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TITLE

"THE USE OF ROLE PLAY FOR IMPROVING THE SPEAKING SKILL OF THE ENGLISH LANGUAGE AMONG 10TH YEAR STUDENTS AT ¨ADOLFO JURADO GONZALEZ¨ PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014"

Thesis required for obtaining the Bachelor's Degree in Sciences of Education, English Language Specialization

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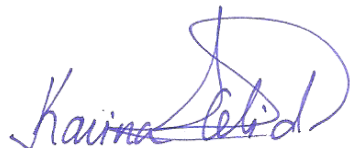
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GREATFULNESS

DEDICATION

Every challenging work needs self-efforts as well as guidance.

I dedicate my humble effort to: God who makes me stronger in each step

of my life. My family and friends whose affection, love, encouragement and

prays of day and night make me able to get such success and honor.

Stephania Hurtado

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THESIS SCHEME

a. TITLE

"THE USE OF ROLE PLAY FOR IMPROVING THE SPEAKING SKILL OF THE ENGLISH LANGUAGE AMONG 10TH YEAR STUDENTS AT ¨ADOLFO JURADO GONZALEZ¨ PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014"

b. RESUMEN

Este estudio de investigación acción tenía el propósito de mejorar la habilidad de hablar a través de la utilización de juegos de rol. La investigación se realizó en la Escuela Pública ¨Adolfo Jurado González¨ los participantes de la investigación fueron los estudiantes del décimo año. El plan de intervención de seis sesiones se llevó a cabo para mejorar la habilidad de hablar usando el juego de rol. Dos pruebas y cuestionarios confeccionados por el investigador fueron diseñados y utilizados para medir el progreso y la percepción del uso de juegos de rol de los once estudiantes. Adicionalmente, instrumentos como listas de control y los registros de aprendizaje también se utilizaron en cada sesión para comprobar el crecimiento de los estudiantes. Los resultados indicaron que el uso del juego de rol facilitó de manera significativa a la mejora de la habilidad de hablar, que se refleja en el notable aumento de las puntuaciones del post-test y el progreso de los estudiantes durante la intervención. La conclusión que se puede sacar de estos hechos es que este estudio ayudó a los estudiantes a mejorar su habilidad de hablar.

ABSTRACT

This action research study had the purpose to improve the speaking skill through the use of role play. The research was conducted at ¨Adolfo Jurado Gonzalez¨ Public School; the participants of the research were the tenth year students. The intervention plan of six sessions was carried out to improve the speaking skill using role play. Two researcher-made tests and questionnaires were designed and used to measure the eleven students' progress and perception of the use of role play. Additionally, instruments like checklists and learning logs were also used every session to check the students' growth. The results indicated that the use of role play facilitated meaningfully the improvement of the speaking skill which was reflected in the noticeable increase of the posttest scores and students' progress during the intervention. The conclusion that can be drawn from these facts is that this study helped the students to improve their speaking skill.

c. INTRODUCTION

This descriptive study was centered on the use of role play to improve the speaking skill learning with teenagers from fourteen years old in a public high school. These students received English classes three times a week without the support of resources and activities that motivate and facilitate the learning of it. The current study explored research and strategy to facilitate the improvement of the speaking skill.

It is important to mention that action research has never been developed before at the English Language Career of the Universidad Nacional de Loja. Action Research is extremely suitable for education due to the fact that its main purpose is to help teachers as researchers to solve their teaching problems "in action". In addition, this action research is done to allow the researcher to obtain experiences and gain knowledge. Action Research is not only helpful for the researcher but also for the students because they are motivated to learn the language when they are in performing the role play in front of the class and help to resolve the students' difficulties with the speaking skill.

The current study worked with a sample of eleven tenth year students in a public high school. The action research work was assisted with an intervention plan of six lessons. This study involved pre and posttests,

questionnaires, checklists and learning logs during the intervention. This intervention was planned based on the student's cognitive process to build up their knowledge. The lessons were reinforced with activities that enable students to practice in an oral way the vocabulary and learn the grammar with the use of role play as a strategy.

The main goal of this study was to improve the speaking skill using role play. To achieve this goal the researcher investigated the theoretical references about speaking skill and role play as a strategy. Then, she diagnosed the issues that limited the learning of the speaking skill. After, she designed an intervention plan with the use of role play to identify their effectiveness. After that, she applied the intervention plan as part of the classroom activities in order to reduce the limitations in the speaking skill. And finally, she reflected upon the effect that role play had on 10th year students' speaking skill.

Throughout the process of the intervention plan there were many advantages that helped facilitate this research process. First of all, the number of students helped, all students participated in the performance of the role play, giving them the opportunity to feel included. Also the principal and the teacher gave the support and freedom to work with the students which made the researcher feel confident and achieve the goal that was planned.

Although there were many advantages there were some challenges in this research process as well. The biggest challenge was to discourage the students from using the mother tongue (Spanish) in class. Besides the lack of updated literature related to role play it was hard to find academic research literature in the university library. Furthermore, online search results only allowed access to the cover of the book.

The noticeable improvement of the speaking ability can be seen in the results of the pre-test and post-test. The pre-test showed that most students were struggling with grammar and pronunciation. In the post test after the intervention, the findings indicated that students overcame the difficulties they had in the pretest with grammar and pronunciation.

Applying action research had a great impact on the researcher as a candidate teacher. This action research helped become more familiar with the students' issues. Throughout the intervention, role play helped students to become more confident and take risks without worrying about make mistakes. This has shown the researcher that the learning environment plays a very important role in the teaching learning process when students feel confident they can practice, and this practice allows them to master the content, in this case speaking.

This research report is organized in five sections. The literature review section describes the variables of Speaking and Role Play. The materials and methods section explain the design of the investigation, action research, the methods that help this study and the five points that were considered in the study. In the results section is detailed the findings of the research. These findings are presented in tables and figures with the corresponding logical analysis. The other section is the discussion that shows the major findings of the research, the importance of them and why the information obtained is relevant. The last sections are the Conclusions and Recommendations. They explain what was found in the study and what can be done in the future to improve any study-related situation.

d. LITERATURE REVIEW

SPEAKING

THE MEANING OF SPEAKING ABILITY

The term speaking has several meanings Thornburry (2005, p. 8) states that speaking is a speech production that becomes a part of our daily activities. Most of speaking activities are in the form of face-to-face dialogues; therefore speaking involves interaction.

(McDonough & Shaw, 2003, p. 134) affirm that there are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides fluency, accuracy, and confidence are important goals in speaking. Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communications because it is a way to express ideas and opinions directly what we have in our minds.

(Cameron, 2001, p. 40) claims that speaking is the active use of language to express meaning so that the other can make sense of them. It

means that speaking consists of producing systematic verbal utterances to convey meaning which make other people know what we are talking about clearly.

Based on the above definition, it can be concluded that speaking ability is an ability to express or communicate opinions, thoughts, and ideas and can be gained with practice.

FUNCTIONS OF SPEAKING

(Richards, 2008, pp. 21-28) states that there are three functions of speaking talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

- **Talk as interaction**

(Richards, 2008, p. 22) describes talk as interaction to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present

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themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances. The main features of talk as interaction can be summarized as follows

- Has a primarily social function.
- Reflects role relationships.
- Reflects speaker's identity.
- May be formal or casual.
- Uses conversational conventions.
- Reflects degrees of politeness.
- Uses conversational register.

Some of the skills involved in using talk as interaction involve knowing how to do the following things:

- Opening and closing conversations.
- Choosing topics.
- Making small-talk.
- Joking.
- Recounting personal incidents and experiences.
- Turn-taking.
- Interrupting.
- Reacting to others.

- Using an appropriate style of speaking.

- **Talk as transaction**

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. In such transactions, talk is associated with other activities.

(Richards, 2008, p. 25) distinguishes between two different types of talk as transaction. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood.

The second type is transactions which focus on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding.

The main features of talk as transaction are:

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- It has a primarily information focus.

- The main focus is on the message and not the participants.

- Participants employ communication strategies to make themselves understood.

- There may be frequent questions, repetitions, and comprehension checks.

- There may be negotiation and digression.

- Linguistic accuracy is not always important.

Some of the skills involved in using talk for transactions are:

- Explaining a need or intention.

- Describing something.

- Asking questions.

- Asking for clarification.

- Confirming information.

- Justifying an opinion.

- Making suggestions.

- Clarifying understanding.

- Making comparisons.

- Agreeing and disagreeing.

- **Talk as performance**

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Spoken texts of this kind, according to Jack Richards, often have identifiable generic structures and the language used is more predictable. Because of less contextual support, the speaker must include all necessary information in the text hence the importance of topic as well as textual knowledge. And while meaning is still important, there will be more emphasis on form and accuracy.

Talk as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

The main features of talk as performance are:

- A focus on both message and audience.

- Predictable organization and sequencing.

- Importance of both form and accuracy.

- Language is more like written language.

- Often monologic.

Some of the skills involved in using talk as performance are:

- Using an appropriate format.

- Presenting information in an appropriate sequence.

- Maintaining audience engagement.

- Using correct pronunciation and grammar.

- Creating an effect on the audience.

- Using appropriate vocabulary.

- Using an appropriate opening and closing.

COMPONENTS OF SPEAKING

Speaking is a skill which requires the simultaneous use of a number of different abilities.

Pronunciation

As stated by, (Harmer, 2001, p. 183) if students want to be able to speak fluently in English, they need to be able to pronounce phonemes

correctly, use appropriate stress and intonation patterns and speak in connected speech, the speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, foreign language learners regularly have problems distinguishing between sound in the new language that do not exist in languages they already know.

Grammar

It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary (Fromkin & Rodman, 1998, p. 14) "Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences.

Vocabulary

According to (Ur, 2012, p. 48) vocabulary can be defined, roughly, as the words in the language. Vocabulary means both a list of words and the range of words known by any person. It is clear that limited vocabulary mastery makes conversation virtually impossible.

Fluency

According to (Riddell, 2011, p. 118) fluency is the ability to talk freely without too much stopping or hesitating. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people get the information they want. (Irianti, 2011, p. 9) defines comprehension as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

TEACHING SPEAKING

IMPLICATIONS FOR TEACHING

(Richards, 2008, pp. 30-34) establishes that three core issues need to be addressed in planning speaking activities for an English class. The first is to determine what kinds of speaking skills the class will focus on. The

second issue is to identifying teaching strategies to "teach" each kind of talk.

- **Teaching talk as interaction**

Talk as interaction is perhaps the most difficult skill to teach since interactional talk is a very complex and subtle phenomenon that takes place under the control of unspoken rules. These rules are best taught by providing examples embedded in naturalistic dialogs that model features such as opening and closing conversations, making small talk, recounting personal incidents and experiences, and reacting to what others say.

One rule for making small talk is to initiate interactions with a comment concerning something in the immediate vicinity or that both participants have knowledge of. The comment should elicit agreement, since agreement is face-preserving and non-threatening.

- **Teaching talk as transaction**

Talk as transaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities, and role plays that can provide a source for practicing how to use talk for

sharing and obtaining information, as well as for carrying out real-world transactions.

These activities include ranking, values clarification, brainstorming, and simulations. Group discussion activities can be initiated by having students work in groups to prepare a short list of controversial statements for others to think about.

An issue that arises in practicing talk as transaction using different kinds of communicative tasks is the level of linguistic accuracy that students achieve when carrying out these tasks. One assumption is that form will largely look after itself with incidental support from the teacher.

- **Teaching talk as performance**

Teaching talk as performance requires a different teaching strategy. Initially, talk as performance needs to be prepared for and scaffolded in much the same way as written text, and many of the teaching strategies used to make understandings of written text accessible can be applied to the formal uses of spoken language.

This approach involves providing examples or models of speeches, oral presentations, stories, etc., through video or audio recordings or written

examples. These are then analyzed, or "deconstructed," to understand how such texts work and what their linguistic and other organizational features are.

Students then work jointly on planning their own texts, which are then presented to the class. Feez and Joyce's (1998) approach to text-based instruction provides a good model for teaching talk as performance. This approach involves:

- Teaching explicitly about the structures and grammatical features of spoken and written texts.
- Linking spoken and written texts to the cultural context of their use.
- Designing units of work that focus on developing skills in relation to whole texts.
- Providing students with guided practice as they develop language skills for meaningful communication through whole texts.

Problems in Speaking Class

(Ur, 1996, p. 121) suggests fundamental problems that appear in the speaking class, as follows:

- Inhibition

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Speaking requires some degree of real-time exposure to an audience. It is quite different from the other three skills, reading, listening and writing. Learners are often inhibited about trying to say things in a foreign language in the classroom. They are usually worried in making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

- Nothing to say

Even if the learners are not inhibited, they often complain that they cannot think of anything to say: They have no motive to express themselves beyond the guilty feeling that they should speak.

- Low or uneven participation

Only one participant can talk at a time if he or she is to be heard. In large groups this means that each one will have only very little time to talk. The problem is compounded by the tendency that some learners are dominant, while others speak very little or not at all.

- Mother-tongue use

In a class where the learners speak the same mother tongue, native language, there is a tendency for them to use it, because it is easier, more natural, and safe.

FACTORS INFLUENCING THE STUDENTS' SPEAKING SKILL

In his research (Mujiningsih, 2008, p. 34) affirms that there are some influential factors in developing the speaking skill. The factors that influence the speaking skills of the students are interest, motivation and environment. The students' interest to study and practice the speaking skill is an important factor. By having strong interest, the learners will try to give a great attention to improve their speaking. They will manage some activities that enable to increase skill.

Dealing with the above opinion, it is necessary to know that one of the causes of the failure in teaching English at school is that the teacher still teaches with the routine activities without considering that it will make the students bored, and lost their attention to the teaching and learning process. As the result, the students will not be able to catch the lesson easily because of their lost interest and participation.

In other words, the technique used by the teacher in teaching English to the students, especially speaking skill, should be able to create an interesting atmosphere, so that the students will be comfortable, enthusiastic, excited, and interested in joining the lesson in the teaching learning activity. It also can be said that: support, sacrifice, and diligence are the result of interest. If someone has interest in something he will join and follow the activity, even in a long time.

Motivation is very strongly related to achievement in language learning. Motivation is a way of how individuals get interested, react to events that get their attention and engage in certain specified behaviors particularly in the learning process. Motivated individuals will involve whole heartedly in the teaching-learning process and they will have an intention to learn more and more. Students can be motivated to perform well because of factors such as interest curiosity, the need to obtain information or solve a problem, or the desire to understand. Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive. Motivation has relationship with the power to move. It can raise effort, power, and energy to do something.

Environment is an important factor in gaining the speaking skill. One of the reasons for the students´ failure to learn or maintain their second language is there is no contact between learners and the community in which the language is spoken. The factor can be home environment, school environment, community environment, etc. The environment that encourages the greatest amount of use of the language is beneficial.

To sum up, the successful students depend on their interest, motivation, and environment surrounding them. It means that the students motivate themselves to achieve English, although there are extrinsic factors influencing their study. However, the intrinsic interest and motivation has a stronger influence than the extrinsic one.

BASIC CONSIDERATION IN TEACHING SPEAKING

(Ur, 1996, p. 122) suggests some solutions in overcoming speaking problems in the classroom, as follows:

- Use group work

This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibition of learners.

- Base the activity on easy language

The level of language needed for a discussion should be lower than that used in intensive language learning activities in the same class.

- Make a careful choice of topic and task to stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participants will be.

- Give some instruction or training in discussion skills

If the task is based on group discussion then include instruction about participation when introducing it.

- Keep students speaking in the target language

Teacher might appoint one of the groups as monitor, whose job is to remind participants to use the target language, and, perhaps, report later to the teacher how well the group managed to keep to it.

In 2006 Kayi in his article provides some ways to apply the above suggestions.

- Providing maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

- Trying to involve each student in every speaking activity: for this aim, practice different ways of student participation.

- Asking eliciting questions such as —What do you mean? How did you reach that conclusion? in order to prompt students to speak more.

- Reducing teacher speaking time in class while increasing student speaking time. Step back and observe students.

- Indicating positive signs when commenting on a student's response.

- Providing written feedback like —Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice.

- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract from his or her speech.

- Involving speaking activities not only in class but also out of class; contact parents and other people who can help.

- Circulating around classroom to ensure that students are on the right track and see whether they need our help while they work in groups or pairs.

- Providing the vocabulary beforehand that students need in speaking activities.

CLASSROOM SPEAKING ACTIVITIES

To help students develop communicative efficiency in speaking, there are some activities used in the classroom to promote the development of speaking skill in learners. The following activities are considered the most common that can be implemented as follows (Celce-Murcia, 2001, pp. 106-108).

- Discussion

It is probably the most commonly used in the speaking skills classroom activity. It is a common fact that discussion really useful activity for the teacher in order to activate and involve student in classroom teaching. Typically student are introduced to a topic via reading, listening passage,

or a video tape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like. Normally, people need time to assemble their thought before any discussion and that is something needs to consider. So, teacher must take care in planning and setting up a discussion activity.

- Speeches

Another common activity in the oral skills class is the prepared speech. Topics for speeches will vary depending on the level of the students and the focus of the class, but in any case, students should be given some leeway in determining the content of their talks. In order words, the teacher can provide the structure for the speech-its theoretical genre and its time restrictions. For example asking student to "tell us about an unforgettable experience you had". Allow them to talk about something that is personally meaningful while at the same time encourages narration and description.

- Role Plays

Role play is an activity in which students are assigned roles and improvise a scene or exchange based on given information or clues. It is one way of getting student to speak in different social contexts and to

assume varied social roles is to use role-play activities in the classroom. Role plays can be performed from prepared scripts, created from a set of prompt and expression or written using and consolidation knowledge gained from instruction or discussion of the speech act and its variation prior to the roles plays themselves.

- Conversations

One of the recent trends in oral skills pedagogy is the emphasis on having student analyze and evaluate the language that they or others produce. In other words, it is not adequate to have students produce lots of language; they must become more metalinguistically aware of many features of language in order to become competent speakers and interlocutors in English. One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication.

- Information- gap activities

This refers to the fact that in real communication people normally communicate in order to get information they do not possess. In this activity, each student has different information and they need to obtain

information from each other in order to finish a task. They must use target language to accomplish it.

THE ROLES OF THE TEACHER DURING SPEAKING ACTIVITIES

During speaking activities, teachers need to play a number of different roles. They can be prompter, participant even as feedback provider (Harmer, 2001, p. 275).

- Prompter

When students sometimes get lost in speaking, teacher can leave them to struggle out of situation on their own, and indeed sometimes, this may be the best option. However, teacher may be able to help student and the activity to progress by offering discrete suggestions.

- Participant

Teachers should be good animators when asking student to produce language. This can be achieved by setting up an activity clearly and with enthusiasm. At other times, teachers may want to participate in discussion or role play themselves. However, they should be careful to not draw all the attention to themselves.

- Feedback Provider

When students are in the middle of speaking task, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations. When students have completed an activity is very important that teachers allow them to assess what they have done.

In summary, when teacher being a prompter, a participant, even a feedback provider, they have to be careful that they do not force students, do not participate too much, and do not over correct.

TESTING SPEAKING

(Thornburry, 2005, p. 127) proposes two main ways of scoring in spoken test, holistic scoring and analytic scoring. In holistic scoring, a single score is given on the basis of overall scoring. In analytic scoring, a separate score is given for different aspects of the task. Holistic scoring is quicker to apply; it is adequate for informal testing of progress. Holistic scoring requires the involvement of more than one scorer. Analytic scoring is longer and it compels testers to take a variety of factors into account.

However, the scorer may be distracted by all the categories and lose sight of the overall picture.

Categories of spoken test in CELS (Cambridge certificate in English Language Speaking Skills) are as follows:

- Grammar and vocabulary

Candidates are awarded marks for accurate and appropriate use of syntactic forms and vocabulary.

- Discourse management

Examiners are looking for evidence of the candidate's ability to express ideas and opinions in coherent, connected speech.

- Pronunciation

It refers to the candidates´ ability to produce comprehensible utterances to fulfill the task requirements. It implies to the production of individual sounds, appropriate linking of words, and the use of stress and intonation to convey meaning.

- Interactive communication

It refers to the candidate's ability to interact with the interlocutor and the other candidate by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirement.

In line with the CELS description above Mujiningsih (2008, p. 40) cites Madsen (1983, p. 167) who states that the holistic scoring concentrates on communication while not overlooking the components of speech. In this type of scoring, the rating scale can be adapted for the use of teachers, and teachers can prepare their own scale. The scale is applied to achieve the consistency in scoring. Based on the theories above the scoring rubric applied in this action research is as follows:

Speaking test Criteria

SCORE	INDICATOR
	FLUENCY
17 – 20	Fluent communication
13 – 16	Good communication
9 – 12	Satisfactory
5 – 8	Communication hesitant
0 – 4	Communication minimal
	VOCABULARY
17 – 20	Wholly appropriate
13 – 16	Few limitation
9 – 12	Sometimes limited
5 – 8	Limitation affected the task
0 – 4	Inadequate for the task
	GRAMMAR
17 – 20	Clear and appropriate use of grammar
13 – 16	Few inaccurate gramar
9 – 12	Inaccuracy of grammar do not seriously impede
5 – 8	Inaccuracy of grammar do not impede understanding
0 – 4	Inaccuracy of grammar makes understanding
	PRONUNCIATION
17 – 20	Clear pronunciation
13 – 16	Few inaccurate pronunciation
9 – 12	Inaccuracy of pronunciation do not seriously
5 – 8	Inaccuracy of pronunciation do not understanding
0 – 4	Inaccuracy of pronunciation makes understanding almost impossible

ROLE PLAY

DEFINITION OF ROLE PLAY

(Budden, 2004) in his article claims that role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.

The joy of role-play is that students can 'become' anyone they like for a short time. Students can also take on the opinions of someone else 'for and against' debates can be used and the class can be split into those who are expressing views in favor and those who are against the theme. Functional language for a multitude of scenarios can be activated and practiced through role-play at the restaurant, checking in at the airport, etc…

(Ur, 1996, p. 131) defines role play as all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using the appropriate language to this new context. Thus learners would be placed in a variety of experiences where they play roles as themselves or play the role of someone else and they should use language that is appropriate to the situation and social context which are they playing.

BENEFITS OF ROLE-PLAY

There are some reasons for using role play. Here is a list of the main one (Ladousse, 1995, pp. 9-10)

- A very wide variety of experience can be brought into the classroom through the role play. The range of functions and structure, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities such as conversation, communication games, or humanities exercises. Through role play we can train or students in speaking skill in any situation.

- Many students believe that language is only to do with the transfer of specific information from one person to another. They have very little small talk, and in consequence often appear unnecessarily brusque and abrupt. It is possible to build up these social skills from a very low level through role play.

- It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom. For these students, role play is a very useful dress rehearsal for real life. It enables them not just acquire set phrases, but to learn how interaction might take place in a variety of situation

Role play helps many shy students by providing them with a mask. Some reticent members of a group may have a great deal of difficulty participating in conversation about themselves, and in other activities based or their direct experience. These students are liberated as they no longer feel that their own personality is implicated.

Perhaps the most important reason for using role play is that is fun. Once students understand what is expected for them. They thoroughly enjoy letting their imagination rip. Although there does not appear to any scientific evidence that enjoyment automatically leads to a better learning, most language teacher would probably agree that in the case of the vast majority of normal people this is surely so.

- Finally, role play is one of the whole gamut of communicative techniques which develop fluency in language students, which promotes interaction in the classroom, and which increases motivation. Not only is peer learning encourage by it. But also the sharing between teacher and student of the responsibility for the learning process

On the other hand (Harmer, 2007, p. 146) advocates the use of role-play for the following reasons:

- It's fun and motivating
- Quieter students get the chance to express themselves in a more forthright way

- The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities

In addition to these reasons, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences.

Role play is perhaps the most flexible technique in the range, and the teacher who have it at their fingertip are able to meet an infinite variety of need with suitable and effective role play exercises

THE TYPES OF ROLE PLAY

In case of role play activities, according to (Byrne, 1986, pp. 122-123) role play can be grouped in two types, scripted and unscripted role play. In details, those types of role play activities described as follows:

- **Scripted Role Play**

This type involves interpreting either the text book dialogue or reading text in the form of speech.The main function of the text after all is to convey the meaning of language items in a memorably way.

- **Unscripted Role Play**

In contrast of scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

STEPS TO DEVELOP A ROLE PLAY

Based on the empirical evidence, (Kodotchigova, 2002) in his article suggests a step-by-step guide to making a successful role play.

- **A Situation for a Role Play**

To begin with, choose a situation for a role play, keeping in mind students' needs and interests. Teachers should select role plays that will give the students an opportunity to practice what they have learned. At the same time, we need a role play that interests the students. One way to make sure your role play is interesting is to let the students choose the situation themselves. They might either suggest themes that intrigue them or select a topic from a list of given situations. To find a situation for a role play, write down situations you encounter in your own life, or read a book or watch a movie, because their scenes can provide many different role play situations.

- **Role Play Design**

After choosing a context for a role play, the next step is to come up with ideas on how this situation may develop. Students' level of language proficiency should be taken into consideration If you feel that your role play requires more profound linguistic competence than the students possess, it would probably be better to simplify it or to leave it until appropriate. On low intermediate and more advanced levels, role plays with problems or conflicts in them work very well because they motivate the characters to talk.

To build in these problems let the standard script go wrong. This will generate tension and make the role play more interesting. For example, in a role play situation at the market the participants have conflicting role information. One or two students have their lists of things to buy while another two or three students are salespeople who don't have anything the first group needs, but can offer slightly or absolutely different things.

- **Linguistic Preparation**

Once you have selected a suitable role play, predict the language needed for it. At the beginning level, the language needed is almost completely predictable. The higher the level of students the more difficult it

is to prefigure accurately what language students will need, but some prediction is possible anyway It is recommended to introduce any new vocabulary before the role play.

At the beginning level, you might want to elicit the development of the role play scenario from your students and then enrich it. For example, the situation of the role play is returning an item of clothing back to the store. The teacher asks questions, such as, 'In this situation what will you say to the salesperson?', 'What will the salesperson say?' and writes what the students dictate on the right side of the board. When this is done, on the left side of the board the instructor writes down useful expressions, asking the students, 'Can the customer say it in another way?', 'What else can the salesperson say?' This way of introducing new vocabulary makes the students more confident acting out a role play.

- **Factual Preparation**

This step implies providing the students with concrete information and clear role descriptions so that they could play their roles with confidence. For example, in the situation at a railway station, the person giving the information should have relevant information: the times and destination of the trains, prices of tickets, etc. In a more advanced class and in a more

elaborate situation include on a cue card a fictitious name, status, age, personality, and fictitious interests and desires.

Describe each role in a manner that will let the students identify with the characters. Use the second person 'you' rather than the third person 'he' or 'she.' If your role presents a problem, just state the problem without giving any solutions.

- **Assigning the Roles**

Some instructors ask for volunteers to act out a role play in front of the class, though it might be a good idea to plan in advance what roles to assign to which students. At the beginning level the teacher can take one of the roles and act it out as a model. Sometimes, the students have role play exercises for the home task. They learn useful words and expressions, think about what they can say and then act out the role play in the next class.

There can be one or several role play groups. If the whole class represents one role play group, it is necessary to keep some minor roles which can be taken away if there are less people in class than expected. If the teacher runs out of roles, he/she can assign one role to two students, in which one speaks secret thoughts of the other (With several role play

groups, when deciding on their composition, both the abilities and the personalities of the students should be taken into consideration. For example, a group consisting only of the shyest students will not be a success. Very often, optimum interaction can be reached by letting the students work in one group with their friends.

Whether taking any part in the role play or not, the role of the teacher is to be as unobtrusive as possible. He or she is listening for students' errors making notes. Mistakes noted during the role play will provide the teacher with feedback for further practice and revision. It is recommended that the instructor avoids intervening in a role play with error corrections not to discourage the students.

- **Follow-up**

Once the role play is finished, spend some time on debriefing. This does not mean pointing out and correcting mistakes. After the role play, the students are satisfied with themselves, they feel that they have used their knowledge of the language for something concrete and useful. This feeling of satisfaction will disappear if every mistake is analyzed. It might also make the students less confident and less willing to do the other role plays

Follow-up means asking every student's opinion about the role play and welcoming their comments. The aim is to discuss what has happened in the role play and what they have learned. In addition to group discussion, an evaluation questionnaire can be used.

e. MATERIALS AND METHODS

In this section by methods and material it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques and instruments, materials and procedure.

DESIGN

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the researcher of this thesis to follow the first cycle of the Kemmis and McTaggart's spiral.

CONTEXT

¨Adolfo Jurado Gonzalez¨ Public School was selected as the place for the present research work, and it is the school where the researcher

is currently teaching and observing as a part of her teaching practicum; therefore, she has insight into the spectrum of English teaching within the school. ¨Adolfo Jurado Gonzalez¨ Public School is located on 24 de Mayo Av. and Azuay Street and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban public school live in a social environment that characterizes developing communities in Latin American countries such as Ecuador.

Having English as a subject within the curriculum in Ecuadorian public elementary schools is compulsory as it is for middle and high schools. In the case of "Adolfo Jurado Gonzalez" Public School, the treatment of English as a subject within the curriculum of the school is compulsory and this is reflected in the five class periods devoted to teach it. It has an English teacher as part of its teaching staff.

PARTICIPANTS

Students from 10th year were chosen as sampling. The participants of this study were eleven native Spanish speakers (three women and eight men). Their ages range from fourteen to sixteen years old. The students have English classes three times per week a total of five periods of forty minutes with a certified English teacher; they have a basic level of English.

The students were studying with the level two book that was provided by the government. The English classes are developed without any other didactic material than a course book. Most of them have trouble with their speaking ability.

Permission to conduct the study was obtained from the principal through written format, and from the teacher through oral authorization. Confidentiality was maintained through password-protected data banks, with only the researcher having access to the data.

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

This general denomination includes description of research design, methods and techniques used along the research stages as well as the data collection instruments and resources. The procedure followed in conducting the study is also described in this section.

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed to describe the data resulting from the application of an

intervention plan. The following general methods were applied along the descriptive research:

The *Scientific method* assisted the study of the use of role play applied in the development of the speaking skill. It helped in the observations done before and during the intervention, and it also assisted during the anticipation of the possible solution. This particular method helped support data collection in order to make relevant predictions and further analysis.

The *Descriptive method* enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation.

The *analytic-synthetic method* was used to analyze the obtained results through two questionnaires of five questions, two oral tests, learning logs and checklists. It was adopted also to interpret the data, develop the logical analysis and draw conclusions.

The *statistic method* made possible the quantitative statistical analysis of data derived from the test and questionnaires as well as the qualitative text analysis of the data received from the observation, learning log and checklists.

TECHNIQUES

Specific techniques were adopted along each stage of the research process, from the formation of the theoretical framework to the discussion of results. In forming the Theoretical Framework and Literature Review, extensive reading was conducted and the use of outlines and index cards helped facilitate learning and focus the information. Technology offered valuable help in the process of creating bibliographical sources and citations. APA style was assumed as the formal system for format organization and citation.

DATA COLLECTION INSTRUMENTS

The instruments used to collect the information were the following:

• Two Questionnaires, (Annex page 136). The pre questionnaire was applied at the beginning and the post questionnaire at the end of the intervention. Both of questionnaires contained five multiple choice questions that were focused on the student`s perception about English language teaching in class and the development of speaking skill.

• Learning logs (Annex page 138), in this instrument was collected qualitative data to know the students' perception about the role play in each class.

• Checklists (Annex page 139), here it was collected qualitative data for enable record the students' progress in each class. It contains detailed information and questions to know about the students' development in the intervention process.

• Two researcher's-made oral tests (Annex page 134) the pretest and post-test also were applied one at the beginning and the other at the end of the intervention. They have ten topics students must achieve.

MATERIALS

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were the target population, the cooperating English school teacher, the thesis advisor and the researcher. In this research the target population was the 10th year students of "Aldolfo Jurado Gonzalez" Public School. The cooperating teacher helped provide general information about these target students and the thesis advisor supervised the development of the stages of the study. The researcher worked enthusiastically in order to learn from the various human resources and also played an active role in this research work.

A personal computer, internet, removable memory stick, and multimedia were some of the **technological resources** used. **Office supplies** such as handouts, flashcards, videos, textbooks and bibliography were important material components as well.

PROCEDURE

The study started with the observations of the English classes of the 10th year at ¨Adolfo Jurado Gonzalez¨ Public School, in order to identify the issues the students were facing. In the visits to the English classes observation sheets (annex page133) were filled out to record the students work. The analysis of observations helped to form the problem statement and create a possible solution, in order to support the questions raised during the observations a theoretical framework was developed.

An intervention plan (annex page 123), organized in six lessons, was designed with the help of the literature framework. Then, the intervention plan was applied since April to May. The researcher conclude the intervention with a post-test data collection, using the same instruments as the pretest During this stage quantitative and qualitative data was collected using the instruments mentioned above.

After collecting the data it was tabulated and translated into tables. Means for each test section were calculated to have a better overall view of performance of the class in each test.

The Pearson Correlation coefficient $r = \dfrac{n(\Sigma xy)-(\Sigma x)(\Sigma y)}{\sqrt{[n(\Sigma x^2)-(\Sigma x)^2][n(\Sigma y^2)-(\Sigma y)^2]}}$was used to find out the relationship between the learning outcomes before and after the intervention plan. It is one of the best means for evaluating the strength of a relationship between pre and posttests (x and y). Both variables were expressed in terms of quantitative scores and the statistical analysis was used to determine whether there was a significant change in achievement from the base line data to the posttest results.

Observation data was also obtained by periodical monitoring of the evaluation of the language skill by means of a researcher-designed checklist.

After collecting the data it was tabulated and analyzed. The discussion of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and disseminated.

f. RESULTS

In this section the data received from questionnaires and tests are presented in tables and figures. An analysis is done after each table or figure.
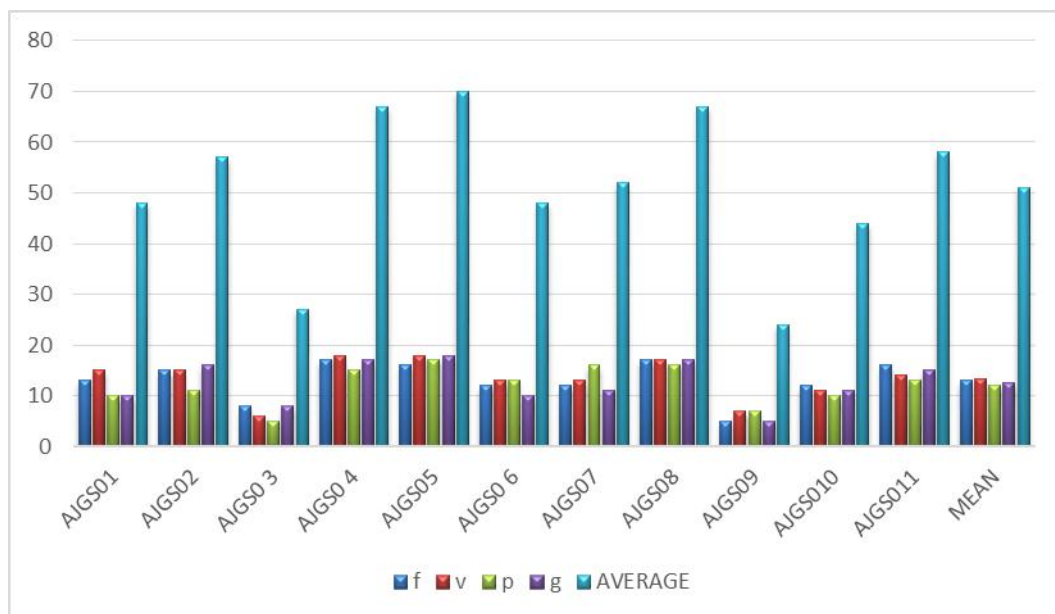
Table 1

Pre- test Results

STUDENT'S CODE	*f*	*v*	*p*	*g*	AVERAGE
AJGS01	13	15	10	10	48
AJGS02	15	15	11	16	57
AJGS0 3	8	6	5	8	27
AJGS0 4	17	18	15	17	67
AJGS05	16	18	17	18	70
AJGS0 6	12	13	13	10	48
AJGS07	12	13	16	11	52
AJGS08	17	17	16	17	67
AJGS09	5	7	7	5	24
AJGS010	12	11	10	11	44
AJGS011	16	14	13	15	58
MEAN	13	13.4	12.1	12.5	51.1

Note. *f*: fluency; *v*: vocabulary; *p*: pronunciation; *g*: Grammar; AJG: Adolfo Jurado Gonzalez (school code)

Figure 1   Pre-test results

Before the intervention plan, the author of this action research applied a pre- test in order to assess the students' speaking ability. The results in table 2 reveal that the students' speaking skill was below an average score (51.1). It could be seen that the parameters in which them have more problems were the pronunciation and grammar. This implies that students needed to practice the speaking skill in class with activities that allow them to participate it in class in order to master all the parameters specially fluency and grammar. According to Mujiningsih (2008) it is necessary to know that one of the causes of the failure in teaching English at school is that the teacher still teaches with the routines activities without considering that it will make the students bored and lost their attention to the teaching and learning process.

Table 2

Post-Test Results

STUDENT'S CODE	*f*	*v*	*p*	*g*	AVERAGE
AJGS01	20	20	21	21	82
AJGS02	20	21	21	23	85
AJGS0 3	15	17	18	16	66
AJGS0 4	23	22	22	24	91
AJGS05	23	20	22	23	88
AJGS0 6	17	16	17	21	71
AJGS07	16	17	16	17	66
AJGS08	22	23	21	22	88
AJGS09	13	12	15	15	55
AJGS010	20	19	22	20	81
AJGS011	22	21	23	23	89
MEAN	19.2	18.9	19.8	20.5	78.4

Note. *f*: fluency ; *v*: vocabulary; *p*: pronunciation; *g*: Grammar; AJG: Adolfo Jurado Gonzalez (school code)

Figure 2: Post-test results
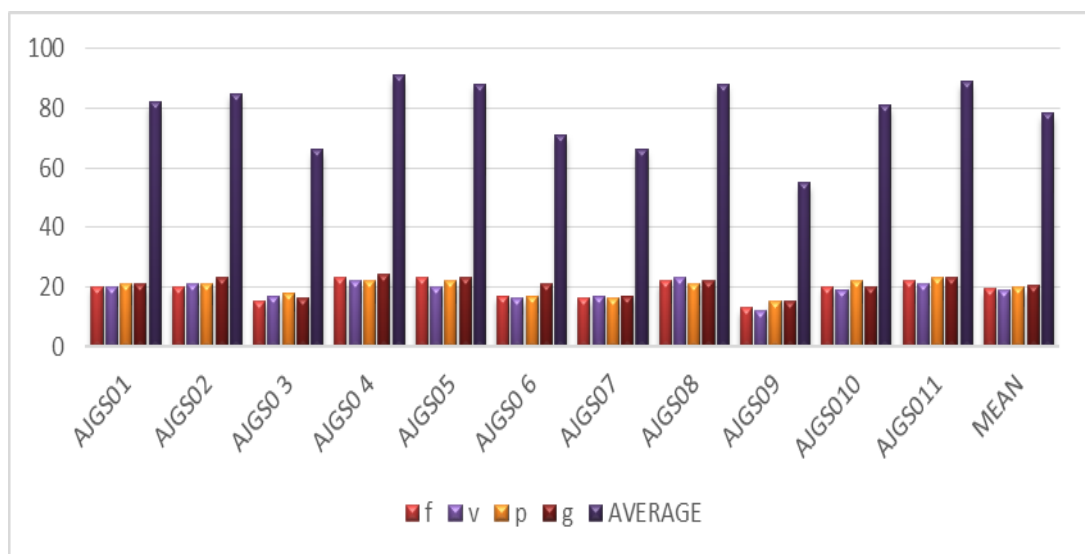
After the intervention plan, the author of this action work applied a post-test in order to assess the students' speaking ability; the data shows that the students' scores increased significantly in most of the students, although three students increased the score but it is still below the average. The data also reveals that the grammar had an important growth. It also means that using role play as a strategy to improve the speaking skill facilitates students to increase the use of grammar. Ladousse (1995) claims that role play is one of the whole gamut of communication techniques which develop fluency in language students, which promotes interaction in the classroom, and which increases motivation.

Table 3

Comparing tests results

STUDENT'S CODE	PRE-TEST X	POST-TEST Y	Xy	x^2	y^2
AJGS01	48	82	3936	2304	6724
AJGS02	57	85	4845	3249	7225
AJGS0 3	27	66	1782	729	4356
AJGS0 4	67	91	6097	4489	8281
AJGS05	70	88	6160	4900	7744
AJGS0 6	48	71	3408	2304	5041
AJGS07	52	66	3432	2704	4356
AJGS08	67	88	5896	4489	7744
AJGS09	24	55	1320	576	3025
AJGS010	44	81	3564	1936	6561
AJGS011	58	89	5162	3364	7921
$\sum$	562	862	45602	31044	68978

Note: AJG: Adolfo Jurado Gonzalez (school code)

Figure 3 *Comparing test results*
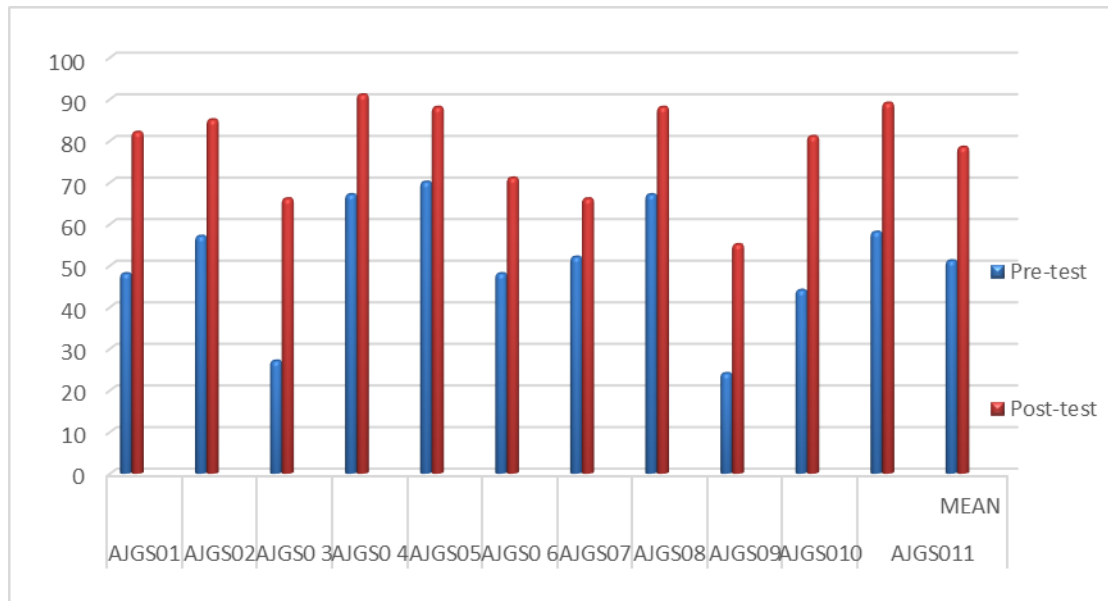
$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n(\Sigma x^2) - (\Sigma x)^2][n(\Sigma y^2) - (\Sigma y)^2]}}$$

$$r = \frac{11(45602) - (562)(862)}{\sqrt{[11(31044) - (562)^2][11(68978) - (862)^2]}}$$

$$r = \frac{17178}{20072.5}$$

$$r = 0.86$$

The pre-test and the post-test show the improvement of students' speaking ability. The Pearson correlation coefficient used to find out the relationship between the learning outcomes before (x) and after (y) the intervention plan showed a remarkable positive change 0.86. From the average, the researcher reports that the average score of the pre-test was

51.1 and the average score of the post-test was 78.4. It is concluded that their speaking ability was better than before. It meant that the students' achievement improved before the implementation of role play in class. Ladousse (1995) expresses that although there does not appear any scientific evidence that enjoyment automatically leads to a better learning, most language teacher would probably agree that in the case of the vast majority of normal people this is surely so

COMPARISON OF STUDENTS' PERCEPTION ON THE QUESTIONNAIRES.

To add the qualitative data, the researcher used a questionnaire. The purpose of giving the questionnaire is to support the primary data.

Question 1: Do you like to speak English in the English classes?

TABLE 4

Attitude toward English

Options	Pre questionnaire		Post questionnaire	
	f	**%**	**f**	**%**
YES	4	36.4	10	90.9
NO	7	63.6	1	9.1

Source: Tenth year students of ¨Adolfo Jurado Gonzalez¨ Public School

Researcher: Gabriela Stephania Hurtado Vargas

Figure 4 *Attitude toward English*
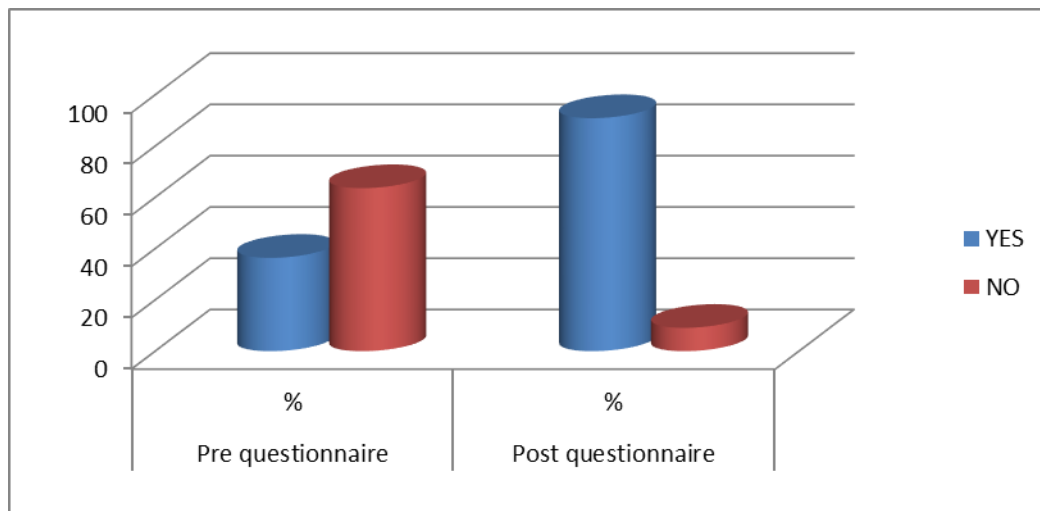
As it can be seen from the table above, most of the students did not like to speak English in the English classes, the table 4 shows that seven students did not like to participate in the class which is 63.6%. On the other hand, in the post questionnaire most, of the students' attitude toward English language has improved, the 90.9% of students enjoy to speak English in the classes, It means that the use of the strategy in the class not only help to improve the students' speaking skill but also increase their interest to the English language. Similarly Mujiningsih (2008) expresses that the technique used by the teacher in teaching English to the students, especially speaking skill, should be able to create an interesting atmosphere, so that the students will be comfortable, enthusiastic, excited, and interested in joining the lesson in the teaching learning activity.

Question 2: Do you feel confident to speak English in the English classes?

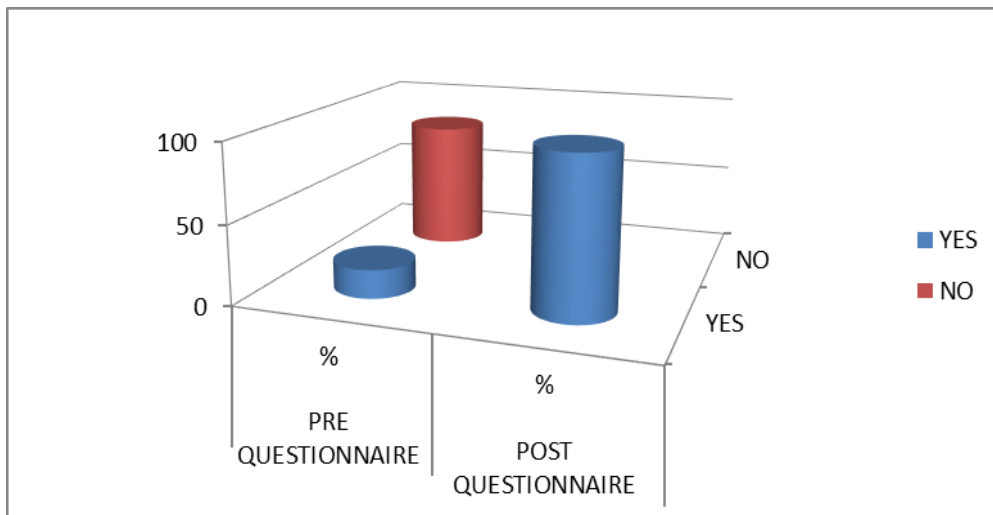**TABLE 6**

Confidence to speak English in the English classes

Options	PRE QUESTIONNAIRE		POST QUESTIONNAIRE	
	f	%	f	%
YES	2	18.2	11	100
NO	9	81.8	0	0

Source: Tenth year students of ¨Adolfo Jurado Gonzalez¨ Public School

Researcher: Gabriela Stephania Hurtado Vargas

Figure 6 Confidence to speak English in the English classes

The data of the pre questionnaire reveals that before the intervention the students' confidence when they talked in English was low. In the post questionnaire the results disclose that the confidence in the students had

a remarkable increased, most of them answered they felt confident to speak English in the classes. It seems that role play helped students to overcome their shyness when they speak in front of the class Likewise Ladousse (1995) claims that role play helps many shy students by providing them with a mask. These students are liberated as they no longer feel that their own personality is implicated.

Question 3: Which of the following classroom activities are used in the English classes to develop the Speaking skill?

TABLE 7

Classroom activities used in classes to develop the Speaking skill

CLASSROOM ACTIVITIES	PRE QUESTIONNAIRE		POST QUESTIONNAIRE	
	f	%	f	%
Discussion	0	0	0	0
Speeches	0	0	0	0
Role Play	0	0	11	100
Conversation	0	0	0	0
Information Gap Activities	0	0	0	0
NONE	11	100	0	0

Source: Tenth year students of ¨Adolfo Jurado Gonzalez¨ Public School ¨

Researcher: Gabriela Stephania Hurtado Vargas

Figure 7 Classroom activities used in classes to develop the Speaking skill
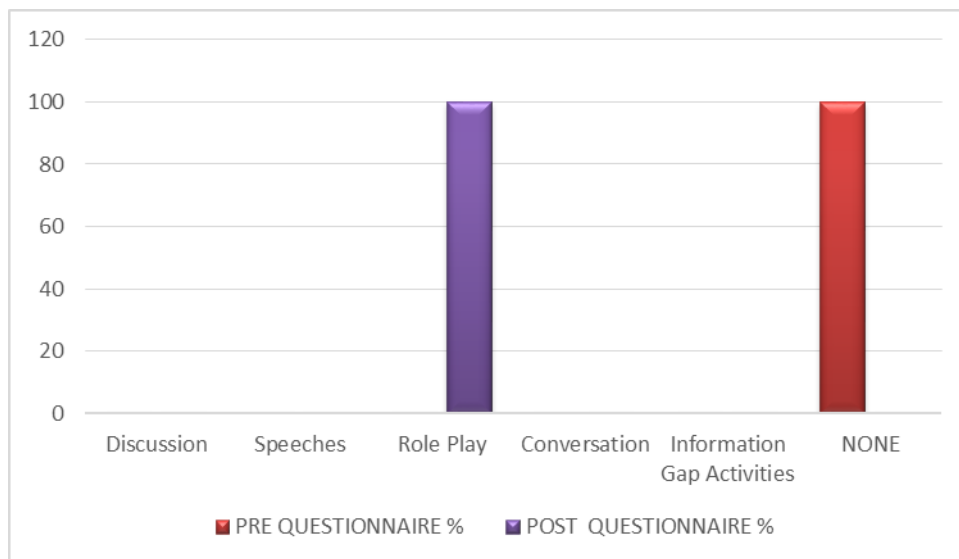
Regarding to information above, it can be seen that the teacher did not use classroom activities to practice the speaking skill before the intervention. Even though, in the results of the post-questionnaire the classroom activity most used was role play. It seems in fact that the students needed a new strategy to practice the speaking skill besides the repetition and the written tasks they were using in class and role play provided significant contribution in the improvement of the students' speaking skill. According to Celce-Murcia (2001) to help students develop communicative efficiency in speaking, there are some activities that should be used in the classroom to promote the development of speaking skill in learners.

Question 4: How often are these classroom activities used in the English classes to develop the Speaking skill?

TABLE 8

Frequency of use of classroom activities to develop the Speaking skill

Resources	PRE QUESTIONNAIRE							
	ALWAYS		OFTEN		SELDOM		NEVER	
	f	%	f	%	f	%	f	%
Discussion	0	0	0	0	0	0	11	100
Speeches	0	0	0	0	0	0	11	100
Role Play	0	0	0	0	0	0	11	100
Conversation	0	0	0	0	0	0	11	100
Information Gap Activities	0	0	0	0	0	0	11	100

Source: Tenth year students of ¨Adolfo Jurado Gonzalez¨ Public School

Researcher: Gabriela Stephania Hurtado Vargas

TABLE 9

Frequency of use of classroom activities to develop the Speaking skill

Resources	PRE QUESTIONNAIRE							
	ALWAYS		OFTEN		SELDOM		NEVER	
	f	%	f	%	f	%	f	%
Discussion	0	0	0	0	0	0	11	100
Speeches	0	0	0	0	0	0	11	100
Role Play	11	100	0	0	0	0	0	0
Conversation	0	0	0	0	0	0	11	100
Information Gap Activities	0	0	0	0	0	0	11	100

Source: Tenth year students of ¨Adolfo Jurado Gonzalez¨ Public School

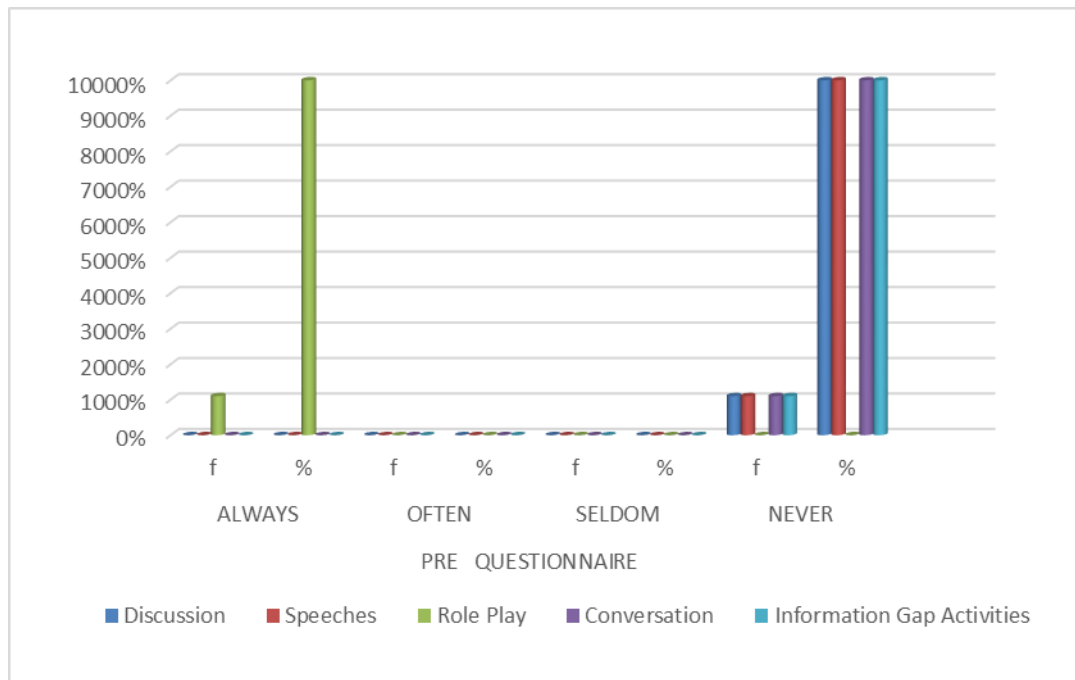**Researcher:** Gabriela Stephania Hurtado Vargas

Figure 8 Frequency of use of classroom activities to develop the Speaking skill

Concerning to the fourth question it can be observed that before the intervention students did not used classroom activities to develop the speaking skill. Nevertheless, after the intervention it was applied the role play to develop the speaking skill and students encourage the use of this strategy. It means that the continuous use of a classroom activity such as role play helped students to practice the speaking skill in class. According to Harmer (2001), the world of the classroom is broadened to include the outside world thus offering a much wider range of language opportunities, this is one of the reasons why role play helps to practice the speaking skill inside the classroom.

**Question 5:** Which classroom activities do you like most?

TABLE 10

Students' preferences

CLASSROOM ACTIVITIES	PRE QUESTIONNAIRE		POST QUESTIONNAIRE	
	F	%	f	%
Discussion	0	0	0	0
Speeches	0	0	0	0
Role Play	0	0	11	100
Conversation	0	0	0	0
Information Gap Activities	0	0	0	0
NONE	11	100	0	0

Source: Tenth year students of ¨Adolfo Jurado Gonzalez¨ Public School

Researcher: Gabriela Stephania Hurtado Vargas

Figure 9   Students´ preferences
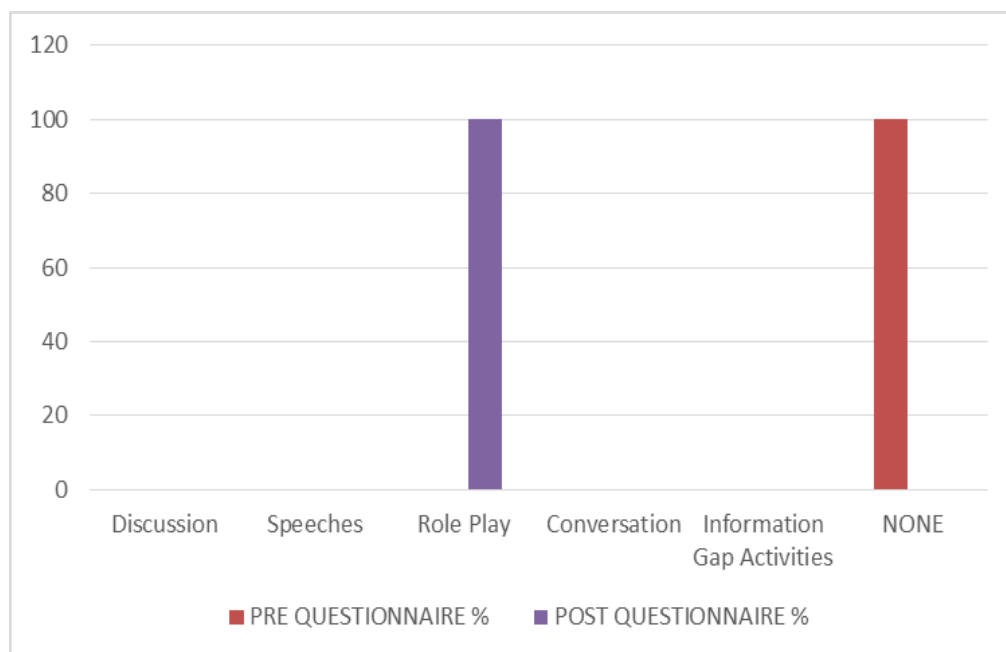
Students´ answers revealed that they did not like any of the activities. This is because the teacher did not apply classroom activities to develop the speaking skill. However, in the post questionnaire their interest has increased about the use of role play in class. It is evident now that students like to use role play to practice the speaking skill. According to Ladousse (1995) the most important reason for using role play is that is fun. Once students understand what is expected for them. They thoroughly enjoy letting their imagination rip.

g. DISCUSSION

Based on the findings of this study, results reveal that using role play to improve students' speaking skill had a significant impact on students' speaking proficiency. These findings were consistent with Ladousse's (1995) affirmations that role play develops language students' fluency, promotes interaction in the classroom and increases motivation. Similarly, Harmer (2007) states that role play provides better opportunities for language learning to take place; real situations can be created, students can benefit from the practice and mistakes can be made with no drastic consequences.

The noticeable improvement of the speaking ability can be seen in the results of the pre-test and post-test. The pre-test showed that most students were struggling with grammar and pronunciation. The scores of the majority of them in the test were 12.1 points out of 25 in grammar and 12.5 point out of 25 in pronunciation. In the post test after the intervention, the findings indicated that students overcame the difficulties they had in the pretest with grammar and pronunciation. The mean in grammar for the pretest, 12.1, improved to 19.8 in the post test, and in pronunciation the score improved from 12.5 to 20.5. Based on these results, it is concluded that the intervention plan in this study was suitable to all students.

According to the qualitative data gathered in the students' learning log and the researchers' checklists the findings reveal that role play can improve the students' participation in the English classes. Before the research, the students showed low participation in the speaking class. They tried to avoid the speaking opportunities given by the teacher. The situation changed after the implementation of role play. The students showed high levels of participation in speaking class. The improvement of students' participation was achieved because, as stated by Harmer (2007), "Role play is interesting, fun and, therefore motivating, it also lets quieter students get the chance to express themselves in a more forthright way".

The learning log that students filled in every class demonstrated that students were pleased with the fact that the role play was implemented in classes because it motivated students to participate. These findings were consistent with Mujiningsih's (2008) discussion about learner motivation which states that motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive.

Throughout the process of the intervention plan there were many advantages that helped facilitate this research process. First of all, the number of students helped to make the intervention easier, so that all students participated in the performance of the role play, giving them the

opportunity to feel included and the teacher the opening to give them the feedback after their performance.

Also, the principal and the teacher gave me the support and freedom to work with the students which helped me to feel confident and achieve the goal that was planned.

Although, there were many advantages there were many challenges in this research process as well. The biggest challenge was to discourage the students from using the mother tongue (Spanish) in class. Besides the lack of updated literature related to role play it was hard to find academic research in the university library. Furthermore, online search results only allowed access to the cover of the book.

Applying action research had a great impact on the researcher as a future teacher. Action research helped to become more familiar with the students. Throughout the intervention, role play helped students to become more confident and take risks without worrying about make mistakes. This has shown that the learning environment plays a very important role in the teaching learning process when students feel confident they can practice, and this practice allows them to master the content, in this case speaking. The test results show that this strategy actually helped students to improve their speaking skill, and the

researcher consider that it is a suitable way to teach speaking to students who have some problems with it. Using action research helps the teacher gain practical experience solving students' problems.

h. CONCLUSIONS

Having conducted the research in improving students' speaking skill, the researcher found that the use of role play is very helpful to improve the students' speaking skill. Based on the result of the research above, the researcher concludes the following points:

According to the diagnose applied before the intervention, the results have showed that the main issue that limit the speaking skill among 10th year students, were the lack of speaking activities that enable the practice of English in class. The researcher's observation showed that students only applied written tasks and repetition in the English classes. The pretest revealed that they had difficulties in all of the parameters this can be seen in the results below the average, it seems as a consequence of the lack of speaking activities that let students practice what they have learned.

The six sessions designed in the intervention plan were addressed to face the issues the students had in their speaking skill. They were planned based on the students' cognitive process to build up their knowledge. Each lesson was prepared considering the ability to speak fluently assumes not only knowledge of language features but also the rapid processing skill that talking necessitates. The six lessons were reinforced with activities that enable students to practice in an oral way the vocabulary and grammar learned helped with the use of role play as a strategy.

Unscripted role play was used to improve the speaking skill of 10th year students. This kind of role play was useful because it involved students in the process to create the conversation, students had to decide what language use and how the conversation should be developed. Working in a group collaboratively also supported the students' interest to study harder.

The use of role play as part of the classroom activities reduced the students' limitations meaningfully. It was demonstrated in the students' collaboration to participate in each lesson and the progress they reached performing their tasks. The change of the scores from the pretest (51.1) and post-test (78.4) is relevant evidence that demonstrates the positive impact that the role play had in this intervention.

To put it briefly, the use of role play was an effective strategy that enables 10th year students to improve the speaking skill. The findings of the research showed that the use of it determined positively the improvement of the speaking skill. The spoken activities dominated the class, replacing the domination of written type of activity before the research was implemented. Students showed high participations in speaking class. It showed the eagerness of the students in learning speaking in a relax atmosphere.

i. RECOMMENDATIONS

In accordance with the research findings the researcher proposes some recommendations for English teachers, students, other researchers and the institution.

- Researcher suggests replace the written tasks for classroom activities that promote the speaking skill practice. Teachers should use role play as a strategy to develop the speaking skill because it promotes the speaking interaction inside the classroom in a real world context and motivates students to participate in the learning process.

- The English teachers should consider the following aspects in implementing role play. First, the English teachers should set the time as effective as possible by considering the length of time allotted in every activity. Second, the English teachers should deliver the explanation using clear voice, not too slowly and not too quickly. Third, the English teachers should provide the students with lists of vocabulary. Fourth, the English teachers should approach and guide students when they work on their tasks. And fifth, the English teachers should be patient since this strategy employs a lot of time and activities at every stage.

- Researcher suggests applying unscripted role play in the English classes, due to this kind of role play increases motivation and the students' interest in the learning process, it also encourage students to work cooperatively.

- Role play would be very helpful to improve students' ability in speaking, thus the teachers need to maintain using role play as alternative classroom activity in teaching speaking. Although role play should be used as one of the classroom activities variation in teaching English. It should be developed in order that the students do not get bored.

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UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME

"THE USE OF ROLE PLAY FOR IMPROVING THE SPEAKING SKILL OF THE ENGLISH LANGUAGE AMONG 10th YEAR STUDENTS AT "ADOLFO JURADO GONZALEZ" PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014"

THESIS PROJECT AS A PREVIOUS REQUIREMENT TO OBTAINING THE BACHELOR'S DEGREE IN SCIENCES OF EDUCATION, ENGLISH LANGUAGE

AUTHOR:

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LOJA-ECUADOR

2014

a. THEME

"THE USE OF ROLE PLAY FOR IMPROVING THE SPEAKING SKILL OF THE ENGLISH LANGUAGE AMONG 10th YEAR STUDENTS AT "ADOLFO JURADO GONZALEZ" PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014"

b. PROBLEM

2.1 BACKGROUND

This action research will be carried out at "Adolfo Jurado González" Public School. It is located downtown of Loja City. The institution was founded in October 1955. It started as a primary school, but nowadays the school implemented the 8th, 9th 10th grade of Basic Education.

Currently the teaching staff consists of twenty-three teachers in charge of 450 students, boys and girls. There are two parallels per grade and there is an average of 30 students per parallel; however, the population from 8th to 10th grade of Basic Education is 15 students per parallel. This public institution attends students from different social and economic conditions. The vision of this institution is to develop human capacity in children, to enhance their future social and cultural integration, through the cultivation of reasoning, creativity and critical thinking.

The Mission is to guide and form children in the construction of basic scientific knowledge, with human and holistic approach. It

works toward the development of skills and abilities that enable their students to interact and actively participate in the construction, development and solution of their social problems.

2.2 CURRENT SITUATION OF THE RESEARCH PROBLEM

"Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues". (Kayi, 2006)

This project is based on the observation at "Adolfo Jurado González" Public School in the 10th grade where there are 11 teenagers between 14 and 16 years old. The students have English classes three times per week, a total of five periods of forty minutes with a certified English teacher. Some problems have been detected.

The first problem is the lack of speaking activities during class. The English teaching is based on completing written tasks on their books and oral Interaction is only applied when students repeat words and phrases after the teacher. In class they only

identify vocabulary but they cannot apply it in a sentence. For these reasons students cannot orally practice during classes what they have learned in a real-world context.

As a result of the lack of speaking activities, students also have problems with speaking exams. When there are oral tests students look apathetic and inhibited because they have difficulties with their speaking production. Students do not know the English words nor how to apply them in various grammatical forms. They often produce mispronounced words. Most students use their mother tongue in speaking class. Instead of using various expressions in English, students express their ideas in their mother tongue.

A final key problem is the class environment, Because of the lack of knowledge and practice of the speaking skill; the students tend to make mistakes in front of the class making other students laugh. For this reason, students are unwilling to participate in oral activities.

In conclusion, considering the statements established previously, it is relevant to develop this research focused on the improvement of the speaking skill. Taking into account that

students are teenagers, it would be better to apply a role play technique to motivate the learners, thereby encouraging a supportive environment for language learning.

2.3 RESEARCH PROBLEM

How does the use of role play improve the speaking skill of the English language among 10th year students at "ADOLFO JURADO GONZALEZ" Public School, Academic Period 2013-2014?

2.4 DELIMITATION OF THE RESEARCH

a) TEMPORAL

This research work will be carried out during the Academic Period 2013-2014

b) SPATIAL

The place where this research work will be carried out is at "Adolfo Jurado González" Public School, located in Loja.

c) OBSERVATION UNITS

The researcher, Gabriela Stephania Hurtado Vargas

Students from 10th year at "Adolfo Jurado González" Public School, Academic Period 2013-2014

d) SUBPROBLEMS

o What kind of theoretical references about speaking skill in the English language and role play are can help 10th year students at "Adolfo Jurado González" Public School, Academic Period 2013-2014.

o What are the issues that limit the speaking skill learning with the 10th year students at "Adolfo Jurado González" Public School, Academic Period 2013-2014?

o What are the important phases of the intervention plan that address the current issues of the speaking skill with 10th year students at "Adolfo Jurado González" Public School, Academic Period 2013-2014?

o Which role play is implementing to improve the speaking skill of 10th year students at "Adolfo Jurado González" Public School, Academic Period 2013-2014?

o How does role play as part of the classroom activities reduce the limitation of the speaking skill of 10th year students at "Adolfo Jurado González" Public School, Academic Period 2013-2014?

c. JUSTIFICATION

One of the language skills that must be mastered by any foreign language learner is the ability to speak or communicate in the target language. One of the objectives of the English subject is developing the ability to communicate in English. Unfortunately, the evidence has shown that it is difficult for students to improve their speaking ability because they do not feel motivated to participate in the oral activities and are afraid to make mistakes.

As we know, teenagers are apathetic and difficult to be motivated, for this reason; this project intended to find a way in which students could find it easy and fun to speak English. Role play offers students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way.

The implementation of this action research will help improve the professional profile of the researcher and to acquire experience in teaching English language. During this work, didactic materials based on the role-play to teach the ability to speak the English language will be known. Also, the researcher will acquire both theoretical knowledge and experience as well.

Finally, it is a requirement for the researcher in order to get the Bachelor´s degree in Sciences of Education, English Language specialization as established in the regulations of the Education, Art and Communication Area of the National University of Loja.

d. OBJECTIVES

4.1 GENERAL:

o To improve the speaking skill of the English language among 10th year students at "Adolfo Jurado González" Public School through the use of role play, Academic Period 2013-2014.

4.2 SPECIFIC:

o To investigate the theoretical references about speaking skill in the English language and role play to help 10th year students at "Adolfo Jurado González" Public School, Academic Period 2013-2014.

o To diagnose the issues that limits the speaking skill learning among10th year students at "Adolfo Jurado González" Public School, Academic Period 2013-2014.

o To design an intervention plan with the use of role play to improve the speaking skill among 10th year students at "Adolfo Jurado González" Public School, Academic Period 2013-2014.

- To apply the intervention plan as part of the classroom activities in order to solve the limitations in the learning of the speaking skill among 10th year students at "Adolfo Jurado González" Public School, Academic Period 2013-2014.

- To reflect upon the effect that the role play had on 10th year students' speaking skill at "Adolfo Jurado González" Public School, Academic Period 2013-2014.

e. THEORETICAL FRAMEWORK

5.1 Speaking

5.1.1 The Meaning of Speaking Ability

The term speaking has several meanings. Thornburry (2005, p. 8) states that speaking is a speech production that becomes a part of our daily activities. Most of speaking activities are in the form of face-to-face dialogues; therefore speaking involves interaction.

Shaw (2003, p. 134) affirms that there are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and / or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides fluency, accuracy, and confidence are important goals in speaking. Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communications because it is a way to express ideas and opinions directly what we have in our minds.

(Cameron, 2001, p. 40) claims that speaking is the active use of language to express meaning so that the other can make sense of

them. It means that speaking consists of producing systematic verbal utterances to convey meaning which make other people know what we are talking about clearly.

Based on the above definition, it can be concluded that speaking ability is an ability to express or communicate opinions, thoughts, and ideas and can be gained with practice.

5.1.2 Functions of speaking

(Richards, 2008, pp. 21-28) states that there are three functions of speaking talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

a. Talk as interaction

(Richards, 2008, p. 22) cites Brown and Yule who described talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be

friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances. The main features of talk as interaction can be summarized as follows

- Has a primarily social function.
- Reflects role relationships.
- Reflects speaker's identity.
- May be formal or casual.
- Uses conversational conventions.
- Reflects degrees of politeness.
- Employs many generic words.
- Uses conversational register.
- Is jointly constructed.

Some of the skills involved in using talk as interaction involve knowing how to do the following things:

- Opening and closing conversations.
- Choosing topics.
- Making small-talk.

- Joking.

- Recounting personal incidents and experiences.

- Turn-taking.

- Using adjacency pairs.

- Interrupting.

- Reacting to others.

- Using an appropriate style of speaking.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. In such transactions, talk is associated with other activities.

(Richards, 2008) distinguishes between two different types of talk as transaction. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood.

The second type is transactions which focus on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding.

The main features of talk as transaction are:

- It has a primarily information focus.

- The main focus is on the message and not the participants.

- Participants employ communication strategies to make themselves understood.

- There may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson.

- There may be negotiation and digression.

- Linguistic accuracy is not always important.

Some of the skills involved in using talk for transactions are:

- Explaining a need or intention.

- Describing something.

- Asking questions.

- Asking for clarification.

- Confirming information.

- Justifying an opinion.

- Making suggestions.

- Clarifying understanding.

- Making comparisons.

- Agreeing and disagreeing.

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Spoken texts of this kind, according to Jones, as quoted by Jack Richards, often have identifiable generic structures and the language used is more predictable. Because of less contextual support, the speaker must include all necessary information in the text hence the importance of topic as well as textual knowledge. And while meaning is still important, there will be more emphasis on form and accuracy.

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of

welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

The main features of talk as performance are:

- A focus on both message and audience.
- Predictable organization and sequencing.
- Importance of both form and accuracy.
- Language is more like written language.
- Often monologic.

Some of the skills involved in using talk as performance are:

- Using an appropriate format.
- Presenting information in an appropriate sequence.
- Maintaining audience engagement.
- Using correct pronunciation and grammar.
- Creating an effect on the audience.
- Using appropriate vocabulary.
- Using an appropriate opening and closing.

5.1.3 Components of Speaking

Speaking is a skill which requires the simultaneous use of a number of different abilities.

a) Pronunciation

As stated by, HARMER J. (2001, p. 183) if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech, the speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, foreign language learners regularly have problems distinguishing between sound in the new language that do not exist in languages they already know.

b) Grammar

It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary Irianti (2011, p. 9) cites Fromking and Rodman (1999, p.14) "Grammar is the sounds and the sound patterns,

the basic units of meaning, such as words, and the rules to combine them to form new sentences".

c) Vocabulary

According to UR (2012, p. 48) vocabulary can be defined, roughly, as the words in the language. Vocabulary means both a list of words and the range of words known by any person. It is clear that limited vocabulary mastery makes conversation virtually impossible.

d) Fluency

According to Riddell (2011, p. 118), fluency is the ability to talk freely without too much stopping or hesitating. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e) Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because

comprehension can make people get the information they want. Irianti (2011, p. 9) defines comprehension as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

5.1.4 Teaching Speaking

5.1.4.1 Implications for teaching

Three core issues need to be addressed in planning speaking activities for an English class. The first is to determine what kinds of speaking skills the class will focus on. The second issue is to identifying teaching strategies to "teach" each kind of talk.

a. Teaching talk as interaction

Talk as interaction is perhaps the most difficult skill to teach since interactional talk is a very complex and subtle phenomenon that takes place under the control of unspoken rules. These rules are best taught by providing examples embedded in naturalistic dialogs that model features such as opening and closing

conversations, making small talk, recounting personal incidents and experiences, and reacting to what others say.

One rule for making small talk is to initiate interactions with a comment concerning something in the immediate vicinity or that both participants have knowledge of. The comment should elicit agreement, since agreement is face-preserving and non-threatening.

b. Teaching talk as transaction

Talk as transaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities, and role plays that can provide a source for practicing how to use talk for sharing and obtaining information, as well as for carrying out real-world transactions.

These activities include ranking, values clarification, brainstorming, and simulations. Group discussion activities can be initiated by having students work in groups to prepare a short list of controversial statements for others to think about.

An issue that arises in practicing talk as transaction using different kinds of communicative tasks is the level of linguistic accuracy that students achieve when carrying out these tasks. One assumption is that form will largely look after itself with incidental support from the teacher.

c. Teaching talk as performance

Teaching talk as performance requires a different teaching strategy. Initially, talk as performance needs to be prepared for and scaffolded in much the same way as written text, and many of the teaching strategies used to make understandings of written text accessible can be applied to the formal uses of spoken language.

This approach involves providing examples or models of speeches, oral presentations, stories, etc., through video or audio recordings or written examples. These are then analyzed, or "deconstructed," to understand how such texts work and what their linguistic and other organizational features are.

Students then work jointly on planning their own texts, which are then presented to the class. Feez and Joyce's (1998) approach

to text-based instruction provides a good model for teaching talk as performance. This approach involves:

- Teaching explicitly about the structures and grammatical features of spoken and written texts.

- Linking spoken and written texts to the cultural context of their use.

- Designing units of work that focus on developing skills in relation to whole texts.

- Providing students with guided practice as they develop language skills for meaningful communication through whole texts.

5.1.4.2. Problems in Speaking Class

(Ur, A Course in Language Teaching. Practice and Theory, 1996, p. 121) suggests fundamental problems that appear in the speaking class, as follows:

(1) Inhibition

Speaking requires some degree of real-time exposure to an audience. It is quite different from the other three skills, reading, listening and writing. Learners are often inhibited about trying to say things in a foreign language in the classroom. They are

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usually worried in making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

(2) Nothing to say

Even if the learners are not inhibited, they often complain that they cannot think of anything to say: They have no motive to express themselves beyond the guilty feeling that they should speak.

(3) Low or uneven participation

Only one participant can talk at a time if he or she is to be heard. In large groups this means that each one will have only very little time to talk. The problem is compounded by the tendency that some learners are dominant, while others speak very little or not at all.

(4) Mother-tongue use

In a class where the learners speak the same mother tongue, native language, there is a tendency for them to use it, because it is easier, more natural, and safe.

5.1.4.3 Factors Influencing the Students' Speaking Skill

In his research Mujiningsih (2008, p. 34) affirms that there are some influential factors in developing the speaking skill. The factors that influence the speaking skills of the students are interest, motivation and environment. The students' interest to study and practice the speaking skill is an important factor. By having strong interest, the learners will try to give a great attention to improve their speaking. They will manage some activities that enable to increase skill.

Dealing with the above opinion, it is necessary to know that one of the causes of the failure in teaching English at school is that the teacher still teaches with the routine activities without considering that it will make the students bored, and lost their attention to the teaching and learning process. As the result, the students will not be able to catch the lesson easily because of their lost interest and participation.

In other words, the technique used by the teacher in teaching English to the students, especially speaking skill, should be able to create an interesting atmosphere, so that the students will be comfortable, enthusiastic, excited, and interested in joining the lesson in the teaching learning activity. It also can be said that:

support, sacrifice, and diligence are the result of interest. If someone has interest in something he will join and follow the activity, even in a long time.

Motivation is very strongly related to achievement in language learning. Motivation is a way of how individuals get interested, react to events that get their attention and engage in certain specified behaviors particularly in the learning process. Motivated individuals will involve whole heartedly in the teaching-learning process and they will have an intention to learn more and more. Students can be motivated to perform well because of factors such as interest curiosity, the need to obtain information or solve a problem, or the desire to understand. Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive. Motivation has relationship with the power to move. It can raise effort, power, and energy to do something.

Environment is an important factor in gaining the speaking skill. One of the reasons for the students´ failure to learn or maintain their second language is there is no contact between learners and the community in which the language is spoken. The factor can be home environment, school environment, community environment, etc. The environment that encourages the greatest amount of use of the language is beneficial.

To sum up, the successful students depend on their interest, motivation, and environment surrounding them. It means that the students motivate themselves to achieve English, although there are extrinsic factors influencing their study. However, the intrinsic interest and motivation has a stronger influence than the extrinsic one.

5.1.4.4 Basic Consideration in Teaching Speaking

(Ur, A Course in Language Teaching. Practice and Theory, 1996, p. 122) suggests some solutions in overcoming speaking problems in the classroom, as follows:

(1) Use group work

This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibition of learners.

(2) Base the activity on easy language

The level of language needed for a discussion should be lower than that used in intensive language learning activities in the same class.

(3) Make a careful choice of topic and task to stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participants will be.

(4) Give some instruction or training in discussion skills

If the task is based on group discussion then include instruction about participation when introducing it.

(5) Keep students speaking in the target language

Teacher might appoint one of the groups as monitor, whose job is to remind participants to use the target language, and, perhaps, report later to the teacher how well the group managed to keep to it.

In his article (Kayi, 2006) provides some ways to apply the above suggestions.

1. Providing maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

2   Trying to involve each student in every speaking activity: for this aim, practice different ways of student participation.

3   Asking eliciting questions such as —What do you mean? How did you reach that conclusion? in order to prompt students to speak more.

4   Reducing teacher speaking time in class while increasing student speaking time. Step back and observe students.

5   Indicating positive signs when commenting on a student's response.

6   Providing written feedback like —Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice.

7   Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract from his or her speech.

8   Involving speaking activities not only in class but also out of class; contact parents and other people who can help.

9   Circulating around classroom to ensure that students are on the right track and see whether they need our help while they work in groups or pairs.

10 Providing the vocabulary beforehand that students need in speaking activities.

5.1.4.5 Classroom Speaking Activities

To help students develop communicative efficiency in speaking, there are some activities used in the classroom to promote the development of speaking skill in learners. The following activities are considered the most common that can be implemented as follows (Celce-Murcia, 2001, pp. 106-108).

a. Discussion

It is probably the most commonly used in the speaking skills classroom activity. It is a common fact that discussion really useful activity for the teacher in order to activate and involve student in classroom teaching. typically student are introduced to a topic via reading, listening passage, or a video tape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like.

Normally, people need time to assemble their thought before any discussion and that is something needs to consider. So, teacher must take care in planning and setting up a discussion activity.

b. Speeches

Another common activity in the oral skills class is the prepared speech. Topics for speeches will vary depending on the level of the students and the focus of the class, but in any case, students should be given some leeway in determining the content of their talks. In order words, the teacher can provide the structure for the speech-its theoretical genre and its time restrictions. For example asking student to "tell us about an unforgettable experience you had". Allow them to talk about something that is personally meaningful while at the same time encourages narration and description.

c. Role Plays

Role play is an activity in which students are assigned roles and improvise a scene or exchange based on given information or clues. It is one way of getting student to speak in different

social contexts and to assume varied social roles is to use role-play activities in the classroom. Role plays can be performed from prepared scripts, created from a set of prompt and expression or written using and consolidation knowledge gained from instruction or discussion of the speech act and its variation prior to the roles plays themselves.

d. Conversations

One of the recent trends in oral skills pedagogy is the emphasis on having student analyze and evaluate the language that they or others produce. In other words, it is not adequate to have students produce lots of language; they must become more metalinguistically aware of many features of language in order to become competent speakers and interlocutors in English. One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication.

e. Information- gap activities

This refers to the fact that in real communication people normally communicate in order to get information they do not possess. In this

activity, each student has different information and they need to obtain information from each other in order to finish a task. They must use target language to accomplish it.

5.1.4.6 The Roles of the Teacher during Speaking Activities

During speaking activities, teachers need to play a number of different roles. They can be prompter, participant even as feedback provider (Harmer, The Practice of English Language Teaching 3th Edition, 2001, p. 275).

a. Prompter

When students sometimes get lost in speaking, teacher can leave them to struggle out of situation on their own, and indeed sometimes, this may be the best option. However, teacher may be able to help student and the activity to progress by offering discrete suggestions.

b. Participant

Teachers should be good animators when asking student to produce language. This can be achieved by setting up an activity clearly and with enthusiasm. At other times, teachers

may want to participate in discussion or role play themselves. However, they should be careful to not draw all the attention to themselves.

c. Feedback Provider

When students are in the middle of speaking task, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations. When students have completed an activity is very important that teachers allow them to assess what they have done.

In summary, when teacher being a prompter, a participant, even a feedback provider, they have to be careful that they do not force students, do not participate too much, and do not over correct.

5.1.4.7 Testing Speaking

Thornburry (2005, p. 127) proposes two main ways of scoring in spoken test, holistic scoring and analytic scoring. In holistic scoring, a single score is given on the basis of overall scoring. In analytic scoring, a separate score is given for different aspects of the task.

Holistic scoring is quicker to apply; it is adequate for informal testing of progress. Holistic scoring requires the involvement of more than one scorer. Analytic scoring is longer and it compels testers to take a variety of factors into account. However, the scorer may be distracted by all the categories and lose sight of the overall picture.

Categories of spoken test in CELS (Cambridge certificate in English Language Speaking Skills) are as follows:

- Grammar and vocabulary

Candidates are awarded marks for accurate and appropriate use of syntactic forms and vocabulary.

- Discourse management

Examiners are looking for evidence of the candidate's ability to express ideas and opinions in coherent, connected speech.

- Pronunciation

It refers to the candidates´ ability to produce comprehensible utterances to fulfill the task requirements. It implies to the

production of individual sounds, appropriate linking of words, and the use of stress and intonation to convey meaning.

- Interactive communication

It refers to the candidate's ability to interact with the interlocutor and the other candidate by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirement.

In line with the CELS description above Mujiningsih (2008, p. 40) cites Madsen (1983, p. 167) who states that the holistic scoring concentrates on communication while not overlooking the components of speech. In this type of scoring, the rating scale can be adapted for the use of teachers, and teachers can prepare their own scale. The scale is applied to achieve the consistency in scoring. Based on the theories above the scoring rubric applied in this action research is as follows:

SCORE	INDICATOR
FLUENCY	
17 – 20	Fluent communication
13 – 16	Good communication
9 – 12	Satisfactory
5 – 8	Communication hesitant
0 – 4	Communication minimal
VOCABULARY	
17 – 20	Wholly appropriate
13 – 16	Few limitation
9 – 12	Sometimes limited
5 – 8	Limitation affected the task
0 – 4	Inadequate for the task
GRAMMAR	
17 – 20	Clear and appropriate use of grammar
13 – 16	Few inaccurate grammar
9 – 12	Inaccuracy of grammar do not seriously
5 – 8	Inaccuracy of grammar do not impede
0 – 4	Inaccuracy of grammar makes
PRONUNCIATION	
17 – 20	Clear pronunciation
13 – 16	Few inaccurate pronunciation
9 – 12	Inaccuracy of pronunciation do not
5 – 8	Inaccuracy of pronunciation do not understanding
0 – 4	Inaccuracy of pronunciation makes understanding almost impossible

Oral test Criteria

5.2 Role Play

5.2.1 Definition of Role Play

(Budden, 2004) in his article claim that role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!

The joy of role-play is that students can 'become' anyone they like for a short time. Students can also take on the opinions of someone else 'for and against' debates can be used and the class can be split into those who are expressing views in favor and those who are against the theme. Functional language for a multitude of scenarios can be activated and practiced through role-play at the restaurant, checking in at the airport, etc…

UR Penny defines role play as all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using the appropriate language to this new context. Thus learners would be placed in a variety of experiences where they play roles as themselves or play the role of someone else and they should

use language that is appropriate to the situation and social context which are they playing.

5.2.2 Benefits of role-play

There are some reasons for using role play. Here is a list of the main one (Ladousse, 1995, pp. 9-10)

a) A very wide variety of experience can be brought into the classroom through the role play. The range of functions and structure, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities such as conversation, communication games, or humanities exercises. Through role play we can train or students in speaking skill in any situation.

b) Many students believe that language is only to do with the transfer of specific information from one person to another. They have very little small talk, and in consequence often appear unnecessarily brusque and abrupt. It is possible to build up these social skills from a very low level through role play.

c) It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom. For these students, role play is a very useful dress rehearsal for real life. It enables them not just acquire set phrases, but to learn how interaction might take place in a variety of situation

d) Role play helps many shy students by providing them with a mask. Some reticent members of a group may have a great deal of difficulty participating in conversation about themselves, and in other activities based or their direct experience. These students are liberated y role play as they no longer feel that their own personality is implicated.

e) Perhaps the most important reason for using role play is that is fun. Once students understand what is expected for them. They thoroughly enjoy letting their imagination rip. Although there does not appear to e any scientific evidence that enjoyment automatically leads to be better learning, most language teacher would probably agree that in the case of the vast majority of normal people this is surely so.

f) Finally, role play is one of the whole gamut of communicative techniques which develop fluency in language students, which promotes interaction in the classroom, and which increases motivation. Not only is peer learning encourage by it. But also the sharing between teacher and student of the responsibility for the learning process

On the other hand (Harmer, The Practice of English Language Teaching, 4th Edition, 2007, p. 146) advocates the use of role-play for the following reasons:

- It's fun and motivating

- Quieter students get the chance to express themselves in a more forthright way

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- The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities

In addition to these reasons, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences.

Role play is perhaps the most flexible technique in the range, and the teacher who have it at their fingertip are able to meet an infinite variety of need with suitable and effective role play exercises

5.2.3 The types of Role Play.

In case of role play activities, according to (Byrne, 1986, pp. 122-123), role play can be grouped in two types, scripted and unscripted role play. In details, those types of role play activities described as follows:

a. **Scripted Role Play**

This type involves interpreting either the text book dialogue or reading text in the form of speech. The main function of the text

after all is to convey the meaning of language items in a memorably way.

b. Unscripted Role Play

In contrast of scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

5.2.4 Steps to Develop a Role Play

Based on the empirical evidence, (Kodotchigova, 2002) in his article suggests a step-by-step guide to making a successful role play.

a. A Situation for a Role Play

To begin with, choose a situation for a role play, keeping in mind students' needs and interests. Teachers should select role plays that will give the students an opportunity to practice what they have learned. At the same time, we need a role play that interests the

students. One way to make sure your role play is interesting is to let the students choose the situation themselves. They might either suggest themes that intrigue them or select a topic from a list of given situations. To find a situation for a role play, write down situations you encounter in your own life, or read a book or watch a movie, because their scenes can provide many different role play situations.

b. Role Play Design

After choosing a context for a role play, the next step is to come up with ideas on how this situation may develop. Students' level of language proficiency should be taken into consideration If you feel that your role play requires more profound linguistic competence than the students possess, it would probably be better to simplify it or to leave it until appropriate. On low intermediate and more advanced levels, role plays with problems or conflicts in them work very well because they motivate the characters to talk.

To build in these problems let the standard script go wrong. This will generate tension and make the role play more interesting. For example, in a role play situation at the market the participants have conflicting role information. One or two students have their lists of

things to buy while another two or three students are salespeople who don't have anything the first group needs, but can offer slightly or absolutely different things.

c. Linguistic Preparation

Once you have selected a suitable role play, predict the language needed for it. At the beginning level, the language needed is almost completely predictable. The higher the level of students the more difficult it is to prefigure accurately what language students will need, but some prediction is possible anyway It is recommended to introduce any new vocabulary before the role play.

At the beginning level, you might want to elicit the development of the role play scenario from your students and then enrich it. For example, the situation of the role play is returning an item of clothing back to the store. The teacher asks questions, such as, 'In this situation what will you say to the salesperson?', 'What will the salesperson say?' and writes what the students dictate on the right side of the board. When this is done, on the left side of the board the instructor writes down useful expressions, asking the students, 'Can the customer say it in another way?', 'What else can the

salesperson say?' This way of introducing new vocabulary makes the students more confident acting out a role play.

d. Factual Preparation

This step implies providing the students with concrete information and clear role descriptions so that they could play their roles with confidence. For example, in the situation at a railway station, the person giving the information should have relevant information: the times and destination of the trains, prices of tickets, etc. In a more advanced class and in a more elaborate situation include on a cue card a fictitious name, status, age, personality, and fictitious interests and desires.

Describe each role in a manner that will let the students identify with the characters. Use the second person 'you' rather than the third person 'he' or 'she.' If your role presents a problem, just state the problem without giving any solutions.

e. Assigning the Roles

Some instructors ask for volunteers to act out a role play in front of the class, though it might be a good idea to plan in advance what

roles to assign to which students. At the beginning level the teacher can take one of the roles and act it out as a model. Sometimes, the students have role play exercises for the home task. They learn useful words and expressions, think about what they can say and then act out the role play in the next class.

There can be one or several role play groups. If the whole class represents one role play group, it is necessary to keep some minor roles which can be taken away if there are less people in class than expected. If the teacher runs out of roles, he/she can assign one role to two students, in which one speaks secret thoughts of the other (With several role play groups, when deciding on their composition, both the abilities and the personalities of the students should be taken into consideration. For example, a group consisting only of the shyest students will not be a success. Very often, optimum interaction can be reached by letting the students work in one group with their friends.

Whether taking any part in the role play or not, the role of the teacher is to be as unobtrusive as possible (Livingstone, 1983). He or she is listening for students' errors making notes. Mistakes noted during the role play will provide the teacher with feedback for further practice and revision. It is recommended that the instructor avoids

intervening in a role play with error corrections not to discourage the students.

f. Follow-up

Once the role play is finished, spend some time on debriefing. This does not mean pointing out and correcting mistakes. After the role play, the students are satisfied with themselves, they feel that they have used their knowledge of the language for something concrete and useful. This feeling of satisfaction will disappear if every mistake is analyzed. It might also make the students less confident and less willing to do the other role plays

Follow-up means asking every student's opinion about the role play and welcoming their comments. The aim is to discuss what has happened in the role play and what they have learned. In addition to group discussion, an evaluation questionnaire can be used.

f. METHODOLOGY

6.1. DESIGN OF THE RESEARCH

Action research has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation at the same time as conducting research. Action research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This study is a quasi-experimental work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of role play to improve the speaking skill of the English language and see the reflections of her intervention

6.2. METHODS, THECNIQUES AND INSTRUMENTS

6.2.1. METHODS

This study will make a description of the data resulting from the application of an intervention plan. The following general methods will be applied along the descriptive research:

The scientific method will facilitate the study of the role play applied in the developing of the speaking skill of the English language. It will help in the observations done before and during the intervention. This one will also assist during the prediction of the possible solution. It will assist with gathering data to make relevant predictions and the analysis of it.

The descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic-synthetic method will be used to analyze the obtained results through the pre-test and post-test. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The statistic method will be used to make the quantitative statistical analysis of the data received from the questionnaires and learning logs and the qualitative text analysis of the data received from the observations, learning log and video recording

This work will use the research spiral cycles proposed by Kemmis (2000) since the process is likely to be more fluid, open and

responsive. It includes planning, acting and observing, and reflecting suggests.

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development Koshy (2005) action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information Kniff (1993) Atweb (1998) action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped her reflect upon her teaching and improve her students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve her students' language learning.

6.2.2 TECHNIQUES AND INSTRUMENTS

DATA COLLECTION

A researcher's close observation of students' performance during class, video recording and a learning log, and a pre-test/post-test of English speaking ability will be used to collect data in this study. Quantitative data will come from the pre-test and the post-test and qualitative data will come from observation video recording and the learning Log, All the data will be triangulated to confirm validity.

OBSERVATION

The researcher will carefully observe students' performance during lessons. She will use an observation checklist to record what has happened in class that helps her investigate, analyze and reflect upon her findings when the project comes to an end.

QUESTIONNAIRES

A face-to-face questionnaire will be used. A questionnaire of multiple choice questions will be used to collect students' answers about the classroom activities that have been used in class and

students' responses to the activities at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. The questionnaires will be conducted in class so that researcher give a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

LEARNING LOG

The students will complete their learning log provided for the researcher to keep a record of their experiences and perceptions of the class activity used to practice the speaking skill.

ORAL TEST

The researcher will use a pre-test and post-test oral evaluation. The pre-test is done before implementing role play it is to measure students' speaking ability at first. Meanwhile, the post- test is implemented after using role play. Students will perform a role play based on a real world context situation described on the textbook and the test will be scored by using the rating score mentioned on the literature review.

6.3 PROCEDURES

The action research work process will include the following stages:

The intervention plan will start and end with tests of English speaking ability. Two tests will be applied, one at the beginning as a pretest to determine the level of speaking proficiency. A variety of activities will be introduced to improve the speaking skill. An observation checklist to know how the speaking skill is practiced to students and to discriminate the weaknesses students have to speak in the English language. The data obtained through the observation will be used to consider the most appropriate ways of speaking skill through the use of communicative activities.

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In the meantime of each lesson, students will write their Learning Log, and the researcher will fill a checklist, in order to keep a record of their experiences and students' progress. Finally, the pre-test will be applied to check the overall students' progress after the intervention plan. The students' progress before and after the intervention will be compared and analyzed to draw the conclusions about the action research work.

After the intervention, the researcher will analyze the data collected. Then, she will draw the conclusions of the intervention. Finally, the

report of her intervention will be disseminated among the teachers, the partners and the school.

6.3.1. Tabulation

The tabulation of data will be done with the data collected in the pre-test and the post-test. A logical analysis will be done with the information received.

6.3.2 Organization

The researcher will organize the work with the information received in all the strategies applied to compare and analyze the impact of the intervention. A report of the intervention will be disseminated with the findings and ideas among the teachers, the partners and the school.

6.3.3 Description

The description of the data collected and graphics will be described considering the information pre and post intervention. The description of each test data will be completed to facilitate the

interpretation of the information shown; and also do the logical analysis of the data received.

6.4 Population Sample

Students from 10th grade are chosen as sampling. The participants of this study are 11 native Spanish speakers (3 women and 8 men). Their ages range from 14 to 16 years old. The students have English classes three times per week a total of five periods of forty minutes with a certified English teacher; they have a basic level of English.

Most of them have trouble with their speaking ability. The first problem is the way students practice the speaking skill in class, the students repeat the vocabulary in a mechanic way. As a result of the lack of speaking activities, students also have problems when there are oral tests because they have difficulties with their speaking production. These problems have a negative effect on their self-confidence to participate in the classroom.

6.5 INTERVENTION PLAN

<table>
<tr>
<td colspan="4">General Project Objective: To improve the speaking skill of the English language among 10th year students at "Adolfo Jurado González" Public School through the use of role play, Academic Period 2013-2014.</td>
</tr>
<tr>
<th colspan="2">Objectives</th>
<th>Activities</th>
<th>Description</th>
<th>Resources, Instruments</th>
</tr>
<tr>
<td rowspan="2">WEEK ONE</td>
<td>1st Period   1ST CLASS</td>
<td>
– To take an oral pre-test that consist of a little speech about themselves
– To take the questionnaire.
</td>
<td>
– Evaluating
– Answering the pre-test and the questionnaire
</td>
<td>
The researcher (R) explains what the test is about and answer students´ questions about the test so that to they understand well.
R. gives to the students a handout with the information she needs to know for the speech.
Students make a little speech introducing themselves
R. explains what the questionnaire is about.
Students are asked to complete the questionnaire.
</td>
<td>
Markers
Handouts
Questionnaire
</td>
</tr>
<tr>
<td>1st Period   2nd CLASS</td>
<td>
To recognize the vocabulary words about greetings, introductions and farewells.
</td>
<td>
Filling out the blanks with cue words of a conversation.
</td>
<td>
R. presents the vocabulary and expressions showing them picture/words flashcards (Good Morning, Good Afternoon, Good Evening, Hello, HI, What's up, I'm, My name is, Nice to meet you, Goodbye, Bye, So long, Catch you later, I have to run, I have to be going now, Later)
R. says the greetings and students repeat them
R. asks Ss' to work in pairs to fill out the blanks in a handout with some cue words missing. After that students practice the role play.
Students perform the role play in front of the class.
</td>
<td>
Markers
Flash Cards
Handouts
Checklist
Learning log
</td>
</tr>
</table>

	2nd Period	**2nd CLASS**	To introduce themselves using expressions for greetings, introductions and farewells in a role play.	Introducing themselves through a role play.	R. asks some questions related to the topic to animate students to talk. R. makes a little review about **greetings, Introductions and farewells**. R. gives students a handout with all the information to the topic and a dialogue based on the topic. R. performs the role play in front of the class in order to give students a prompt. Students pair up to discuss the role play and perform it in front of the class then students switch roles After every performance, the researcher gives feedback to the students Before closing the class the researcher gives to the students the learning log to fill it.	Handouts Learning Log Checklist Markers
	1st Period	**3rd CLASS**	To provide personal information through a role play.	Inquiring personal information performing the role of an interviewer in the class.	R. introduces and explain information questions to ask for personal information (What is your name, How are you, Where are you from, Where do you live, How old are you, When is your birthday). R. gives to the students a chart to fill with their partners' personal information Students employ the questions to get their partner's information.	Markers Chart Learning log
WEEK TWO	**1st Period**	**4th CLASS**	To request and provide personal information.	Creating a role play to ask for personal information.	R. asks some questions related to the topic to animate students to talk. R. makes a little review about the Information questions. Researcher gives students hand out with all the information to the topic and a dialogue based on the topic. Researcher performs the role play in front of the class in order to give students a prompt Students pair up to create a new role play and perform it in front of the class then students switch roles After every performance, the researcher gives feedback to the students Before closing the class the researcher gives to the students the learning log to fill it	Handouts Learning Log Checklist Markers

2nd Period	**4th CLASS**	To express likes and dislikes.	Underlining the expressions used to describe likes and dislikes in a role play.	R. makes a review about the vocabulary related to describe likes and dislikes. **(I like/love, I really enjoy..,(I'm afraid) I don't like..., I (really) hate…)**
				R. performs a role play in front of the class and then students repeat it.
				R. gives to the students a handout with the role play previous performed
				  Students will underline the expression used to describe likes and dislikes in a role play.
				  Students make a role play based on their likes and dislikes and perform it in front of the class
					Handouts
					Learning log

1st Period	**5th CLASS**	To express likes and dislikes.	Performing a role play to describe their likes and dislikes"	R. asks some questions related to the topic to animate students to talk. R. makes a little review about expression for: **Expressing likes and dislikes.** Researcher gives students hand out with all the information to the topic and a dialogue based on the topic. Researcher performs the role play in front of the class in order to give students a prompt Students pair up to create a new dialogue and perform it in front of the class and then students switch roles After every performance, the researcher gives feedback to the students Before closing the class the researcher gives to the students the learning log to fill it	Handouts Learning Log Checklist Markers
WEEK THREE **1st Period**	**6th CLASS**	To introduce themselves through the presentation of basic information	Preparing a presentation to talk about their basic information	R. makes a review about all the contents **Introductions, Expressions for likes and dislikes, Information questions.** **Students complete a handout with questions related to the topic.** R. gives to the students a handout with a conversation R. presents a conversation model. Students repeat the dialogue after the teacher. Ss' Pair up to make a conversation. Ss' Perform the role play in front of the class.	Handouts Worksheet Learning Log Checklist Markers

			Objectives	Activities	Procedure	Resources
2nd Period	6th CLASS		To take the post-test and the questionnaire	- Evaluating - Completing the post-test and the questionnaire.	R. explains what the test is about and answer students´ questions about the test in order to they understand well. R. gives to the students a handout the information she needs to know for the speech. Students make a monologue introducing themselves. R. explains what the questionnaire is about. Students are asked to complete the questionnaire	Board Markers Handout Questionnaire

g. TIME LINE

PHASES	ACTIVITIES	2014											2015				
		Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.
Project	Project presentation	■															
	Correction	■	■														
	Project approval		■														
	Apoiment of thesis Advisor		■														
Intervantion/action	Revision of the instruments		■														
	Plan the lessons			■													
	Act observe			■	■												
Thesis process	Data organization and tabulation				■												
	Interpreting and Reflecting					■	■										
	Writing up and reporting						■										
	Presenting the thesis report							■									
	Correction							■	■	■	■	■					
	Private review												■				
	Correction													■			
	Copying and Filling														■		
	Legal procudures															■	
	Public presentation																■

h. BUDGET AND FINANCING

7.1. RESOURCES:

7.1.1 Human

- The researcher, Gabriela Stephania Hurtado Vargas
- Students from 10th year at "Adolfo Jurado González" Public School, Academic Period 2013-2014

7.1.2 Material

- Handouts
- Pens
- Board
- Markers

7.1.3 Technical

- Computer
- Internet
- Printer

7.2 BUDGET   AND FINANCING

7.2.1 BUDGET

Internet	$ 50.00
Printing of the Project	$25.00
Printing the handouts and reports	$75.00
Printing the final report and thesis	$ 250.00
Unforeseen	$250.00
TOTAL	$650.00

7.2.2 FINANCING

All expenses related to the present research will be assumed entirely by the research conducting the investigation.

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ANEXES

OBSERVATION SHEET

Observer: _____		date:_____		
Things to be observed	ACTIVITIES	Yes	No	Sometimes
Have all the students participated during class?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Was the activity appropriated for the class?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Were the objectives of the activities accomplished?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Suggestions to the activities done	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			

SPEAKING PRE- TEST / POST-TEST

Student's Code …………………

Date: …………………..

DATA ACCOMPLISHED DURING THE SPEECH ABOUT THEMSELVES	X
GREETING: **Good Morning, Good Afternoon, Hello, Hi.**	
NAME: **My name is………………** **I'm…………………....**	
AGE: **I'm…………………years old**	
DATE OF BIRTH: **I was born on --/--/--** **My birthday is on --/--/--**	
PLACE OF BIRTH: **I am from ………………**	
OCUPATION: **I'm……………………**	
PLACE OF RESIDENCE: **I live in ………………………**	
LIKES: **I like……………..** **I love……………..** **I really enjoy………………………..**	
DISLIKES: **I don't like..................................** **I really hate…………………..**	
FAREWELL: **Goodbye, Bye, Later.**	

SPEAKING PRE-TEST/POST-TEST'S CRITERIA

Students' Code_____ Date_____

Criteria									
FLUENCY	GREETING	NAME	AGE	DATE OF BIRTH	OCCUPATION	PLACE OF RESIDENCE	LIKES	DISLIKES	FAREWELL
1 - 25 Fluent communication									
16 – 20 Good communication									
11– 15 Satisfactory									
6 – 10 Communication hesitant									
1 – 4 Communication minimal									
VOCABULARY									
21 - 25 Wholly appropriate									
16 – 20 Few limitation									
11– 15 Sometimes limited									
6 – 10 Limitation affected the task									
1 – 4 Inadequate for the task									
GRAMMAR									
21 - 25 Clear and appropriate use of …									
16 – 20 Few inaccurate grammar									
11– 15 Inaccuracy of grammar do not…									
6 – 10 Inaccuracy of grammar do not…									
1 – 4 Inaccuracy of grammar makes...									
PRONUNCIATION									
21 - 25 Clear pronunciation									
16 – 20 Few inaccurate pronunciation									
11– 15 Inaccuracy of pronunciation do									
6 – 10 Inaccuracy of pronunciation do not									
1 – 4 Inaccuracy of pronunciation makes									

QUESTIONNAIRE

Dear student the purpose of this questionnaire is to research about the use of role play to improve the speaking skill of the English language. Therefore your collaboration is very important to gather accurate information related to the topic of this research work.

1. **Do you like to speak English in the English classes?**

   YES ☐   NO ☐

2. **Do you feel confident to do it?**

   YES ☐   NO ☐

3. **Which of the following classroom activities are used in the English classes to develop the Speaking skill?**

   Discussion ☐

   Speeches ☐

   Role Play ☐

   Conversations ☐

   Information-gap activities ☐

4. **How often are these classroom activities used in the English classes to develop the Speaking skill?**

	ALWAYS	OFTEN	SELDOM	NEVER
Discussion				
Speeches				
Role Play				
Conversations				
Information-gap activities				

5. hich classroom activities do you like most?

Discussion ⬜

Speeches ⬜

Role Play ⬜

Conversations ⬜

Information-gap activities ⬜

LEARNING LOG

I consider that role play during the class permit…	X	
Not to speak much in English		
To get the students interest		
To overcome shyness		
To feel motivated to participate		
Self-confidence to express him or herself		
To help to understand English better		
To learn to pronounce		
To practice vocabulary		
To learn grammar		
To be evaluated during the class		
To improve the speaking of English		
Would you like the teacher to use role play in class again?	YES	NO
Why?_____ _____		
OBSERVATIONS:_____ _____ _____		

CHECKLIST

	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11
Fluency											
Vocabulary											
Pronunciation											
Grammar											
Comprehension											
Predisposition to participate											
Feeling confident about speaking											
Students' integration											

OBSERVATIONS:_____

_____

_____

+ = satisfactory progress, but need a little more practice

√ = some progress, but need much more practice

‒ = little or no progress, need to pay special attention to improve this skill

MATRIX

Theme: "THE USE OF ROLE PLAY FOR IMPROVING THE SPEAKING SKILL OF THE ENGLISH LANGUAGE AMONG 10th YEAR STUDENTS AT "ADOLFO JURADO GONZALEZ" PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014"

Problem	Objectives	Theoretical frame	Methodological design (action research)	Instruments
Main problem: How does the use of role play improve the speaking skill of the English language among 10th year students at "ADOLFO JURADO GONZALEZ" Public School, Academic Period 2013-2014?	**General:** To improve the speaking skill of the English language among 10th year students at "Adolfo Jurado González" Public School through the use of role play, Academic Period 2013-2014.	Speaking -The Meaning of Speaking Ability - Functions of speaking - Talk as interaction	**Preliminary investigatio** -Observing the English classes -Stating the background of proble -Describing current situation	-Observation -Learning logs -Oral Tests
Sub-problems What kind of theoretical references about speaking skill in the English language and role play are can help 10th year students at "Adolfo	**Specific** To investigate the theoretical references about speaking skill in the English language and role play to help 10th year students at "Adolfo Jurado	- Talk as transaction - Talk as performance -Components of Speaking -Teaching Speaking - Implications for teaching	-Locating and reviewing the literature -Creating a methodological framework for research -preparing an intervention	

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Jurado González" Public School, Academic Period 2013-2014.

What are the issues that limit the speaking skill learning with the 10th year students at "Adolfo Jurado González" Public School, Academic Period 2013-2014?

What are the important phases of the intervention plan that address the current issues of the speaking skill with 10th year students at "Adolfo Jurado González" Public School, Academic Period 2013-2014?

Which role play is implementing to improve the | González" Public School, Academic Period 2013-2014.

To diagnose the issues that limits the speaking skill learning among 10th year students at "Adolfo Jurado González" Public School, Academic Period 2013-2014.

To design an intervention plan with the use of role play to improve the speaking skill among 10th year students at "Adolfo Jurado González" Public School, Academic Period 2013-2014.

To apply the intervention plan as part of the classroom activities in order to solve the limitations in the learning of | - Teaching talk as interaction
-Teaching talk as transaction
-Teaching talk as performance

-Problems in Speaking Class

-Factors Influencing the Students' Speaking Skill

-Basic Consideration in Teaching Speaking

-Classroom Speaking Activities

-The Roles of the Teacher During Speaking Activities
-Testing Speaking
- Role Play | plan

Intervention and observation

-applying, observing and monitoring students' performance according to the intervention plan

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Presentation of research findings

-reflecting, analyzing and answering the proposed inquiries

-organizing the final report |

speaking skill of 10th year students at "Adolfo Jurado González" Public School, Academic Period 2013-2014? How does role play as part of the classroom activities reduce the limitation of the speaking skill of 10th year students at "Adolfo Jurado González" Public School, Academic Period 2013-2014?	the speaking skill among 10th year students at "Adolfo Jurado González" Public School, Academic Period 2013-2014. To reflect upon the effect that the role play had on 10th year students' speaking skill at "Adolfo Jurado González" Public School, Academic Period 2013-2014.	-Definition of Role Play - Why use role-play? -Tps on successful classroom role-play - Steps to Develop a Role Play		

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