Intonation Focus	Situation	Intonation Focus
5	At the registration office dialogue.	Rising intonation: yes/ no question. Falling intonation: WH question.	-	-
6	Booking a taxi. Booking a hotel room.	Rising intonation: yes/ no question Falling intonation: WH question Rising intonation: yes/ no question Falling intonation: WH question.		Explicit intonation Falling. Intonation: Wh question. Rising intonation: Yes/no, question. How to sound more polite.
7			Listening and transcription analysis: Job interview.	Tag question Falling intonation to confirm something. Rising intonation to ask true question. To check out information to confirm something we are not sure about or just is another way to ask a question. When the sentence is negative, the question tag goes down.

Table 3.38 shows that, to complete the process of validation, a third table was created; this table contains all the gathered information by the 2 observers. To make that possible, they had to compare both tables, table 3.36 and table 3.37 from observer 1 and observer 2 to know the differences and similarities between them.

In the first session, the observers put the same information in their tables so there was an agreement.

In the second session, the information in the tables of each observer was different. As an illustration, the observer 2 did not observe anything related to the aim of study. However, observer 1 noticed that the professor explained general pronunciation of statements: falling and rising intonation. Therefore, in the final table that information was added.

In the third session, the researchers put the same information in their tables so there was an agreement.

In session four, the information in the tables of each observer was different. For instance, observer 2 did not observe anything related to the use of real-life role-plays or intonation. However, observer 1 noticed that the teacher focused on sound patterns, consonants, WH question and Yes/No question.

In the fifth, sixth and seventh sessions, the researchers put the same information in their tables so there was an agreement.

In most of the sessions, the observers noticed the same. Even though, this discussion and comparison helped the observers to create a final table.

That table contains only relevant information related to the object of study. Furthermore, this final general observation helped the researchers to know if the teacher implemented real-life role-play in order to teach intonation, specifically rising and falling.

3.8.1. Final Table- Expert Validation and Results of the Validation

Table 3.39

Experimental Instruction Analysis: Final Agreement- Expert Observation Scheme

Instructional Task				
Real-Life Role-Play			No Real-Life Role-Play	
Session	Situation	Intonation Focus	Situation	Intonation Focus
1	-	-	Discussion of what a role-play is.	-
2	-	-	Diagnostic test Test Results.	Discussion of statement types (affirmative, negative, interrogative). Difference between Yes/No Questions and Wh Questions.
3	Describing my phonetics and phonology class. Step 1: Dialogue listening Step 2: Dialogue Analysis. Step 3: Pair work homework: Dialogue production.	Rising intonation: - Yes/ No question. - Falling intonation: - WH question - Positive short answer	Dialogue analysis: Arriving in a class.	Explicit explanations of how intonation works. Rising intonation: Yes/no, question. Falling intonation: Wh Questions. Rising and Falling Intonation: Item Lists.

Table 3.39(continued)

Experimental Instruction Analysis: Final Agreement- Expert Observation Scheme

Instructional Task				
Real-Life Role-Play			No Real-Life Role-Play	
Session	Situation	Intonation Focus	Situation	Intonation Focus
4	-	-	Talking about classmates. Student and a receptionist at the school. Personal information. Step 1: Dialogue listening Step 2: Dialogue Analysis.	Review: Rising intonation: Yes/no, question. Falling intonation: Wh Questions.
5	Interview dialogue “at the registration office.” Step 1: Dialogue presentation & clarifications. Step 2: Teamwork HW: Dialogue production.	Students identify the type of sentences. Students put into price their knowledge of Rising intonation: Yes/ no question. Falling intonation: WH question.	-	5

Table 3.39(continued)

Experimental Instruction Analysis: Final Agreement- Expert Observation Scheme

Instructional Task				
Real-Life Role-Play			No Real-Life Role-Play	
Session	Situation	Intonation Focus	Situation	Intonation Focus
6	1. Booking a taxi	Teacher reminders:		
	Step 1: Dialogue listening	Rising intonation: yes/ no question	-	-
	Step 2: Dialogue Analysis: Sentence type	Falling intonation: WH question		
	Step 3: In-class Pair work: Dialogue replication	Teacher Explanation: Rising intonation and politeness.		
	2. Booking a hotel room			
	Step 1: Dialogue listening		-	-
	Step 2: Dialogue Analysis: Sentence type			
	Step 3: In-class Pair work: Dialogue replication			

Table 3.39(continued)

Experimental Instruction Analysis: Final Agreement- Expert Observation Scheme

Instructional Task				
Real-Life Role-Play			No Real-Life Role-Play	
Session	Situation	Intonation Focus	Situation	Intonation Focus
7	-	-	Job interview	Tag Question
			Step 1: Dialogue listening	Explanations: Affirmative sentences with a fall intonation tag for information confirmation.
			Step 2: Dialogue Analysis: Sentence type.	Affirmative sentences with a rising intonation tag to ask real questions. When the sentence is negative, the question tag goes up for information clarification.

Table 3.39 shows the ending of the validation process, it was necessary to verify that all information was correct and relevant. In order to make it possible, the observers shared the table that contained the “final agreement” with an expert. With the purpose of knowing his opinion.

First, the expert read each column. Then, he observed that the table needed more details due to the lack of information. He suggested to the observers to be more specific with the activities description with the intention that the information was understood. Finally, this expert edited the table with observers in order to have a final table with all the corrections. That table received the name of “final table” because all sentences were clear, there was no misspelling, also the expert confirmed a clear syntax, and evaluated the specific dimension.

CHAPTER 4:QUASI-EXPERIMENTAL STUDY RESULTS

Chapter four serves as an introduction of the results found in the final study and overall aim of the thesis report are presented. The chapter goes on to present the data analysis results. It starts presenting the survey results before and after the experiment in that way is possible to appreciate and compare the answers of the participants. Next, the frequency scale questionnaire is presented with all the results obtained, showing the data analysis before and after the experiment too. The questionnaire was divided in two different sections for that reason they were analyzed by sections. Thus, the dimension 1 results are presented with the normal distribution analysis before and after the experiment for dimension 1, a table with the participants' answers before and after the experiment of dimension 1, central dispersion measures for dimension 1 before and after the experiment, and the non-parametric analyses for dimension 1 before and after the experiment.

Then, the dimension 2 results come with the normal distribution analysis before and after the experiment for dimension 2, a table with the participants' answers before and after the experiment of dimension 2, central dispersion measures for dimension 2 before and after the experiment, and the non-parametric analyses for dimension 2 before and after the experiment.

In this same chapter, the test results are presented. The test was organized in three different sections. Thereby, each section was analyzed individually. Therefore, the results are shown in the following way: section 1 test results, section 2 test results, section 3 test results and intonation test global scores.

4.1. Survey

The first instrument administrated in the quasi-experimental phase of the study was the survey. It was administrated before and after the experiment. In this section of the chapter are presented the results obtained in the pre-test and pot-test.

The table below illustrates the answers of the students. The survey was divided in three different sections: Section 1: Familiarity with role-play activities, Section 2: Use of role-play inside and outside the classroom. Section 3: Role-plays regarding speaking skills and thereby of sentence intonation. In a few more lines, the most important results are described (see Table 4.40).

Table 4.40

Results Survey Administration Final Study

Sections	Pre-Test/Post-Test		Pre-Test/Post-Test	
	Si	Si	No	No
Sección 1: Familiaridad con el juego de roles				
1.- ¿Conoces que son las actividades de juego de roles?	14	18	4	0
2.- ¿Sabes cuál es la diferencia entre juego de roles y juego real de roles?	4	13	14	5
3.- ¿Alguna vez has participado en uno de ellos?	8	17	10	1

Table 4.40 shows the answers obtained from the section 1 of the survey. As, it is shown most of the students knew about role-plays but after the experiment all the students knew what they consisted of. In addition, they understood how to differentiate non-real role-plays and real-role plays. Most the students had not participated in real-life role-plays before the experiment. Finally, just some students had the opportunity of participating in real-life role-plays in the classroom, something that increased after the experiment.

Table 4.41*Results Survey Administration Final Study*

Sections	Pre-Test/Post-Test		Pre-Test/Post-Test	
	Si	Si	No	No
Sección 2 :Uso de juego de roles reales fuera y dentro del salón de clases				
4.- ¿Alguna vez has participado en el juego de roles en el salón de clases?	11	18	7	0
5.- ¿Alguna vez has participado en el juego de roles fuera del salón de clases?	7	12	11	6
6.-¿Has participado en juego de roles individualmente?	3	10	15	8
7.- ¿Has participado en juego de roles en parejas o más?	12	18	6	0
8.- ¿Has participado en juego de roles reales como parte de una actividad en el salón de clases?	8	18	10	0
9.- ¿Has participado en juego de roles reales como parte de una prueba?	2	5	16	13

Table 4.41 shows the answers obtained from the section 2 of the survey. The results show that after the experiment there was an increase in the participation of the students outside the classroom. On the other hand, most of the students had not participated in real-life role-plays individually before the experiment. Finally, their participation in real-life role-plays inside the classroom increased.

Table 4.42*Results for the Survey Administration of the Final Study*

Sections	Pre-Test/Post-Test		Pre-Test/Post-Test	
	Si	Si	No	No
Sección 3: Juego de roles reales respecto a las habilidades del habla, y por lo tanto la entonación de las oraciones				
10.- ¿Has participado en juego de rol reales para mejorar la pronunciación?	9	15	9	3
11.- ¿Has participado en juego de rol reales para mejorar el vocabulario?	7	15	11	3
12.- ¿Has participado en juego de rol reales para mejorar la gramática?	0	13	18	5
13.- ¿Has participado en juego de rol reales para mejorar la fluidez?	8	17	10	1
14.- ¿Has participado en juego de rol reales para aprender expresiones útiles?	8	15	10	3
15.- ¿Has participado en juego de rol reales centrados en la entonación de frases?	2	16	16	2
16.- ¿Has participado en juego de rol reales centrados en la entonación de las oraciones?	3	16	15	2
17.- ¿Ha participado respondiendo una Encuesta en Google Forms anteriormente?	15	17	3	1
18.- ¿Fue difícil para ti responder las preguntas de esta encuesta?	1	0	17	18

Table 4.42(continued)*Results for the Survey Administration of the Final Study*

Sections	Pre-Test/Post-Test		Pre-Test/Post-Test	
	Si	Si	No	No
19.- El vocabulario utilizado en la encuesta, ¿Fue comprensible?	18	18	0	0
20.- El concepto de "Juego de roles" ¿Fue desconocido para ti?	4	0	14	18

Table 4.42 shows the answers obtained from the section 3 of the survey. The results show that the use of real-life role-plays provided the students with opportunities to use real-life role-plays for pronunciation, vocabulary, grammar, fluency, useful expressions, and sentence intonation.

In conclusion, in the first administration, the results showed that the students had a low knowledge about real-life role-plays and its implementation in the classroom. On the other hand, after the treatment the results were very different, most of the students got familiar with the use of real-life role-plays and the use of them in the class actually for practicing intonation.

4.2 Frequency Scale-Questionnaire

In this section of the chapter are the scale questionnaire results. The instrument included two different dimensions. For that reason, the results are presented dimension by dimension. To analyse the results obtained from the instrument, it was required to use the Statistical Package for the Social Sciences 26.0 (SPSS).

4.2.1 Dimension 1 Results

In this section of the chapter, the frequency scale questionnaire is presented with all the results obtained, showing the data analysis before and after the experiment. The dimension 1 results are presented with the normal distribution analyses before and after the experiment, a table with the participants' answers before and after the experiment of dimension 1, central dispersion measures for dimension 1 before and after the experiment, and the non-parametric analyses for dimension 1 before and after the experiment.

4.2.1.1 Normal Distribution Analyses Results Before and After the Experiment

In the quasi-experimental study, the Statistical Package for the Social Sciences 26.0 (SPSS) was used to identify the distribution of the data. The analyses helped to determine whether the data followed a particular distribution. In other words, the normal distribution describes how the values of a variable were distributed. To know that, it was important to obtain a visual representation of the distributions (a histogram). Following this, it was checked that the middle bars was symmetrical around its center. If the distribution was normal, the statistical value Kolmogorov-Smirnov p was greater than .05. Larson-Hall (2010) states that Kolmogorov-Smirnov test is sometimes used to test whether a variable has a normal distribution. Histograms of the dimension 1 from the frequency scale questionnaire before and after the experiment is presented below.

Figure 4.15

Dimension 1 Histogram Frequency Scale Questionnaire Before the Experiment.

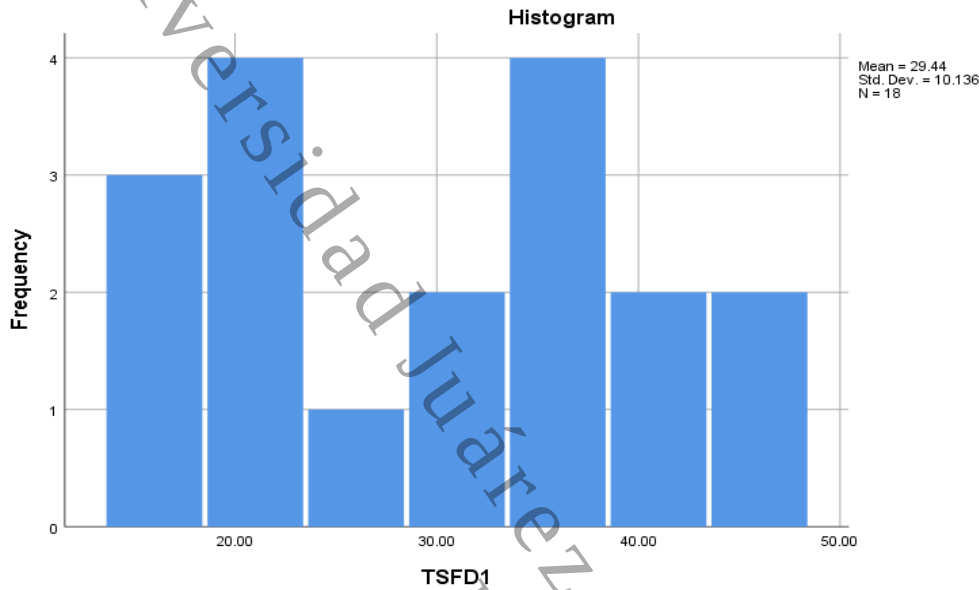


Table 4.43

Addition Score Dimension 1 Frequency Scale Questionnaire (First Administration) Final Study

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Dimension 1 (First administration) Final Study	.182	18	.119	.910	18	.086

Note. *. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 4.15 and Table 4.43 suggest that the distribution of the scale questionnaire answer addition score for dimension 1 before the experiment tended to gather a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were normally distributed, $D(18) = .182, p = .119$.

Figure 4.16

Dimension 1 Histogram Frequency Scale Questionnaire After the Experiment.

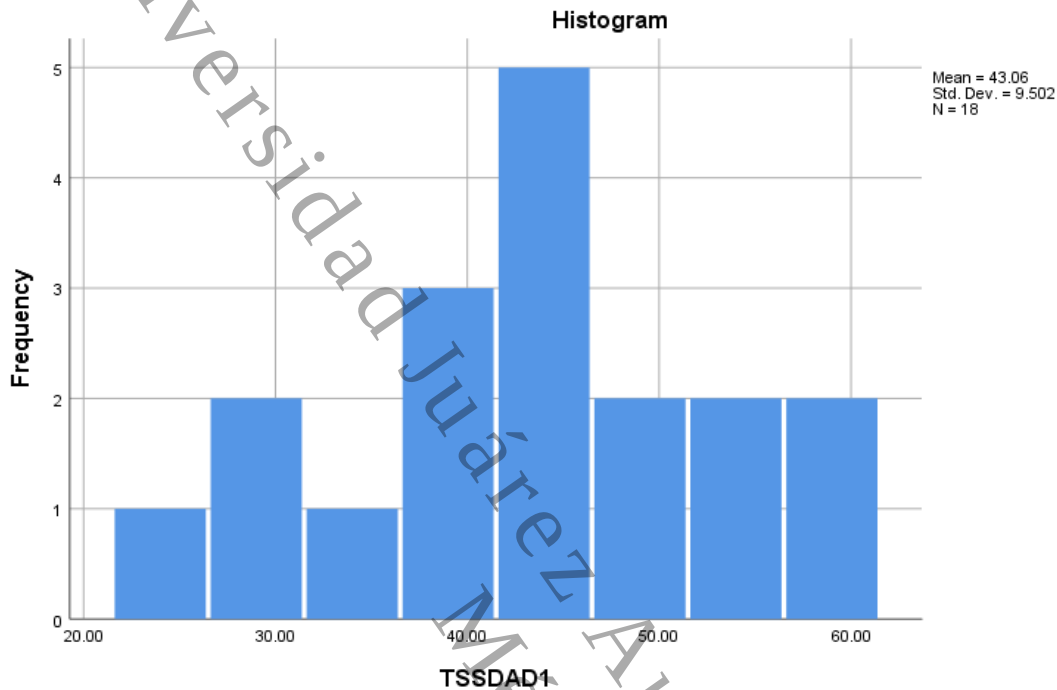


Table 4.44

Addition Score Dimension 1 Frequency Scale Questionnaire (Second administration) Final Study

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Dimension 1 (Second administration) Final Study	.151	18	.200*	.965	18	.694

Note. *. This is a lower bound of the true significance.

Figure 4.16 and Table 4.44 suggest that the distribution of the frequency scale questionnaire answer addition score for dimension 1 after the experiment tended to gather a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were normally distributed, $D(18) = .151$, $p = .200^*$.

4.2.1.2. Participants' Answers Before and After the Experiment Dimension 1

This part of the study presents the results of the pre-test and post-test. The table was created to compare the answers (see Table 4.45)

Table 4.45

Results Questionnaire Administration Final Study

Items	Pre-Test/Post-Test		Pre-Test/Post-Test		Pre-Test/Post-Test		Pre-test/Post-test	
	Con frecuencia	Con frecuencia	A veces	A veces	Pocas veces	Pocas veces	Nunca	Nunca
Dimensión 1:								
El uso de juego de roles reales dentro y fuera del salón de clases.								
1.- Participo en actividades de juego de roles en el salón de clases.	2	8	5	9	7	1	4	0
2.- Participo en actividades de juego de roles fuera del salón de clases.	0	2	3	5	8	10	7	1
3.- Participo en actividades reales de juego de roles en el salón de clases.	2	7	7	6	3	4	6	1

Table 4.45(continued)*Results Questionnaire Administration Final Study*

Items	Pre-Test/Post-Test		Pre-Test/Post-Test		Pre-Test/Post-Test		Pre-Test/Post-Test	
	Con frecuencia	Con frecuencia	A veces	A veces	Pocas veces	Pocas veces	Nunca	Nunca
4.- Participo en actividades reales de juego de roles fuera del salón de clases.	0	2	3	4	7	7	8	5
5.- Practico juegos de roles reales usando tarjetas de roles.	0	2	1	6	6	4	11	6
6.- Practico juegos de roles reales usando una hoja de trabajo.	0	4	2	6	4	6	12	2
7.- Practico un juego de roles real usando un ejemplo del libro	1	7	6	6	5	4	6	1
8.- Practico juegos de roles reales usando una presentación Power Point.	0	5	4	5	4	5	10	3

Table 4.45(continued)*Results Questionnaire Administration Final Study*

Items	Pre-Test/Post-Test		Pre-Test/Post-Test		Pre-Test/Post-Test		Pre-Test/Post-Test	
	Con frecuencia	Con frecuencia	A veces	A veces	Pocas veces	Pocas veces	Nunca	Nunca
9.- Practico juegos de rol reales usando un video.	2	4	5	7	2	4	9	3
10.- Practico juegos de rol reales usando un sitio web.	1	1	1	7	5	6	11	4
11.- Practico individualmente juegos de rol reales.	1	2	5	4	3	9	9	3
12.- Practico juegos de roles reales en parejas.	0	11	8	6	4	1	6	0
13.- Practico juegos de rol reales en un grupo de tres.	0	2	3	1 0	5	4	10	2
14.- Practico juegos de rol reales en grupos de más de tres miembros.	0	1	4	7	4	9	10	1

Table 4.45(continued)*Results Questionnaire Administration Final Study*

Items	Pre-Test/Post-Test		Pre-Test/Post-Test		Pre-Test/Post-Test		Pre-Test/Post-Test	
	Con frecuencia	Con frecuencia	A veces	A veces	Pocas veces	Pocas veces	Nunca	Nunca
15.- Participo en juegos de rol reales como parte de una actividad en el salón de clases.	2	10	8	5	2	3	6	0
16.- Participo en juegos de roles reales como parte de un examen.	1	2	2	5	4	4	11	7

Table 4.45 shows the results obtained in the questionnaire before and after the experiment for dimension 1. It is possible to analyse the answers given before and after. For example; The answer “Con frecuencia” increased, due to the students getting familiar with the use of role-plays after the treatment.

4.2.1.3. Central and Dispersion Measures for Dimension 1 Before and After the Experiment

In this part of the study are reported the results obtained by the Statistical Package for the Social Sciences 26.0 (SPSS). Specifically, the central and spread measures from the frequency scale questionnaire dimension 1 before and after the experiment are given. The wide explanation is below.

Table 4.46*Central and Spread Measures from the Dimension 1 Before and After the Experiment*

	Addition scores	
	Frequency Scale Questionnaire: First Administration (Dimension 1)	Frequency Scale Questionnaire: Second Administration (Dimension 1)
	Before the Experiment	After the Experiment
N Valid	18	18
Mean	29.4444	43.0556
Median	31.0000	45.0000
Mode	19.00 ^a	45.00
Std. Deviation	10.13568	9.50215
Range	31.00	34.00
Minimum	16.00	24.00
Maximum	47.00	58.00

Note. a. Multiple modes exist. The smallest value is shown

Table 4.46 shows the analyses of central and spread measures from the addition scores in dimension 1 of the scale questionnaire. Before the experiment, most learners obtained a score of (Mo) 19.00 with a Median of 31.0000 within a range from 16.00 to 47.00 points. After the experiment, these scores increased, as learners obtained a score of (Mo) 45.00 with a Median of 45.0000 within a range from 24.00 to 58.00 points. These results indicate that there was an increasing difference in the patterns of response after the experiment.

4.2.1.4. Non-parametric Analyses for Dimension 1 Before and After the Experiment

In this part of the study are reported the results obtained by the Statistical Package for the Social Sciences 26.0 (SPSS). The analyses of the dimension 1 of frequency scale questionnaire before and after the experiment.

Table 4.47

Non-Parametric Analyses Dimension 1 Before and After the Experiment of the Frequency Scale Questionnaire

	Test Statistics ^a
	Total Score Frequency Scale Questionnaire: Before and After the experiment (Dimension 1)
Z	-2.767 ^b
Asymp. Sig. (2-tailed)	.006

Note. a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Table 4.47 shows the Wilcoxon signed ranks test. According to Woodrow, (2014) this kind of statistics detect differences between one group of participants on two measures. For that reason, this kind of test was implemented. Therefore, the results indicated that the score difference in the first dimension of the frequency scale before and after the experiment was significant. (p) = .006. In other words, the scores that students obtained both times were statistically different. This provides statistical evidence for the positive effects of the experimental treatment.

4.2.2 Dimension 2 Results

On this section of the chapter the frequency scale questionnaire is presented with all the results obtained, showing the data analysis before and after the experiment. Thus, the dimension 2 results were presented with the normal distribution analysis before and after the experiment, a table with the participants' answers before and after the experiment of dimension 2, central dispersion measures for dimension 2 before and after the experiment, and the non-parametric analyses for dimension 2 before and after the experiment.

4.2.2.1. Normal Distribution Analyses Before and After the Experiment

Here below are the histograms and the normal distribution analyses of the dimension 2 from the frequency scale questionnaire before and after the experiment. If the distribution was normal, the statistical value Kolmogorov-Smirnov p should be greater than .05.

Figure 4.17.

Dimension 2 Histogram Frequency Scale Questionnaire Before the Experiment

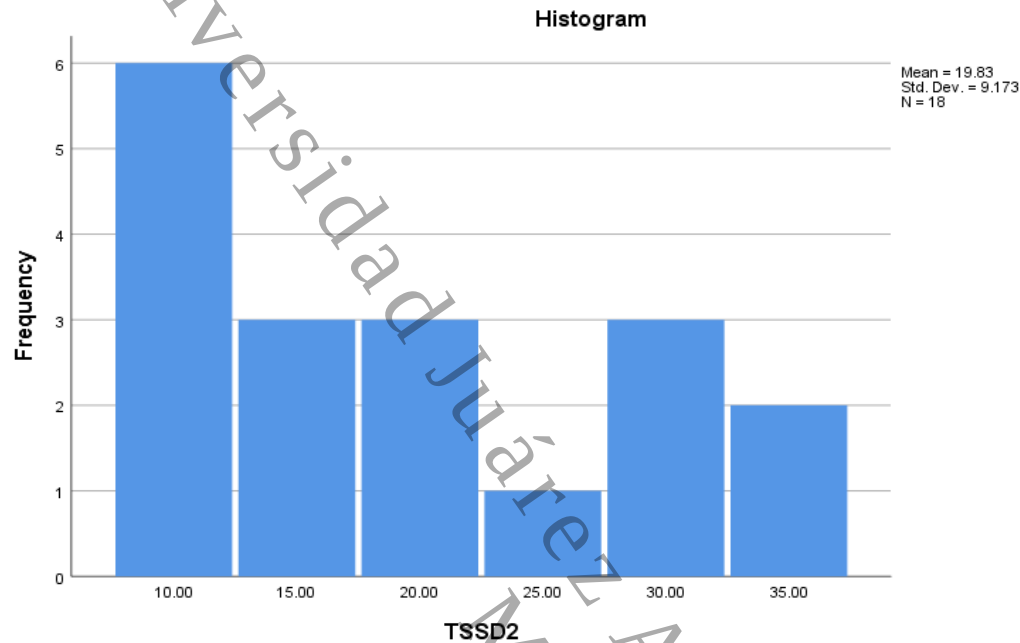


Table 4.48

Addition Score Dimension 2 Frequency Scale Questionnaire (First Administration) Final Study

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Dimension 2 (First administration) Final Study	.166	18	.200*	.889	18	.037

Note. *. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 4.17 and Table 4.48 suggest that the distribution of the frequency scale questionnaire answer addition score for dimension 2 during the first administration of the instrument before the experiment in the final study tended to gather a normal distribution. The

Kolmogorov-Smirnov test confirmed that the learners' scores were normally distributed, $D(18) = .166, p = .200^*$

Figure 4.18

Dimension 2 Histogram Frequency Scale Questionnaire After the Experiment

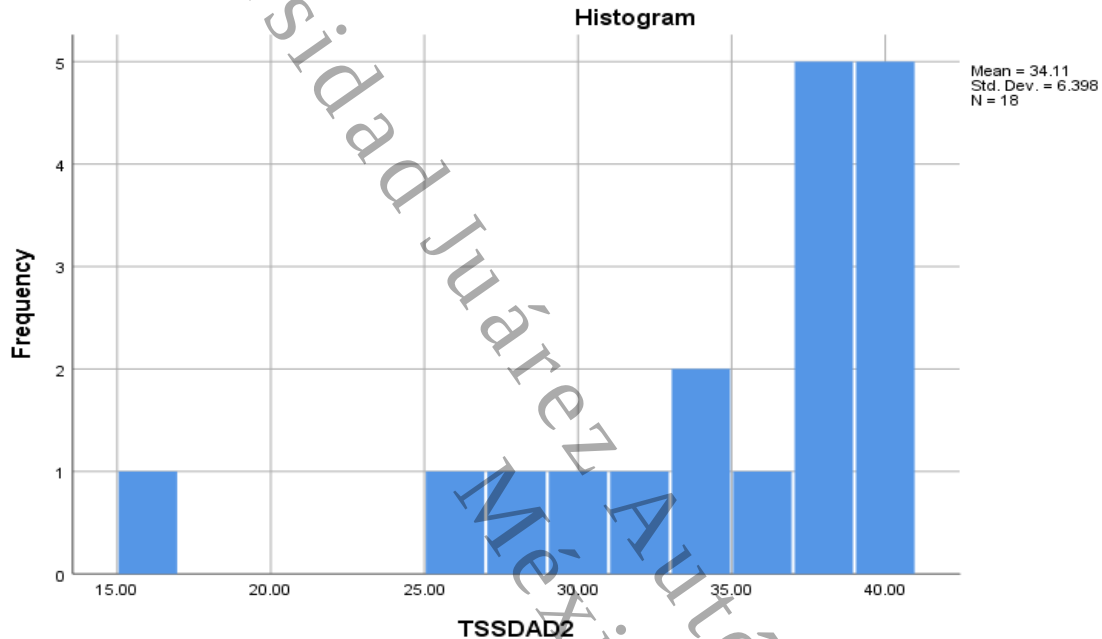


Table 4.49

Addition Score Dimension 2 Frequency Scale Questionnaire (Second administration) Final Study

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Dimension 2 (Second administration) Final Study	.230	18	.013	.828	18	.004

Note. a. Lilliefors Significance Correction

Figure 4.18 and Table 4.49 suggest that the distribution of the frequency scale questionnaire answer addition score for dimension 2 during the second administration of the instrument after the experiment in the final study tended not to gather a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were not normally distributed, $D(18) = .230, p = .013$.

4.2.2.2. Participants' Answers Before and After the Experiment Dimension 2

In this part of the study are the results of the pre-test and post-test. The table was created with the purpose of compare the answers. The explanation is below (see Table 4.50).

Table 4.50

Results Questionnaire Administration Final Study

Items	Pre-test/Post-test		Pre-test/Post-test		Pre-test/Post-test		Pre-test/Post-test	
	Con frecuencia	Con frecuencia	A veces	A veces	Pocas veces	Pocas veces	Nunca	Nunca
Dimensión 2:								
Juego de roles reales respecto a las habilidades del habla, y por lo tanto la entonación de las oraciones								
17.- Participo en juegos de rol reales para mejorar la pronunciación.	4	13	4	3	3	2	7	0
18.- Participo en juegos de rol reales para aprender vocabulario.	2	11	5	3	4	3	7	1
19.- Participo en juegos de rol reales para mejorar la gramática.	3	7	1	5	5	4	9	2
20.- Participo en juegos de rol reales para mejorar la fluidez.	2	14	6	4	3	0	7	0

Table 4.50(continued)

Results Questionnaire Administration Final Study

Items	Pre-test/Post-test		Pre-test/Post-test		Pre-test/Post-test		Pre-test/Post-test	
	Con frecuencia	Con frecuencia	A veces	A veces	Pocas veces	Pocas veces	Nunca	Nunca
21.- Participo en juegos de rol reales para aprender expresiones útiles.	1	11	5	5	4	2	8	0
22.- Participo en juegos de rol reales para mejorar la entonación.	2	14	4	3	3	0	9	1
23.- Participo en juegos de rol reales centrados en la entonación de frases.	0	11	5	6	5	0	8	1
24.- Participo en juegos de rol reales enfocados en la entonación de oraciones.	0	13	4	3	4	1	10	1
25.- Participo en juegos de rol reales y se cómo entonar las oraciones de manera correcta.	1	7	7	8	3	3	7	0

Table 4.50(continued)

Results Questionnaire Administration Final Study

Items	Pre-test/Post-test		Pre-test/Post-test		Pre-test/Post-test		Pre-test/Post-test	
	Con frecuencia	Con frecuencia	A veces	A veces	Pocas veces	Pocas veces	Nunca	Nunca
26.- Participo en juegos de roles reales y es complicado entonar algunas oraciones.	1	5	4	9	6	4	7	0

Table 4.50 shows the answers from the section 2 of the frequency scale questionnaire. The most relevant results revealed that the answer “Con frecuencia” increased in a considerable and positive way. It means that the use of role-plays with respect to speaking skills and thereby the sentence intonation was implemented in the classroom by the teacher and used by the students.

4.2.2.3. Central and Dispersion Measures Dimension 2 Before and After the Experiment

This part of the study reports the results obtained by the Statistical Package for the Social Sciences 26.0 (SPSS), specifically the central and spread measures from the frequency scale questionnaire dimension 2 before and after the experiment. The wide explanation is below.

Table 4.51*Central and Spread Measure Dimension 2 Before and After the Experiment*

	Addition scores	
	Frequency Scale Questionnaire: First Administration (Dimension 2)	Frequency Scale Questionnaire: Second Administration (Dimension 2)
	Before the Experiment	After the Experiment
N Valid	18	18
Mean	19.8333	34.1111
Median	18.0000	37.0000
Mode	10.00	37.00 ^a
Std. Deviation	9.17317	6.39751
Range	26.00	24.00
Minimum	10.00	16.00
Maximum	36.00	40.00

Table 4.51 shows the analyses of central and spread measures from the addition scores before and after the experiment. Before the experiment, dimension 2 of the frequency scale questionnaire indicated that most learners obtained a score of (Mo) 10.00 with a Median of 18.0000 within a range from 10.00 to 36.00 points. After the experiment, dimension 2 of the frequency scale questionnaire indicated that most learners obtained a score of (Mo) 37.00^a with a Median of 37.0000 within a range from 16.00 to 40.00 points. These results indicate that there was an increasing difference in patterns of responses after the experiment.

4.2.2.4. Non-parametric Analyses Dimension 2 Results Before and After the Experiment

In this part of the study are the results obtained for the dimension 2 of frequency scale questionnaire before and after the experiment.

Table 4.52

Non-Parametric Analyses Dimension 2 Addition Scores Before and After the Experiment Frequency Scale Questionnaire

	Test Statistics ^a
	Total score Frequency Scale Questionnaire: Before and After the Experiment (Dimension 2)
Z	-3.245 ^b
Asymp. Sig. (2-tailed)	.001

Note. a. Wilcoxon Signed Ranks Test

a. Based on negative ranks.

Table 4.52 shows the Wilcoxon signed ranks test for related groups. This type of analyses help us determine if there is a difference between related groups. Therefore, the results indicated that the score difference in the first dimension of the frequency scale questionnaire between the first and second administration of the instrument was significant. In other words, the scores that students obtained both times were statistically different.

4.3. Test

In this section of the chapter, the test results are presented. Three different sections were part of the test. For that reason, the results are presented section by section. To analyse the results obtained from the instrument it was required to use the Statistical Package for the Social Sciences 26.0 (SPSS).

4.3.1. Section 1 Test Results

The test was divided in three different sections. Thus, the section 1 results are presented with the normal distribution analysis before and after the experiment, a table with the participants' answers before and after the experiment of section 1, central dispersion measures for section 1 before and after the experiment, and the non-parametric statistical test for section 1 before and after the experiment.

4.3.1.1 Normal Distribution Analyses Before and After the Experiment

Here below are the histograms and the normal distribution analyses of the section 1 from the test before and after the experiment. If the distribution was normal, the statistical value Kolmogorov-Smirnov p should be greater than .05.

Figure 4.19

Section 1 Histogram of the Test Before the Experiment

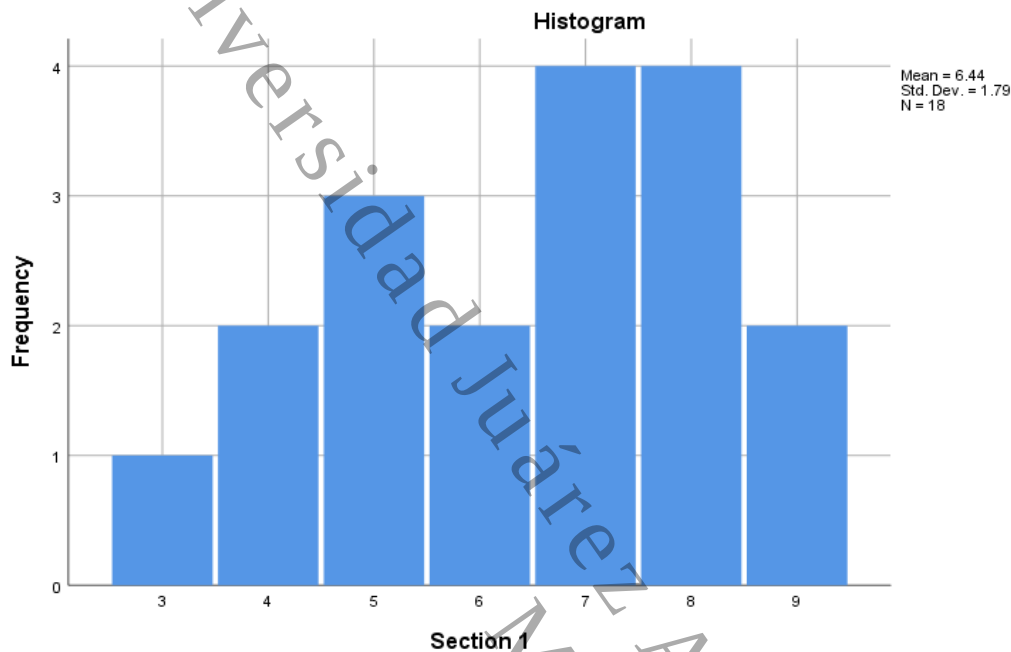


Table 4.53

Addition Score Section 1 (Pre-Test)

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Section 1 (First Administration) Final Study	.177	18	.139	.940	18	.295

Note. a. Lilliefors Significance Correction

Figure 4.19 and Table 4.53 suggest that the distribution of the pre-test answers for section1 for the final study tended to gather a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were normally distributed, $D(18) = .177$, $p = .139$.

Figure 4.20

Section 1 Histogram of the Test After the Experiment

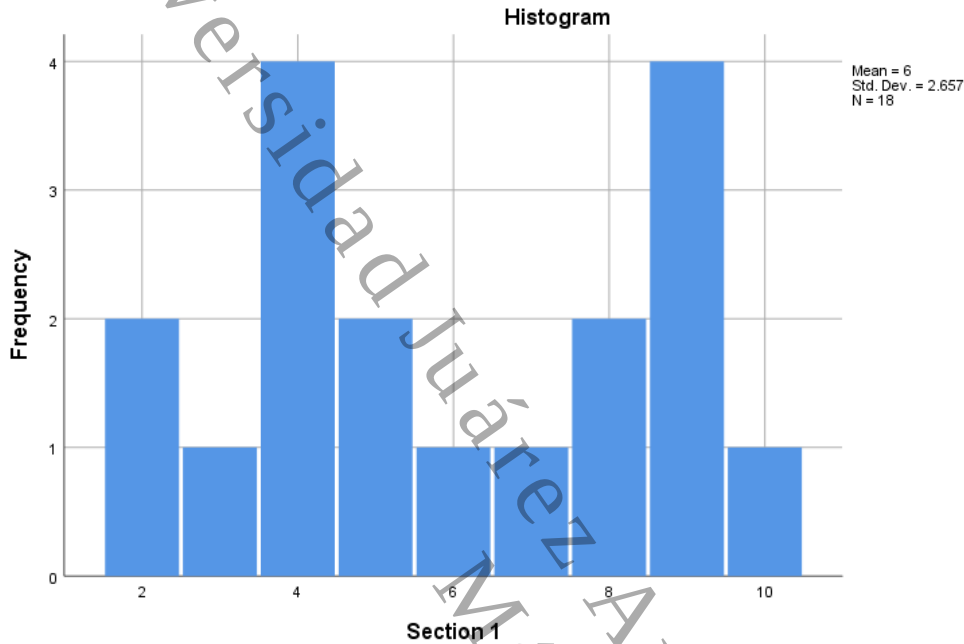


Table 4.54

Addition Score Section 1 (Post-test)

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Section 1 (Second administrati on) Final Study	.163	18	.200*	.911	18	.088

Note. *. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 4.20 and Table 4.54 suggest Normality Test distribution of the post-test answers for section 1 for the final study gathered a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were normally distributed, $D(18) = .163, p = .200^*$

4.3.1.2 Participants' Answers Score Before and After the Experiment Section 1

This section presented the points that the participants got in the Section 1 of the test. There is a comparison between the points that they got in the Pre-test and post-test (see Table 4.55).

Table 4.55*Section 1- General Knowledge About Falling and Rising Intonation Scores*

Version	Name	Section 1	
		Pre-Test	Post-Test
1	Camille	7	9
1	Regina	7	5
1	Laruen	8	8
1	Lucy	3	2
1	Sara	5	3
1	Alexa	8	9
1	Darian	4	6
1	Yuliett	6	7
1	Melisa	8	2
1	Joel	9	9
2	Áugusto	8	9
2	Dania	7	8
2	Danae	9	10
2	Fernanda	7	4
2	Yuliana	6	4
2	Carla	5	4
2	Mirna	5	5
2	Jesús	4	4

Table 4.55 shows the Participants' scores before and after the experiment section 1. According to the results obtained, most of the students got better scores in the pre-test in comparison with the post-test. Nevertheless, the students that got low scores in the pre-test improved their scores in the post- test. For this section, they could get a total of 10 points.

4.3.1.3. Central and Dispersion Measures for Section 1 Before and After the Experiment

In this part of the study are the results obtained by the Statistical Package for the Social Sciences 26.0 (SPSS), specifically the central and spread measures from the section 1 addition scores before and after the experiment. The wide explanation is below (see Table 4.56).

Table 4.56

Central and Spread Measures Section 1-Addition Scores Pre-Post Test

	Addition scores	
	Pre-Test Results	Post-Test Results
N Valid	18	18
Mean	6.44	6.00
Median	7.00	5.50
Mode	7 ^a	4 ^a
Std. Deviation	1.790	2.657
Range	6	8
Minimum	3	2
Maximum	9	10

Note. a. Multiple modes exist. The smallest value is shown

Table 4.56 shows the analyses of central and spread measures from the addition scores in the pre-test before the experiment of the final study. In the section 1 of the pre-test indicated that most learners obtained a Mean of (M) of 6.44, with a standard deviation (SD) of= 1.790. In the section 1 of the post-test indicated that most learners obtained a Mean of (M) of 6.00, with a standard deviation (SD) of= 2.657.

4.3.1.4. Non-parametric Analyses for Section 1 Before and After the Experiment

In this part of the study are reported the results obtained by the Statistical Package for the Social Sciences 26.0 (SPSS). The analyses of the section 1 of test before and after the experiment.

Table 4.57

Non-Parametric Analyses Section 1 Test Addition Scores Before and After the Experiment (Final study)

Test Statistics	
Total score Test: Before and After the experiment (Section 1)	
Z	-.800 ^b
Asymp. Sig. (2-tailed)	.424

Note. a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Table 4.57 shows the test statistics analyses for related groups indicated that the score difference in the section 1 of the test between the first and second administration of the instrument was not significant (p) = .424. In other words, the scores that students obtained both times were statistically similar.

The table shows the scores obtained by the students in the sections 1 and 2 in both administrations (pre and post-test). It was expected that they got better scores in the second administration but the results were different; some students improved their scores but the other part got worse, as the table shows.

4.3.2. Section 2 Test Results

Section 2 results are presented below with the normal distribution analysis before and after the experiment, a table with the participants' answers before and after the experiment of section 2, central dispersion measures for section 2 before and after the experiment, and the non-parametric analyses for section 2 before and after the experiment.

4.3.2.1 Normal Distribution Analyses Before and After the Experiment

Here below are shown the histograms and the normal distribution analyses of the section 2 from the test before and after the experiment.

If the distribution was normal, the statistical value Kolmogorov-Smirnov p should be greater than .05.

Figure 4.21

Section 2 Histogram of the Test Before the Experiment

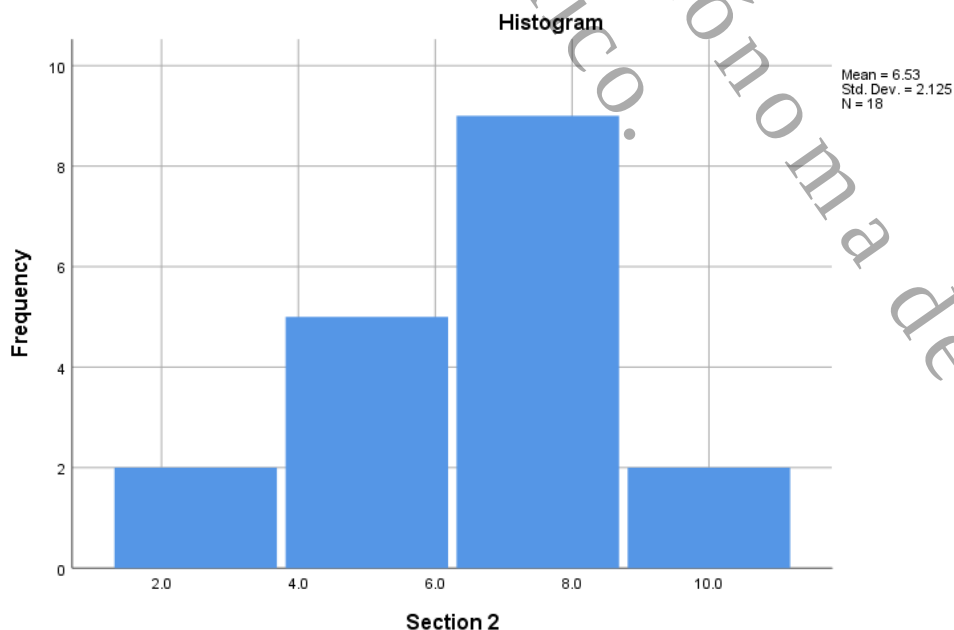


Table 4.58*Addition Score Section 2 (Pre-Test)*

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Section 2 (First administration) Final Study	.287	18	.000	.867	18	.016

Note. *. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 4.21 and Table 4.58 suggest that the distribution of the pre-test answers for section 2 for the final study tended not to gather a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were not normally distributed, $D(18) = .287$, $p = .000$.

Figure 4.22

Section 2 Histogram of the Test After the Experiment

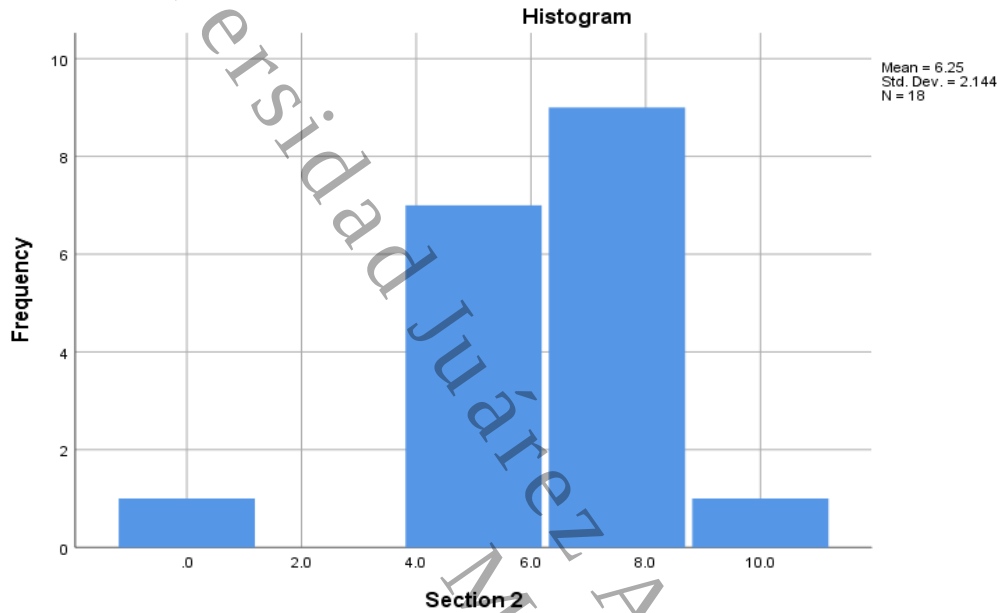


Table 4.59

Addition Score Section 2 (Post-test)

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Section 2 (Second Administration) Final Study	.276	18	.001	.793	18	.001

Note. *. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 4.22 and Table 4.59 suggest that the distribution of the post-test answers for section 2 for the final study tended not to gather a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were not normally distributed, $D(18) = .276$, $p = .001$.

4.3.2.2. Participants' Scores Before and After the Experiment Section 2

In this section of the study are presented the points that the participants got in the Section 2 of the test. In the Pre-test and post-test.

Table 4.60

Scores Pre-Test and Post-Test Section 2

Version	Name	Section 2	
		Pre-test	Post-test
1	Camille	7.5	7.5
1	Regina	7.5	5
1	Laaren	10	5
1	Lucy	7.5	5
1	Sara	5	7.5
1	Alexa	5	7.5
1	Darian	5	7.5
1	Yuliett	7.5	5
1	Melisa	7.5	5
1	Joel	10	5
2	Águsto	7.5	7.5
2	Dania	5	10
2	Danae	7.5	7.5
2	Fernanda	2.5	7.5

Table 4.60(continued)*Scores Pre-Test and Post-Test Section 2*

Version	Name	Section 2	
		Pre-Test	Post-Test
2	Yuliana	7.5	5
2	Carla	5	7.5
2	Mirna	7.5	7.5
2	Jesús	2.5	0

Table 4.60 shows the participants' scores before and after the experiment in section 2. According to the results, most of the students got better scores in the pre-test in comparison with the post-test. Nevertheless, the students that got low scores in the pre-test improved their scores in the post- test.

4.3.2.3. Central and Dispersion Measures for Section 2 Before and After the Experiment

In this part are reported the results obtained by the Statistical Package for the Social Sciences (SPSS), specifically the central and spread measures from the section 2 addition scores during the first and second administration of the test before the experiment.

Table 4.61*Central and Spread Measures Section 2 Addition Scores Before and After the Experiment*

	Addition Scores	
	Pre-Test (Section 2) Before the Experiment	Post-Test (Section 2) After the Experiment
N Valid	18	18
Mean	6.528	6.250
Median	7.500	7.500
Mode	7.5	7.5
Std. Deviation	2.1246	2.1437
Range	7.5	10.0
Minimum	2.5	.0
Maximum	10.0	10.0

Table 4.61 shows the analyses of central and spread measures from the addition scores before and after the experiment. The results in the section 2 of the pre-test indicated that most learners obtained a score of (Mo) 7.5 with a Median of 7.500 within a range from 2.5 to 10.0 points. In the section 2 of the post-test indicated that most learners obtained a score of (Mo) 7.5 with a Median of 7.500 within a range from .0 to 10.0 points.

4.3.2.4. Non-parametric Analyses for Section 2 Before and After the Experiment

In this part of the study are reported the results obtained by the Statistical Package for the Social Sciences 26.0 (SPSS).

Table 4.62

Non-Parametric Analyses Section 2 Test Addition Scores Before and After the Experiment (Final Study)

	Test Statistics
	Total Score Test: Before and After the Experiment (Section 2)
Z	-.361 ^b
Asymp. Sig. (2-tailed)	.718

Note. a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Table 4.62 shows the non-parametric analyses for related groups indicated that the score difference in the section 2 of the test between the first and second administration of the instrument was not significant. In other words, the scores that students obtained both times were statistically similar.

4.3.3. Section 3 Test Results

Section 3 results are presented below with the normal distribution analyses before and after the experiment, a table with the total of correct sentences produced by the participants' before and after the experiment of section 3, table 63 with score from section 3, central dispersion measures for section 3 before and after the experiment. Finally, the non- parametric analyses for section 3 before and after the experiment.

4.3.3.1. Normal Distribution Analyses Before and After the Experiment

Here below are shown the histograms and the normal distribution analyses of the section 3 from the test before and after the experiment.

If the distribution is normal, the statistical value Kolmogorov-Smirnov p should be greater than .05.

Table 4.63

Addition Score Section 3 (Pre-Test)

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Section 3 (First administration) Final Study	.140	18	.200*	.936	18	.246

Note. *. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4.63 suggests that the distribution of the pre-test answers for section 3 for the final study tended to gather a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were normally distributed, $D(18) = .140$, $p = .200^*$

Figure 4.23

Section 3 Histogram Test After the Experiment

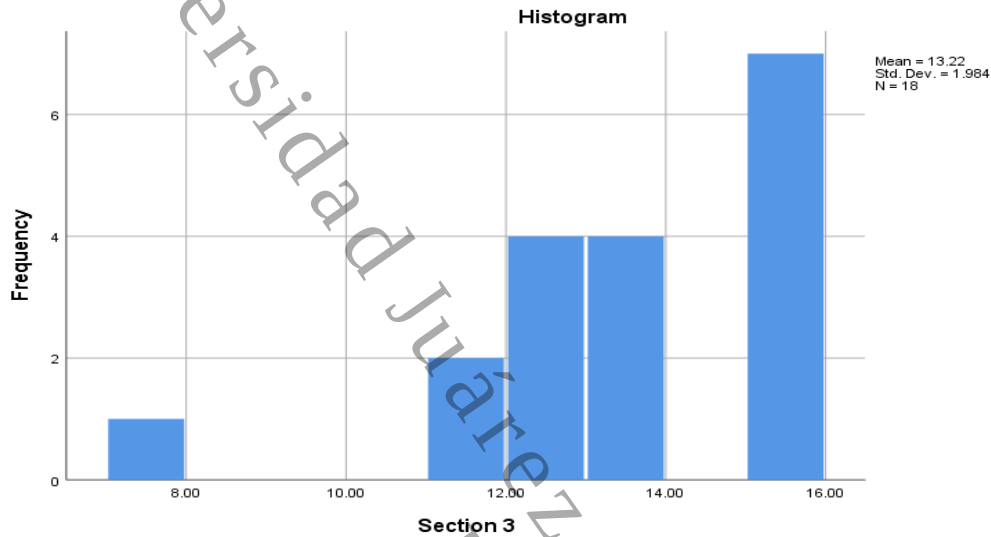


Table 4.64

Addition Score Section 3 (Post-Test)

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Section 3 (Second administration) Final Study	.204	18	.046	.826	18	.004

*Note.*a. Lilliefors Significance Correction

Table 4.64 suggests that the distribution of the post-test answers for section 3 for the final study tended not to gather a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were not normally distributed, $D(18) = .204$, $p = .046$.

4.3.3.2 Participants' Number of Sentences and Total Scores Before and After the Experiment Section 3

This section presents the points that the participants got in the Section 3 of the test. There is a comparison between the points that they got in the Pre-test and post-test (see Table 4.65).

Table 4.65*Number of Correct Sentences Identified in Section 3 for Each Participant During the Pre-Test & Post-Test*

Participants	N/Sentences	
	Pre-Test	Post-Test
Camille	21/21	7/7
Regina	13/17	13/13
Lauren	11/14	5/5
Lucy	13/16	6/6
Sara	8/10	4/5
Alexa	7/11	11/12
Darian	9/12	5/6
Yuliett	6/6	9/9
Melisa	7/11	8/10
Joel	10/12	5/5
Augusto	5/8	8/9
Dania	2/3	4/5
Danae	10/10	12/13
Fernanda	3/3	4/4
Yuliana	8/9	6/8
Carla	2/3	10/10
Mirna	3/5	7/8
Jesús	3/7	7/9

Table 4.65 shows the number of sentences that the students produced correctly in their conversations and total of sentences. For instance; Student 1 produced 11 sentences but only 8 sentences were pronounced correctly, so this result is represented in the following way: 8/11.

The table shows that in the first administration, the production of sentences was high but in the second administration, they decreased their production of sentences. However, the researchers noticed that this happened due to the lack of time. In addition, in the second administration, their conversation improved in terms of intonation and they showed more knowledge in falling and rising intonation. Moreover, they used the structures taught by the teacher to build a conversation. Their role-play became more natural in the post-test in comparison with the pre-test. It was possible to notice this improvement thanks to the participant's video recording in which we as researchers compared the first real-life role-play that they recorded at the beginning of the experiment in comparison with the real-life role-play at the end of the experiment. For that reason, one of the most differences that we noticed was that the participants improved their sentence intonation. Therefore, their performance was more natural.

Table 4.66*Score in Section 3 for Each Participant During the Pre-test & Post-Test*

Participants	Final Total Score Section 3	
	Pre-Test	Post-Test
Camille	15	15
Regina	11.47	15
Lauren	11.78	15
Lucy	12.18	15
Sara	12	12
Alexa	9.54	13.75
Darian	11.25	12.5
Yuliett	15	15
Melisa	9.54	12
Joel	12.5	15
Augusto	9.37	13.33
Dania	10	12
Danae	15	13.84
Fernanda	15	7.5
Yuliana	13.33	11.25
Carla	10	15
Mirna	9	13.12
Jesús	6.42	11.66

Table 4.66 shows the scores from the section 3 of the test in the pre and post-test. The results tell us that there was an improvement. The participants got better results in the post-test, after the treatment in which the teacher was focused on teaching them how to create real-life role-play and the intonation that they had to use according to the kind of sentence.

4.3.3.3. Central and Dispersion Measures for Section 3 Before and After the Experiment

In this part are reported the results obtained by the Statistical Package for the Social Sciences 26.0 (SPSS), specifically the central and spread measures from the section 3 addition scores during the first administration of the test before the experiment and the second administration of the test after the experiment.

Table 4.67

Central and Spread Measures Section 3 Pre-Post Test

	Addition Scores	
	Pre-Test (Section 3)	Post-Test (Section 3)
N Valid	18	18
Mean	11.5767	13.2194
Median	11.6250	13.5400
Mode	15.00	15.00
Std. Deviation	2.45996	1.98350
Range	8.58	7.50
Minimum	6.42	7.50
Maximum	15.00	15.00

Table 4.67 shows the analyses of central and spread measures from the addition scores before and after the experiment. In section 3 of the pre-test, the results indicated that most learners obtained a score of (Mo) 15.00 with a Median of 11.6250 within a range from 6.42 to 15.00 points. In section 3 of the post-test indicated that most learners obtained a score of (Mo) 15.00 with a Median of 13.5400 within a range from 7.50 to 15.00 points.

4.3.3.4. Non-parametric Analyses for Section 3 Before and After the Experiment

The analyses results of the section 3 of the test before and after the experiment are now presented.

Table 4.68

Non-Parametric Analyses Section 3 Before and After the Experiment (Final Study)

	Test Statistics ^a
	Total Score Test: Before and After the Experiment (Section 3)
Z	-2.272 ^b
Asymp. Sig. (2-tailed)	.023

Note. a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Table 4.68 shows the non-parametric analyses for related groups. They indicated that the score difference in the section 3 between the pre-test and post-test was significant. In other words, the scores that students obtained both times were statistically different. Significance (p) = .023.

4.3.4. Intonation Test Global Score

At this point, all the sections of the test were analysed individually. In this part of the chapter, the sum of all the results obtained from the three sections were analysed to compare the intonation test global score results before and after the experiment. The importance of this process was to confirm if there was an improvement and the important finding during the experiment.

4.3.4.1. Normal Distribution Analyses Before and After the Experiment

Here below are shown the histograms and the normal distribution analyses from the intonation Test Global Score results before and after the experiment.

Figure 4.24

Test Global Score Before the Experiment

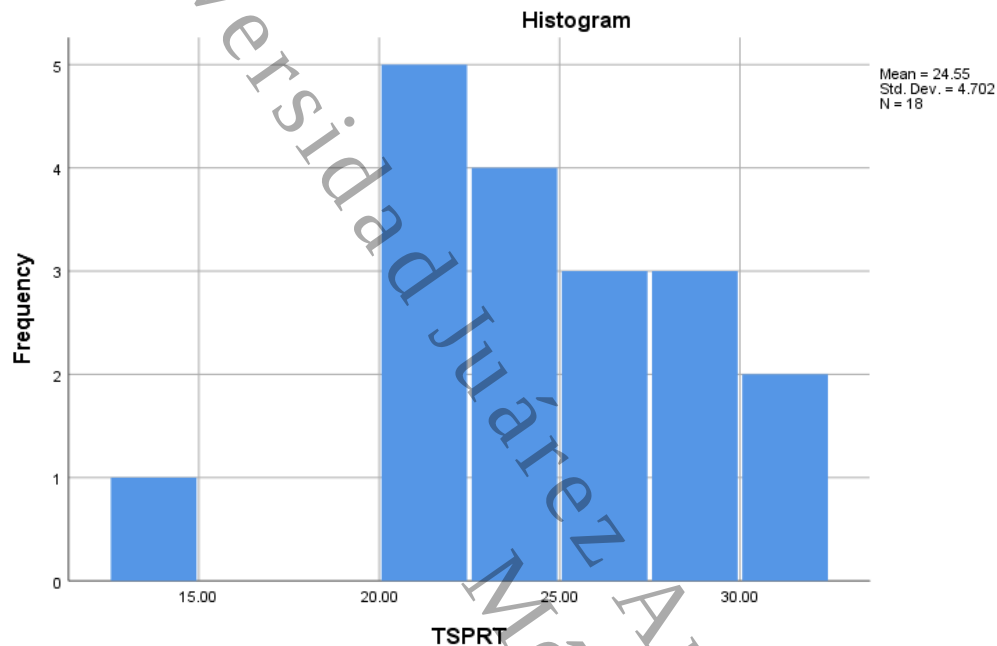


Table 4.69

Global Scores (Pre-Test)

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Global score (Pre- Test)Final Study	.111	18	.200 *	.949	18	.417

Note. *. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4.69 suggests that the distribution of the global score answers for the sum of the all the sections of the test before the experiment for the final study tended to gather a normal

distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were normally distributed, $D(18) = .111$, $p = .200$.

Figure 4.25

Test Global Score (Post-Test)

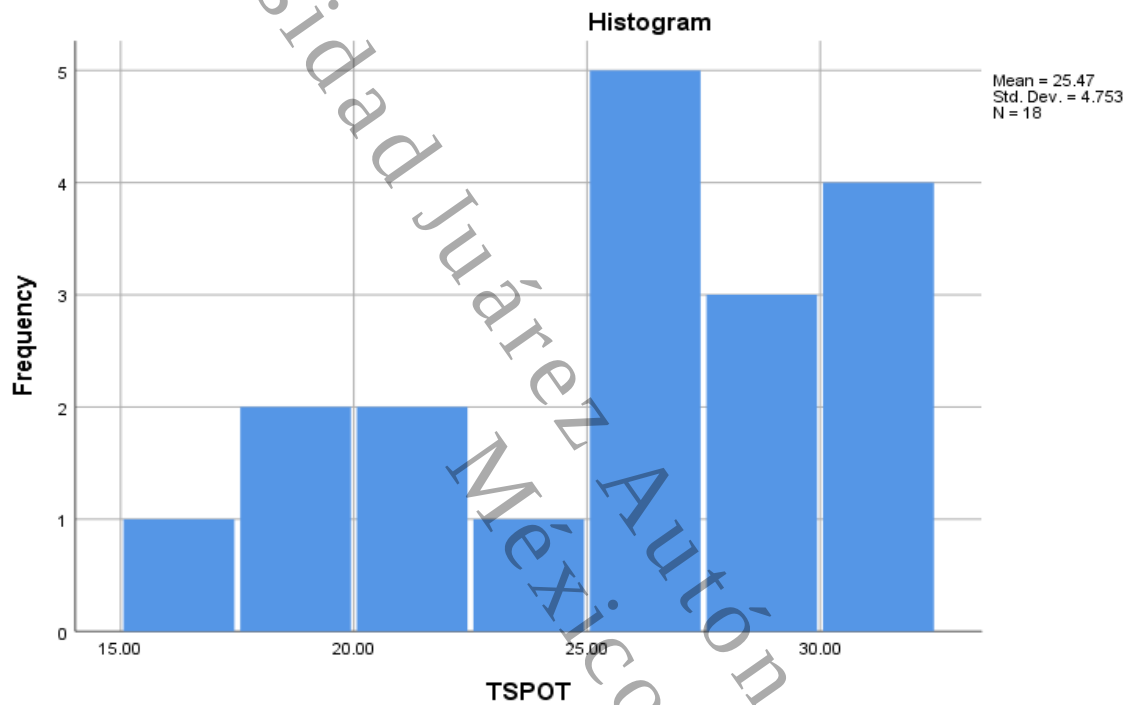


Table 4.70

Global Scores (Post-Test)

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Addition Score: Global score (Post- Test) Final Study	.127	18	.200*	.935	18	.236

Note. *. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4.70 suggests that the distribution of the global score answers for the sum of the all the sections of the test after the experiment for the final study tended to gather a normal distribution. The Kolmogorov-Smirnov test confirmed that the learners' scores were normally distributed, $D(18) = .127, p = .200$.

4.3.4.2. Participants' Global Scores Before and After the Experiment

This section presents a comparison between the points that participants got in the Pre-Test and Post-Test (see Table 4.71).

Table 4.71*Final Total Score Pre-Test and Post- Test*

Name	Final Total Score Pre-Test	Final Total Score Post-Test
Camille	29.5	31.5
Regina	25.97	25
Lauren	29.78	28
Lucy	22.68	22
Sara	22	22.5
Alexa	22.54	30.25
Darian	20.25	26
Yuliett	28.5	27
Melisa	25.04	19
Joel	31.5	29
Augusto	24.87	29.83
Dania	22	30
Danae	31.5	31.34
Fernanda	24.5	19
Yuliana	26.83	20.25
Carla	20	26.5
Mirna	21.5	25.62
Jesús	12.92	15.66

Table 4.71 shows the total scores obtained in the pre-test and post-test. It is important to mention that both tests had a value of 35 points being this the maximum of total points. In the pre-test all the students got good scores, the minimum of points was 12.92 and the maximum 31.5. On the other hand, in the post-test 10 students improved their scores but 8 of them got low scores in comparison with the pretest. The minimum of points was 15.66 and the maximum 31.34.

4.3.4.3. Central and Dispersion Measures for the Global Scores Before and After the Experiment

This part reports the results obtained by the Statistical Package for the Social Sciences 26.0 (SPSS). Specifically the central and spread measures from the global scores during the Pre-test and Post-test.

Table 4.72

Central and Spread Measures Global Scores Pre-Test and Post-Test

	Addition scores	
	Pre-Test: Global Scores.	Post-Test: Global Scores.
N Valid	18	18
Mean	24.5489	25.4694
Median	24.6850	26.2500
Mode	22.00 ^a	19.00
Std. Deviation	4.70242	4.75303
Range	18.58	15.84
Minimum	12.92	15.66
Maximum	31.50	31.50

Table 4.72 shows the analyses of central and spread measures from the global scores of the test before and after the experiment. The global scores of the pre-test indicated that most learners obtained a Mean score (M) of 24.5489 with a standard deviation (SD) of=4.70242.

The global scores of the post-test indicated that most learners obtained a Mean score (M) of 25.4694 with a standard deviation (SD) of=4.75303.

4.3.4.4. Non-parametric Analyses for the Global Score Before and After the Experiment

In this section, the results obtained by the Statistical Package for the Social Sciences (SPSS) are presented.

Table 4.73

Non-Parametric Analyses Global Scores Before and After the Experiment (Final Study)

Test Statistics ^a	
Global Score of the Test: Before and After the Experiment	
Z	-.719 ^b
Asymp. Sig. (2-tailed)	.472

Note. a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Table 4.73 shows the non-parametric analyses for related groups indicated the score difference in the global scores of the test between the pre-test and post-test of the instrument administration was not significant. In other words, the scores that students obtained both times were statistically similar.

4.4 Research Hypothesis Verification

This study was conducted in order to test the following hypothesis: the use of real-life role-play activities could help English learners improve their sentence intonation. The statistical results showed that, before and after the experiment, the students were able to identify falling and rising intonation and had some knowledge about these patterns. Nonetheless, before the experiment, they were not able to produce the intonation that was required by the kind of sentences that they needed to produce. After the experiment, the statistical results showed that the students improved their ability to use sentence intonation in spontaneous conversations. Based on these results, we conclude that the use of real-life role-play activities helped students improve the spontaneous production of sentence intonation. In other words, the statistical results indicate that the experiment had a partial positive effect on the production of the correct sentence intonation.

CHAPTER 5: DISCUSSION AND CONCLUSION

Intonation constitutes an important aspect of second language pronunciation. Therefore, as students learn a language, such as English, they are expected to learn how to raise or fall the intonation of sentences in order to make their speech native-like. Intonation is very important. Intonation carries meaning, highlights important information, and plays a significant role in conversational management (Levis, 1999).

Due to the absence of evidence on how a particular teaching strategy such as real-life role-plays could contribute in this domain, this study addressed the following research question: Does the use of real-life role-play activities help pre-intermediate English level learners improve their sentence intonation?

The results of the study partially substantiate a significant increase in the correct intonation of English sentences in a classroom where students were exposed to real-life role-plays; this is so, as this study demonstrated that the use of real-life role-plays in the classroom lets students have spontaneous conversation. With this kind of role-playing, students are aware of their expressions and feelings. In this way, students are accurate about the type of sentences they are saying. In other words, real-life role-plays let students improve their communicative skill. This finding is consistent with the results of previous studies showing that role-plays promote engagement and learning English in general (Alabsi, 2016). Role-play is an effective strategy to help students to develop students' speaking abilities (Idham *et al.* 2022). Therefore, an improvement in sentence intonation was achieved using real-life role-plays. This finding corroborate that role-plays are more effective than other type of strategies applied in the classroom to practice intonation (Abdullaeva *et al.* 2020).

The use of real-life role-play in the classroom demonstrated that it was an easy, fun and interesting strategy to teach the students' intonation. In the study of Rahimy & Safarpour (2012), the authors observed that students like to use role-plays because they are fun. It is a good way to create an interesting and fun learning atmosphere for students during the speaking classes.

The findings also indicated that participants not only learnt intonation, but they also started to analyze and prepare their speech in a natural way. Moreover, when they had to produce a conversation they really use the patterns such as falling and rising.

Real-life role-play could be beneficial for intonation improvement if the instructors or teacher engage students to use it for that purpose. In other words, if the students play a role in real situations, they could be capable of improving their sentence intonation. One of the characteristics of role-plays is that in general they help students to improve their communicative skills. It does not matter the type of role-play.

Adopting role-plays as a teaching technique in the teaching and learning process of English learners encourages these students to learn, achieve, explore and simulate their creativity, imagination and personal likes. Another advantage of role-playing is that learners are given a chance to pretend to be someone else (Karomat, 2021).

Role-plays help students increase the spontaneous production of rising and falling intonation because in real-life role-plays, the students are exposed to a specific situation, a specific context that is near to the reality and it helps them to organize what will be their most common responses. Idham *et al.* (2022) state that role-play builds vocabulary, which aids in selecting appropriate words for the scenario.

Researchers consider that this study contribute in the domain of using real-life role-play for teaching intonation. Role-play has been implemented through the time by English teachers to teach and practice speaking. It is a strategy with many advantages, but nowadays is very common that it is implemented to assess the oral skill in general. Nevertheless, teacher could start using this strategy to teach intonation. For example, making analysis transcriptions obtained from the role-play and analysing sentence by sentence to know the type of intonation that they required. After that, students could be aware of the type of intonation that they have to use and start learning about intonation patterns.

When they know the type of words and sentences that they could use, they start to put in practice the theory about the patterns of intonation that the teacher taught previously.

Moreover, in this study, the quantitative research helped us to obtain results of both variables in a concrete way. For example, it helped us document the effects of real-life role-plays on sentence intonation using pre-test and post-test, video recordings and analyses of the transcriptions of sentences produced by the students.

On the other hand, for future studies, it is important that researchers take into account some aspects of this study. These aspects include, for instance, the size and type of participants of this study, the time that this experiment took, the type of role-plays that were implemented, the instruments implemented, and the stages in which it was developed.

The researchers consider that the study should improve some aspects such as including more participants; developing this experiment in face-to-face classes, because this study was carried out in online classes during the summer (1 month) and carry out this study in more time (3 months). In that way, participants could have more time to learn about the intonation patterns and practice intonation sentences using real-life role-play. We consider it would be great to develop this experiment in face to face classes, because it would be interesting to appreciate the reactions of the students, how they interact each other, how do they organize their ideas and how do they build the conversation to start playing the real-life role-play.

On the other hand, it may be interesting to explore other areas of pronunciation using real-life role-plays such as word stress and rhythm. Because, it has been demonstrated that role-play helps students to improve communicative skills in general, but it would be interesting to know what specific areas of the oral ability. More specific in the area of pronunciation.

We consider that would be relevant to appreciate as researchers how the teacher carries out the explanation to teach intonation patterns through real-life role-play and the kind of materials, for example, if the teacher designed this material, if it was extracted from a website, flashcards, or even extracted from a book. Moreover, how would be analyzed the real-life role-play, because in the experiment implemented video recording in breakout rooms.

There are some recommendations that could be important for teachers that are interested in implementing a dynamic strategy to teach intonation. Undoubtedly, English teachers should include real-life role-plays in their classes. These activities help students practice different

aspects of the English language such as vocabulary, grammar, pronunciation etc. Pronunciation teachers should not only teach students the theory about intonation. The teachers first should ask students to produce their role-play and then teach them the correct intonation that they have to follow in order that the conversation has a proper intonation. Moreover, their speech sound with the correct tone that is expected that it have.

Finally, we would like to describe our experience during the experiment process. Working virtually was a new experience for us, but we did it. Moreover, it was not a barrier to carrying out our investigation. We appreciate the participation of the phonetics and phonology teacher for accepting participate in this research. However, the time in which the investigation was conducted was short. In addition, the creation of instruments, their application, and the analysis of the results were something that required time, reflection, and patience. We can conclude that we are satisfied with the results obtained. We consider that this study could help future generations develop new research in the teaching and learning of English.

REFERENCES

- Abdullaeva, B., Tashtemirova, G., Dilnoza, S., Chorieva, D., & Zarifova, Z. (2020). *Developing Students' Speaking Skills through Role Play Technique*. International Journal of Psychosocial Rehabilitation, 24(Special Issue 1), 805–810. <https://doi.org/10.37200/ijpr/v24sp1/pr201221>.
- Alabsi, T. A. (2016). *The effectiveness of role play strategy in teaching vocabulary*. *Theory and practice in language studies*, 6(2), 227. <http://academypublication.com/issues2/tpls/vol06/02/02.pdf>
- Al-Seady, Mohammed J. (1998b). *Teaching EFL Vocabulary*. AlQadisiya Journal https://www.researchgate.net/profile/Mohammed-Jasim-Betti-3/publication/344600728_Teaching_EFL_Vocabulary/links/5f83778f92851c14bcc13569/Teaching-EFL-Vocabulary
- Betti, M. J. (2021). *Intonation in English with Pedagogical Implications* https://scholar.googleusercontent.com/scholar?q=cache:HDPkKj7u6R4J:scholar.google.com/+Intonation+in+English+with+Pedagogical+Implications&hl=es&as_sdt=0,5
- Betti, Mohammed Jasim and Al-Jubouri, C. F. (2015). *Approaches and Methods of Teaching English as a Foreign Language*. Diwaniya: Nippur https://www.researchgate.net/publication/344464963_Approaches_and_methods_of_teaching_English_as_a_Foreign_Language
- Betti, M. J. (2021). *Intonation in English with Pedagogical Implications*. https://www.researchgate.net/profile/Mohammed-Jasim-Betti-3/publication/352313269_Intonation_in_English_with_pedagogical_Implications/links/60c3514a92851ca6f8dc4f1a/Intonation-in-English-with-pedagogical-Implications.pdf
- Cauldwell, R., & Hewings, M. (1996). *Intonation rules in ELT textbooks*. *ELT journal*, 50(4), 327-334. <https://academic.oup.com/eltj/article-abstract/50/4/327/427202?login=false>

- Crystal, D. (2003). *A Dictionary of Linguistics and Phonetics*. 5th ed. London: Blackwell.
<https://books.google.es/books?hl=es&lr=&id=3ZPQVuSgDAkC&oi=fnd&pg=PT5&dq=A+Dictionary+of+Linguistics+and+Phonetics&ots=ZaJDtnRmQ3&sig=Df7Dp4-ovA5bBM8YB5X5ikLg4pc#v=onepage&q=A%20Dictionary%20of%20Linguistics%20and%20Phonetics&f=false>
- Dörnyei, Z. (2007). *Research methods in applied linguistics. Quantitative, qualitative, and mixed methodologies*. London: Oxford University Press.
- Dörnyei, Z. & Taguchi, T. (2010). *Questionnaires in second language research. Construction, administration and processing*. New York: Routledge.
- Gilakjani, A. P. (2016). *English pronunciation instruction: A literature review. International Journal of Research in English Education*, 1(1), 1-6.
- Gimson, A. (1990). *An introduction to the pronunciation of English (ELBS 4th edition)*. Revised by Susan Ramsaran . London: English Language Book Society.
- Hismanoglu, M., & Hismanoglu, S. (2010). *Language teachers' preferences of pronunciation teaching techniques: traditional or modern?*. *Procedia-Social and Behavioral Sciences*, 2(2), 983-989. doi:10.1016/j.sbspro.2010.03.138
- Igaab, Zainab Kadim (2010b). *A Contrastive Study of Metathesis in English and Arabic*. Wasit: Journal of College of Education. https://www.researchgate.net/publication/339280746_A_Contrastive_Study_of_Metathesis_in_English_and_Arabic

- Idham, Shebli & Subramaniam, Ilangko & Bin, Alla & Kadir, Sarab. (2022). *The Effect of Role-Playing Techniques on the Speaking Skills of Students at University*. Theory and Practice in Language Studies. 12. 1623-1629. 10.17507/tpls.1208.19.
- Kay, S., & Jones, V. (2008). *New inside out*. Macmillan Education.
- Kenneth O. Gangel. (2008). *Teaching through Role Playing*. <https://bible.org/seriespage/3-teaching-through-role-playing>).
- Levis, John. (2012). *Intonation*. *Encyclopedia of Applied Linguistics* (pp.5443-5449).Blackwell .DOI: 10.1002/9781405198431.wbeal1124
- Levis, J. M. (1999). *Intonation in theory and practice, revisited*. *TESOL quarterly*, 33(1), 37-63.
- Lodico, M. Spaulding, D., y Voegtler, K. (2006). *Methods in educational research. From theory to practice*. San Francisco, CA: Jossey-Bass.
- Mackey, A. & Gass, S. (2016). *Second Language Research. Methodology and Design*. Second Edition. New York: Routledge.
- Manaf, N., & Kumaraswamy, S. (2023). *Intonation patterns in native and non-native Arabic speakers*. *International Journal of Research in Engineering and Science (IJRES)*, (11), 4, 688-697.

- McKinley, J. & Rose, H. (2020). *The Routledge handbook of research methods in applied linguistics*. London: Routledge.
- Larson-Hall, J. (2010). *A guide to doing statistics in second language research using SPSS*. NY: Routledge.
- Otowski, M. (1998). *Pronunciation: What Are the Expectations?* The Internet TESL Journal. 5(1). Retrieved From June 26, 2016, from: <http://www.iteslj.org/Article/Otowski/pronunciation.html>.
- Paltridge, B. & Phakiti, A. (2015). *Research methods in applied linguistics. A practical resource*. London: Bloomsbury.
- Paulston, C. B., & Burder, M. N. (1976). *Teaching English as a Second Language. Techniques and Procedures*. Cambridge: Winthrop Publishers, Inc.
- Rahimy, R., & Safarpour, S. (2012). *The Effect of Using Role-play on Iranian EFL Learners' Speaking Ability*. Asian Journal of Social Sciences & Humanities, 1(3), 50-59. <http://dx.org/10.23887/ijll.v1i2.12538>
- Riazi, M. (2016). *The Routledge encyclopedia of research methods in applied linguistics. Quantitative, qualitative, and mixed methods research*. London: Routledge.
- Richards, J. C., & Richard, S. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*. 3rd ed. UK: Pearson Education Limited.

Sadikovna, S. D. (2020) *The concept of role-playing games. structure and types of role-playing games*.Journals.uz

Sofía Sánchez-Mompeán (2020) *Prefabricated orality at tone level: Bringing dubbing intonation into the spotlight*, *Perspectives*, 28:2, 284-299, DOI: [10.1080/0907676X.2019.1616788](https://doi.org/10.1080/0907676X.2019.1616788)

Scrivener, J. (2005). *Learning teaching* (Vol. 2). Oxford: Macmillan. <https://s1.papyruspub.com/files/demos/products/ebooks/academicbooks/applied-linguistics/Preview-Learning-Teaching-The-Essential-Guide-to-English-Language-Teaching-by-Jim-Scrivener>

Tompkins, P.K. (2001). *The Role Playing, Simulation*. (TESL, Vo IV No 8, Agues. P4).

Woodrow, L. (2014). *Writing about quantitative research in applied linguistics*. New York: Palgrave.

Wulandari, W., Ayuningtias, D. O., & Yana, Y. (2019). *The use of role-play to improve students' speaking skill*.(Professional Journal of English Education), 2(3),416-420. <https://doi.org/10.22460/project.v2i3.p416-420>

Yue Li (2016) *How to Determine the Validity and Reliability of an Instrument* <https://sites.miamioh.edu/discovery-center/2016/11/how-to-determine-the-validity-and-reliability-of-an-instrument/>

APPENDIX A. SURVEY

Encuesta sobre el uso de juego de roles en el salón de clases

El propósito de esta encuesta es recopilar información sobre el uso de juego de roles en el salón de clases. Las respuestas serán manejadas de manera confidencial y anónima. Por lo tanto se le pide responder con total sinceridad. De antemano, muchas gracias por apoyar y ser parte de nuestra investigación.

Esta encuesta se ha realizado por los alumnos: Celine Lizzeth Narváez Mendez y Mario Pérez Jiménez.

¿Estás de acuerdo en participar en este proyecto?

Si

No

¿Estás de acuerdo que los resultados que obtengas serán utilizados en este proyecto?

Si

No

Para cualquier duda puede comunicarse a los siguientes correos:

narvaezmendezcelinelizzeth@gmail.com

Marioprofessor_teaching@outlook.com

Por favor, responda las preguntas de manera honesta, esto garantizará que la investigación tenga éxito. La información que usted proporcione será confidencial y anónima. ¡Muchas gracias por ayudar a este proyecto!

1. Nombre:

2. Genero:

3. Edad:

Informacion general

4. Nacionalidad:

5. Actualmente, ¿Estudias en la UJAT?

Si

No

6. División a la que perteneces:

7. Semestre actual por el que estás cursando:

3er semestre

4to semestre

5to semestre

6to semestre

Otro:

8. ¿Estas cursando la materia de Fonetica y fonologia?

Si

No

9. Turno escolar:

Matutino

Vespertino

Mixto

10. Idiomas que estás llevando:

Francés e Inglés

Italiano e Inglés

11. Rama que estas llevando:

Traducción e Interpretación

Docencia

Aun no decido

12. Trabajas:

Si

No

13. En caso de que respuesta anterior haya sido si ¿Cuánto tiempo trabajas?

Medio tiempo

Tiempo completo

Sección 1

Familiaridad con el juego de roles (Role-plays)

1. ¿Conoces que son las actividades de juego de roles?

Si

No

2. ¿Sabes cuál es la diferencia entre juego de roles y juego real de roles?

Si

No

3. ¿Alguna vez has participado en uno de ellos?

Si

No

4. ¿Con cuál estás más familiarizado?}

Juego de roles

Juego real de roles

No

Sección 2

Uso de juego de roles reales fuera y dentro del salón de clases

5. ¿Alguna vez has participado en el juego de roles en el salón de clases?

Si

No

6. ¿Alguna vez has participado en el juego de roles fuera del salón de clases?

Si

No

7. ¿Cuál de los siguientes materiales ha utilizado para crear juegos de roles?

Flashcards

Un ejemplo del libro

De una presentación de Power Point

Ninguno

8. ¿Has participado en juego de roles individualmente?

Si

No

9. ¿Has participado en juego de roles en parejas o más?

Si

No

10. ¿Has participado en juego de roles reales como parte de una actividad en el salón de clases?

Si

No

11. ¿Has participado en juego de roles reales como parte de un examen?

Si

No

Sección 3

Juego de roles reales respecto a las habilidades del habla, y por lo tanto la entonación de las oraciones

12. ¿Has participado en juego de rol reales para mejorar la pronunciación?

Si

No

13. ¿Has participado en juego de rol reales para mejorar el vocabulario?

Si

No

14. ¿Has participado en juego de rol reales para mejorar la gramática?

Si

No

15. ¿Has participado en juego de rol reales para mejorar la fluidez?

Si

No

16. ¿Has participado en juego de rol reales para aprender expresiones útiles?

Si

No

17. ¿Has participado en juego de rol reales centrados en la entonación de frases?

Si

No

18. ¿Has participado en juego de rol reales centrados en la entonación de las oraciones?

Si

No

19. ¿Ha participado respondiendo una Encuesta en Google Forms anteriormente?

Si

No

20. ¿Fue difícil para ti responder las preguntas de esta encuesta?

Si

No

21. El vocabulario utilizado en la encuesta, ¿Fue comprensible?

Si

No

22. El concepto de "Juego de roles" ¿Fue desconocido para ti?

Si

No

APPENDIX B. FREQUENCY SCALE-QUESTIONNAIRE

Un estudio cuasi-experimental sobre el uso de actividades de juegos de rol de la vida real (real-life role plays) en estudiantes de Inglés de nivel pre-intermedio para mejorar su entonación en las oraciones.

El propósito de este cuestionario es recopilar información sobre el uso de actividades de juego de rol de la vida real aplicadas en el aula. Las respuestas serán manejadas de manera confidencial y anónima. Por lo tanto, se le pide responder con total sinceridad. De antemano, muchas gracias por apoyar este trabajo.

Información general

1.Edad:

2.Genero:

Masculino

Femenino

Sección 1: El uso de juego de roles reales dentro y fuera del salón de clases.

Instrucciones: Selecciona la respuesta que más le convenga

1. Participo en actividades de juego de roles en el salón de clases.

Con frecuencia

A veces

Pocas veces

Nunca

2. Participo en actividades de juego de roles fuera del salón de clases.

Con frecuencia

A veces

Pocas veces

Nunca

3. Participo en actividades reales de juego de roles en el salón de clases.

Con frecuencia

A veces

Pocas veces

Nunca

4. Participo en actividades reales de juego de roles fuera del salón de clases.

Con frecuencia

A veces

Pocas veces

Nunca

5. Practico juegos de roles reales usando tarjetas de roles.

Con frecuencia

A veces

Pocas veces

Nunca

6. Practico juegos de roles reales usando una hoja de trabajo.

Con frecuencia

A veces

Pocas veces

Nunca

7. Practico un juego de roles real usando un ejemplo del libro.

Con frecuencia

A veces

Pocas veces

Nunca

8. Practico juegos de roles reales usando una presentación Power Point.

Con frecuencia

A veces

Pocas veces

Nunca

9. Practico juegos de rol reales usando un video.

Con frecuencia

A veces

Pocas veces

Nunca

10. Practico juegos de rol reales usando un sitio web.

Con frecuencia

A veces

Pocas veces

Nunca

11. Practico individualmente juegos de rol reales.

Con frecuencia

A veces

Pocas veces

Nunca

12. Practico juegos de roles reales en parejas.

Con frecuencia

A veces

Pocas veces

Nunca

13. Practico juegos de rol reales en un grupo de tres.

Con frecuencia

A veces

Pocas veces

Nunca

14. Practico juegos de rol reales en grupos de más de tres miembros.

Con frecuencia

A veces

Pocas veces

Nunca

Participo en juegos de rol reales como parte de una actividad en el salón de clases.

Con frecuencia

A veces

Pocas veces

Nunca

16. Participo en juegos de roles reales como parte de un examen.

Con frecuencia

A veces

Pocas veces

Nunca

Sección 2: Juego de roles reales respecto a las habilidades del habla, y por lo tanto la entonación de las oraciones

1. Participo en juegos de rol reales para mejorar la pronunciación.

Con frecuencia

A veces

Pocas veces

Nunca

2. Participo en juegos de rol reales para aprender vocabulario.

Con frecuencia

A veces

Pocas veces

Nunca

3. Participo en juegos de rol reales para mejorar la gramática.

Con frecuencia

A veces

Pocas veces

Nunca

4. Participo en juegos de rol reales para mejorar la fluidez.

Con frecuencia

A veces

Pocas veces

Nunca

5. Participo en juegos de rol reales para aprender expresiones útiles.

Con frecuencia

A veces

Pocas veces

Nunca

6. Participo en juegos de rol reales para mejorar la entonación.

Con frecuencia

A veces

Pocas veces

Nunca

7. Participo en juegos de rol reales centrados en la entonación de frases.

Con frecuencia

A veces

Pocas veces

Nunca

8. Participo en juegos de rol reales enfocados en la entonación de oraciones.

Con frecuencia

A veces

Pocas veces

Nunca

9. Participo en juegos de rol reales y se como entonar las oraciones de manera correcta.

Con frecuencia

A veces

Pocas veces

Nunca

10. Participo en juegos de roles reales y es complicado entonar algunas oraciones.

Con frecuencia

A veces

Pocas veces

Nunca

APPENDIX C.TEST

Test- version 1.

TEST ABOUT SENTENCE INTONATION AND SPEAKING

Purpose:

The purpose of this test is to know the student's areas of strength and weakness with respect to the correct sentence intonation. For that reason, different tasks have been included.

Organization:

This test was designed for pre-intermediate English learners. This test is divided into three different sections. The first section contains 10 exercises. The second section is a listening activity with 5 exercises. In the third and last section, includes a role play activity that will be completed in pairs and the test administrator will be in charge.

Consent:

This test was designed by Celine Lizzeth Narváez Méndez and Mario Pérez Jiménez students from the Universidad Juárez Autónoma de Tabasco. Therefore, this test will not affect your subject grades.

Do you agree to participate in this project?

Yes/ No

Do you agree that the results you get will be used in this project?

Yes /No

In case of any doubt you can contact the researchers using the following mails:

narvaezmendezcelinelizzeth@gmail.com

Marioprofessor_teaching@outlook.com

Note: This test cannot be used for commercial purposes.

General information

Name: _____

Group: _____ Semester: _____

Instructions: This test was designed to be solved in a maximum of 1 hour.

Time to do the section 1: 7 mins

SECTION 1: Choose and underline the correct answers of the following questions.

Example:

Choose the correct intonation

“ Does she live in Canada?”

- a) falling intonation b) rising intonation

Choose the correct answer. You must select only one answer.

1. When do we use falling intonation?

- a) Information you are not certain about
b) Wh-questions
c) Yes/no questions

2. Choose the correct intonation

“She has a boyfriend?!”

- a) falling intonation b) rising intonation

3. Choose the correct intonation

“When is the deadline?”

- a) falling intonation b) rising intonation

4. Read the following sentences and choose that one in which we use falling intonation.

- a) *"He lives in Norway."*
b) *"Do you have an idea for a solution?"*
c) *"Can they finish the project in time?"*

5. When do we use Rising intonation?

- a) Information you are certain about
- b) Wh-questions
- c) Yes/no questions

6. Choose the correct intonation

“Do I have to wear a helmet?”

- a) falling intonation
- b) rising intonation

7. Choose the correct intonation

“put that down!”

- a) falling intonation
- b) rising intonation

8. Choose the correct intonation

With this question imagine that you are confirming information that you are sure of.

“You like pizza, don't you?”

- a) falling intonation
- b) rising intonation

9. Choose the correct intonation

“How long have you lived in this country?”

- a) falling intonation
- b) rising intonation

10. Choose the correct intonation

With this question imagine that you are not sure and you want to know the answer.

John doesn't speak Spanish, does he?

- a) falling intonation
- b) rising intonation

SECTION 2- LISTENING

You are going to listen to each of the following audios twice. Then, you will have to choose and underline the correct answer to decide if the intonation is falling or rising in each of the cases.

EXAMPLE:

What did you do for lunch?

- a. Falling intonation
- b. Rising intonation

1) They put them in the garden?

- a) Falling intonation
- b. Rising intonation

2) She's gone to Japan.

- a) Falling intonation
- b) Rising intonation

3) You said three o'clock, didn't you?

- a) Falling intonation
- b) Rising intonation

4) He's not in trouble again, is he?

- a) Falling intonation
- b) Rising intonation

SECTION 3- SPEAKING "Role play"

Then, after having finished the test you will be called by the administrator to do an activity of role play.

For this activity you will have a partner that will be assigned by the administrator of the test.

When it is your turn, you will have to get into the classroom where you will receive a role card such as in the example below. You have to read it.

The administrator will decide if you are going to play the role of "STUDENT A" or "STUDENT B". Finally, you start the role play.

You will have 1 minute to read the role card and organize your ideas. When you are ready, you will have 2 minutes to talk about the situation with your partner.

SITUATION: BUYING A PRESENT

You can start the conversation in the following way:

SA: Can I help you?

Son/ daughter: Well, actually, I'm looking for...

Student A) You are a son or a daughter looking for a gift for your friend's birthday in a clothes shop. You can ask about the color, size, Price etc.	Student B) You are a shop assistant in a clothes shop. Respond to what the customer asks.
---	---

Test- versión 2

TEST ABOUT SENTENCE INTONATION AND SPEAKING

Purpose:

The purpose of this test is to know the student's areas of strength and weakness with respect to the correct sentence intonation. For that reason, different tasks have been included.

Organization:

This test was designed for pre-intermediate English learners. This test is divided into three different sections. The first section contains 10 exercises. The second section is a listening activity with 5 exercises. In the third and last section, includes a role play activity that will be completed in pairs and the test administrator will be in charge.

Consent:

This test was designed by Celine Lizzeth Narváez Méndez and Mario Pérez Jiménez students from the Universidad Juárez Autónoma de Tabasco. Therefore, this test will not affect your subject grades.

Do you agree to participate in this project?

Yes/ No

Do you agree that the results you get will be used in this project?

Yes /No

In case of any doubt you can contact the researchers using the following mails:

narvaezmendezcelinelizzeth@gmail.com

Marioprofessor_teaching@outlook.com

Note: This test cannot be used for commercial purposes

General information

Name: _____

Group: _____ Semester: _____

Instructions: This test was designed to be solved in a maximum of 1h.

Time to do the section 1: 7 mins

SECTION 1:

Choose and underline the correct answers of the following questions.

Example:

Choose the correct intonation

“ Are you a Doctor?”

- a) falling intonation b) rising intonation

Choose the correct answer. You must select only one answer.

1. When do we use Rising intonation?

- a) Yes/ no questions
- b) Information you are certain about
- c) Wh-questions

2. Choose the correct intonation

“ My mom has a good job?!”

- a) falling intonation b) rising intonation

3. Choose the correct intonation

“Where are you going to do this afternoon?”

- a) falling intonation b) rising intonation

4. Read the following sentences and choose that one in which we use falling intonation.

- a) "They are studying for a degree in languages."
- b) "Do you want to go to the cinema with me?"
- c) "Can you cook when I am absent?"

5. When do we use falling intonation?

- a) Yes/no questions
- b) Information you are not certain about
- c) Wh-questions

6. Choose the correct intonation

"Do they need to use an outfit in order to get in the team?"

- a) falling intonation b) rising intonation

7. Choose the correct intonation

"Wash the dishes!"

- a) falling intonation b) rising intonation

8. Choose the correct intonation

With this question imagine that you are not sure and you want to know the answer.

"You like pizza, don't you?"

- a) falling intonation b) rising intonation

9. Choose the correct intonation

"How long have you been learning English?"

- a) falling intonation b) rising intonation

10. Choose the correct intonation

With this question imagine that you are checking information that you are sure of.

John doesn't speak Spanish, does he?

- a) falling intonation b) rising intonation

SECTION 2- LISTENING

You are going to listen to each of the following audios twice. Then, you will have to choose and underline the correct answer to decide if the intonation is falling or rising in each of the cases.

EXAMPLE:

What did you do for lunch?

- a) Falling intonation
- b) Rising intonation

1) Jamie and Linda are getting married?

- a) Falling intonation
- b) Rising intonation

2) You left it in the kitchen.

- a) Falling intonation
- b) Rising intonation

3) You called her to say we were coming, didn't you?

- a) Falling intonation
- b) Rising intonation

4) He is coming, isn't he?

- a) Falling intonation
- b) Rising intonation

SECTION 3- SPEAKING "Role play"

Then, after having finished the test you will be called by the administrator to do an activity of role play.

For this activity you will have a partner that will be assigned by the administrator of the test.

When it is your turn, you will have to get into the classroom where you will receive a role card such as in the example below. You have to read it.

The administrator will decide if you are going to play the role of "STUDENT A" or "STUDENT B". Finally, you start the role play.

You will have 1 minute to read the role card and organize your ideas. When you are ready, you will have 3 minutes to talk about the situation with your partner.

SITUATION: Looking for a job

You can start the conversation in the following way:

Cook: Hello, good morning, I am calling for the position of cook

Manager: Hello, sorry but this job is not available, because I have already hired.

Cook:...

Student A) You are a cook. One coffee shop. needs a cook. You are going to come for an interview. Call that coffee shop and ask questions about it.	Student B) You are a manager of the coffee shop. This job is not available, because you have already hired. But next month you might need a new cook Ask her/him try to call next month.
---	---