



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE

“THE USE OF ROLE PLAYING AS AN INTERACTIVE TECHNIQUE FOR IMPROVING THE SPEAKING SKILL IN LEARNING ENGLISH AS A FOREIGN LANGUAGE AMONG 3RD YEAR STUDENTS AT CENTRO EDUCATIVO INTEGRAL “ALBORADA”, DURING THE ACADEMIC PERIOD 2013-2014”

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

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Loja-Ecuador
2015

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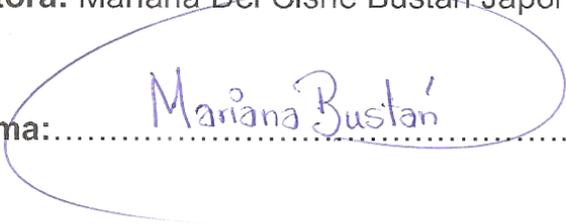
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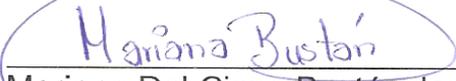
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ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to all those who provided me with the ability to complete this research work. I extend my gratitude to Universidad Nacional de Loja for all the help provided during my studies. Special thanks go to the English Language Department and all the staff members who help me complete this research work.

Furthermore, I would like to acknowledge the crucial role of Centro Educativo Integral “Alborada”, for giving me to practice and collect the data for this research. Last but not least, many thanks go to all the third year students who facilitated and contributed with their time and knowledge during this research.

I wish to acknowledge , Gloria Andrade Carrera, Mg. Sc. whose contribution with stimulating suggestions and encouragement, helped me complete my research work and especially with the writing of this thesis.

THE AUTHOR

DEDICATION

To God, who with his infinite goodness and love, allowed me to achieve this goal.

My mother, María Japón and my siblings, Rosa, Elizabeth, José, Mercedes, Gonzalo Bustán, for being the mainstay in my life, for all their efforts and sacrifices, which made possible the professional triumph achieved. For them I dedicate my love, obedience, and respect.

Mariana

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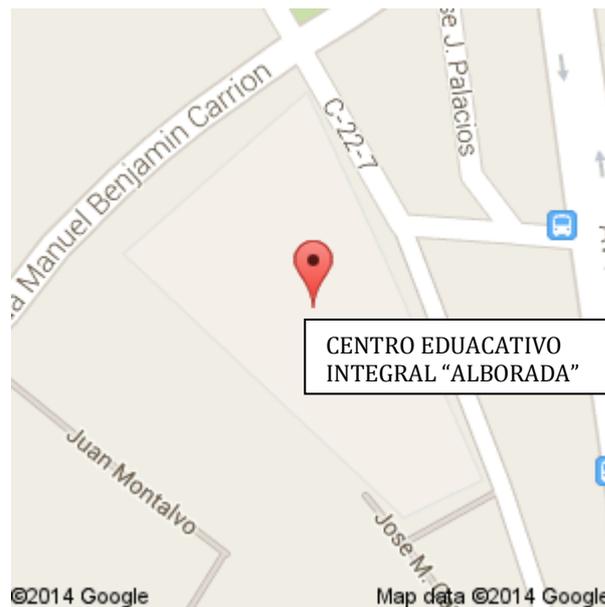
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BIBLIOTECA: ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN											
Tipo de documento	Autor y Título de la tesis	Fuente	Fecha/ año	Ámbito geográfico						Otras segregaciones	Notas observaciones
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TESIS	Mariana Del Cisne Bustán Japón THE USE OF ROLE PLAYING AS AN INTERACTIVE TECHNIQUE FOR IMPROVING THE SPEAKING SKILL IN LEARNING ENGLISH AS A FOREIGN LANGUAGE AMONG 3RD YEAR STUDENTS AT CENTRO EDUCATIVO INTEGRAL "ALBORADA", DURING THE ACADEMIC PERIOD 2013-2014	UNL	2015	Ecuador	Zona 7	Loja	Loja	Sucre	Santa Teresita	CD	Licenciado en Ciencias de la Educación , mención Idioma Inglés

MAPA GEOGRÁFICO Y CROQUIS



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CROQUIS



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a. TITLE

“ THE USE OF ROLE PLAYING AS AN INTERACTIVE TECHNIQUE FOR IMPROVING THE SPEAKING SKILL IN LEARNING ENGLISH AS A FOREIGN LANGUAGE AMONG 3RD YEAR STUDENTS AT CENTRO EDUCATIVO INTEGRAL “ALBORADA”, DURING THE ACADEMIC PERIOD 2013-2014 ”

b. RESUMEN

Este estudio de investigación acción estuvo enfocado en el mejoramiento de la habilidad del habla con el uso de la técnica de los juegos de rol entre los estudiantes de tercer año en el Centro Educativo “Alborada”. Un plan de intervención con ocho sesiones fue desarrollado para mejorar la habilidad. Exámenes y cuestionarios de investigación fueron diseñados para medir el progreso y la percepción de los cinco estudiantes acerca del uso de los juegos de rol. Hojas de diario de campo también fueron usadas en cada sesión para ver el crecimiento de los estudiantes. Los resultados indicaron que los juegos de rol facilitaron significativamente el mejoramiento del habla lo cual se reflejó en el crecimiento remarcable de las calificaciones en el examen posterior y en el progreso de los estudiantes durante la intervención. Las respuestas recibidas de los cuestionarios confirmaron también la percepción de los estudiantes sobre el uso de los juegos de rol para dominar el habla. Se concluye que este estudio ayudó a los estudiantes a mejorar sus habilidades del habla y a la investigadora a practicar sus habilidades de enseñanza.

ABSTRACT

This action research study was focused on the improvement of the speaking skill with the use of role playing technique among third year students at Centro Educativo Integral “Alborada”. An intervention plan with eight sessions was carried out to improve the skill. Researchers’ made tests and questionnaires were designed and used to measure the five students’ progress and perception about the use of role playing. Field diary sheets were also used every session to see the students’ growth. The results indicated that role playing facilitated meaningfully the improvement of the speaking which was reflected in the remarkable growth of the posttest scores and students’ progress during the intervention. The answers received from the questionnaires also confirmed the students’ perception about the use of role playing to master speaking. It is concluded that this study helped the students to improve their speaking skill and the researcher to practice her teaching skills.

c. INTRODUCTION

This action research was centered on the improvement of the speaking skill with the use of role playing technique among children from seven to twelve years old in a private school. The group received four periods of English classes of forty -five minutes per week. In this group, the students were eager to learn new themes in English but it was not enough to develop their speaking skills. There was lack of communicative and interactive opportunities given to the students and little time provided for language active use. The study considered the use of role playing as an interactive technique through the question: How does the use of role playing improve the speaking skill in learning English as a foreign language among 3rd year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014?

This action research is relevant since it helped students to improve their speaking skill in learning English as a foreign language in an interactive way through the use of role-playing. Linse (2010), says role playing is an excellent technique for developing communication skills and provides feedback to students about their own behavior. Provided students with a broad outline or a detailed description of a confrontational event. It made them feel interested in learning it. In fact, the students' interest influenced their capability in mastering the speaking skill. The application of this project provided the researcher an improvement of her

professional profile. During this work they learned to use the role playing as an interactive technique for improving the speaking skill, getting experience and theoretic knowledge. Also they accomplished a purpose planted at the beginning of their studies that is to be an English teacher.

The current study worked with a sample of five third year students (second year, elementary school) in an urban school. The action research work had an intervention of four weeks. It involved pre and post- tests, pre and post questionnaires, video recordings and field diaries during the intervention. This intervention was planned based on the students' cognitive process to build up their knowledge. The eight lessons were reinforced with role playing activities that enable students to master the five criteria of the speaking: comprehension, comprehensibility, accuracy, fluency and effort.

The specific objectives of this study were: to investigate theoretical references about speaking skill and role playing to help third year students at Centro Educativo Integral "Alborada"; to diagnose the issues that limits the speaking skill; to design an intervention plan with the use of role-playing activities; to apply the intervention plan as a part of the classroom activities in order to solve the limitations in the speaking skill; and to reflect upon the effect that the role playing had on third year students' improvement speaking skill.

Teaching speaking is not an easy task and it requires interaction between teachers and students. It is important to introduce an effective tool into speaking teaching among students in order to achieve the outcomes that the teachers seek in their students with the purpose to increase their speaking skill.

The organization of this written report is made in sections. The literature review section describes the variables: speaking skill and role play. In the results section, the pre and post-tests showed the remarkable growth that students reached. The discussion includes the major findings of the research; the meanings behind the results and why they are important. In the conclusions' section, researcher answers to the posed questions before the intervention; and finally, based on her experience using role playing for improving the speaking skill, provides recommendations for the future action research works.

d. LITERATURE REVIEW

The literature cited is divided in two variables according to the theme; Speaking and Role playing, it has been collected from reliable sources and contains useful and specific information about them.

SPEAKING

Brown and Yule (1994) affirmed that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It's form and meaning are dependent on the context in which it occurs, including the participants themselves , their collective experiences, the physical environment, and the purpose of a speaking. Speaking requires that learners not only know how to produce specific point of language such a grammar, pronunciation or vocabulary, but also they understand when, why and in what ways to produce language.

Likewise O'Malley and Pierce (1996) explain that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. In

addition, Burn & Joyce (1997) stated that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language. Learning a language means using it in communication in oral or written form, and being able to express feeling, thoughts, and experiences in various contexts. Likewise, they stated that to know the language is to use it. He further stated that students do not know a sentence until he can speak it.

Speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. In teaching and learning process, the teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep pace with their peers in later years. Learning English does not mean just learning about the structure and vocabulary, but also learning how to speak the language for communication to one another. Students get involved in communication because they have ideas and feeling they want to share. This sharing can not be done in one way, but there must be senders and receivers to build a conversation. On the other hand, having wide speaking students can

communicate effectively even though they may be weak at grammar and vocabulary. It means that teachers must pay a lot of attention on enriching students' speaking comments Erasma (2013) in her research.

Why is speaking important?

Olenka Bilash (2009) states that the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. As speaking is interrelated with the other skills, its development results in the development of the others. One of the primary benefits of increased communicative competency is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people.

Reasons for teaching speaking

Read Wan (2012) named the following reasons to teach speaking:

- ❖ Speaking is a crucial part of second language learning and teaching.

- ❖ The mastery of speaking skills in English is a priority in many second language or foreign language learners.
- ❖ Our learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.
- ❖ Oral skills are hardly been neglected in today's EFL/ESL (witness the huge number of conversation and other speaking course book in the market).

Elements of speaking

Accuracy:

Recognizably, accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication breakdowns. According to Richards (1992), accuracy concerns "the ability to produce grammatically correct sentence" (p.31). In other words, accuracy in language means grammatical accuracy only. Nevertheless, Thornbury (2000) explained that the term "accuracy" seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also set the clear scale for assessment of accuracy.

+ Grammar: Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions, or difficult tenses.

+ Vocabulary: Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught.

+ Pronunciation: Students speak and most people understand .Even broader than that, Lim (2008) defined accuracy as “ the ability to use correct forms in which utterances do not contain errors affecting phonological, syntactic, semantic, and discourse features of the language.”

Fluency

Fluency is also used as a criterion to measure one’s speaking competence. Speaking fluently means being able to communicate one’s ideas without having to stop and think too much about what one is saying. Richards (1992, p.141) defined fluency as “the features which gave speech the qualities of being natural and normal. “More specifically, Thornbury (2000) pointed out the criteria for assessing fluency:

+ Lack of hesitation: Students speak smoothly, at a natural speech. They do not hesitate long and it is easy to follow what they are saying.

+ Length: Students can put ideas together to form a message or an argument. They can make not only the simplest of sentence patterns but also complex ones to complete the task.

+ Independence: Students are able to express their ideas in a number of ways, keep talking and ask questions, etc. to keep the conversation going.

Functions of speaking

According to Brown and Yule (1994) there are three functions of speaking:

✓ Speaking as Interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

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 (Brown and Yule, 1994).

✓ Speaking as Performance

Speaking as performance refers to public speaking, it is talk which transmits information before an audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

✓ Speaking as Transaction

According to Jack Richards (2008), speaking as transaction refers to a situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately. 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.

According to Jack Richards (2008) "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”.

The teaching of speaking

Jack Richards (2008) claims that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate.

Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through groupwork, task work, and other strategies.

In designing speaking activities or instructional materials for second-language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills.

Goals and techniques for teaching speaking

According to Grace Stovall (1983) the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented.

Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require

them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. textbook exercises also often make good structured output practice activities.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In

order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

Suggestions for teachers in teaching speaking

Hariye Kayi (2006) cited some suggestions for English language teachers while teaching oral language:

- Provide 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.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.

- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide 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 student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

ROLE PLAYING

Liu and Ding (2009) defined the Role-play as an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive.

Priscilla Islam and Tazria Islam (2012) cited to Quings (2011) "Role play is defined as the projection in real life situations with social activities". Ments (1999) stated, "In a roleplay each players act as a part of the social environment of the others and provides a framework in which they can test out their repertoire of behaviours or study the interacting behavior of the group".

Erasma (2013) refers to the role play as all sorts of activities where learners imagine themselves in a situation outside the classroom. According to Chester and fox (1996:5) in Joyce and weil (1972:93) a sequence of feelings, words, and actions which are patterned are called a role. It is unique and accustomed manner or relating to others. The function of play is become the source of knowledge which is the child's personal, social, and educational aspect of growth. it also appears to be an important integrative factor, a vital means of breaking down traditional divides.

Blatner (2009) sees role playing as a methodology derived from sociodrama that may be used to help students understand the more subtle

aspects of literature, social studies, and even some aspect of science or mathematics. Furthermore, it can help them become more interested and involved, not only learning about the material, but learning also to integrate the knowledge in action, by addressing problems, exploring alternatives, and seeking novel creative solutions. "Role playing is the best way to develop the skills of initiative communication, problem-solving, self-awareness, and working cooperatively in teams.

Livingstone (1983) says, role play is a class activity which gives the students the opportunities to practise the language aspects of role-behavior, the actual roles they may need outside the classroom. From the definition above it can be concluded that speaking is an oral communication that is used to express or give information about someone's feeling and ideas. The purpose of using spoken language is to get response from the learners".

Linse (2010) affirms that role playing is an excellent technique for developing communication skills and provides feedback to students about their own behavior. Provide students with a broad outline or a detailed description of a confrontational event. Assign roles to students for the characters in the scenario. Explain that they are to act out the events of the situation as they think the character they are portraying would act. This activity is improvisational-done without practice. Al-Mutawa and Kailani

(1989) described role play as a technique that affords an opportunity to practise a new structure in the context of natural communicative usage.

Advantages of use role playing in classroom

Ments (1999) stated that role playing gives students the opportunity to practise interacting with others in certain roles' and regarding purpose of role-playing , he said, "their aim is to feel, react and behave as closely as possible to the way someone placed that particular situation would do" (p. 9). Ments also mentioned "role-play deals'primarily with aspects of communication' and said, "it is therefore ideally suited to those subjects which deal with linguistic ability,namely languages, literacy and social skills training".

There are some great advantages of using role playing in classroom, Priscilla Islam (2012) cited to Ments (2012) "students can be encouraged to use language in a free and interesting way". "It expresses hidden feelings, student can discuss private issues and problems, enables students to empathize with others and understand their motivation". Ments mentioned that role play is "motivational and effective because it involves activity". Using role play with the students can be highly motivational because it is different from regular lecture based exercises which are monotonous for them. Through this activity, students

were seen to gain a different experience related to their life and other social situation, which helped them to become more open from their rigid behavior.

Woodhouse (2007) suggests "role play could be used as a beneficial technique for 'personal development'. Also he argued that it can help teachers to check the gradual progress in the speaking skills of the learners. "According to him there is versatility in role play, which is an advantage in order to facilitate student interaction. He mentioned the usefulness 'for a range of topics, including interviewing, counseling skills, personal relationships, team working, leadership and cultural studies'. Another advantage cited by Liu and Ding (2009) "potency and how the errors can be corrected as well as how to give feedback to the learners for further improvement".

As a way to name some advantages of using role play Ahmed and Al-Senaidi (2011) cited to Lucantoni (2002) role play can be very enjoyable for learners and provide excellent opportunities for using language in real life situations. It is a communicative activity where the learners can use spontaneous language. It also helps learners to develop real life speaking skills. At the same time they mentioned to Ments (1999) stated that role play lends itself well to mixed ability groups and that it provides learners with opportunities to practise and develop communication

strategies. Role play can also require the learners to use their imagination, background knowledge and communications skills.

Larsen-Freeman (1986) and Edwards (1999) pointed out that role plays, whether structured or less structured, are important in the communicative approach because they give learners an opportunity to practise communicating in different social contexts and in different social roles.

Disadvantages of using role playing in classroom

Role play also has certain potential disadvantages. Ahmed and Al-Senaidi (2012) cited Ments (1999) argued discipline may be hard to maintain during role play and the teacher could lose control of the class. He adds that role play can be time-consuming and also make demands on space and other resources. Thornbury (2005) "there are learners who feel self-conscious performing in front of their peers and care has to be exercised in choosing and setting up such activities". Teachers must be careful during role play, then, not to make any learners feel embarrassed.

Role-play in developing speaking skill

Nga (2011) emphasizes that role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific

situation for a while, improvising dialogue and creating a real world in scenario. It aims at encouraging the students to think and create, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.

In case of role play activities, according to Byrne (1986) role play can be grouped into two forms, scripted and unscripted role play. Holding different ideas from Byrne, in dividing types of role-play, Littlewood (1981) reported that role-play activities can be categorized into four types as follow: role-playing controlled through cued dialogues, Role-playing controlled through cues and information, role-playing controlled through situation and goals, role-playing in the form of debate or discussion.

Roles of teachers and students in role-play activities

In this kind of activities the teacher is less dominant but by no means less important than in the traditional classroom activities. He is a facilitator of the communicative process in which he may play the roles of instructor of language items, organizer of the role-play activity, error-corrector, passive viewer, and consultant. He may also take part in the role-play activities as a communicator, or observe the students' performance for planning future activities.

The roles of students have changed since the invention of Communicative Teaching Approach. According to Morrow (1977; p. 71) “the learner is now concerned with using language, not English usage. In order to do this, learners take on roles and interact with other learners who also have roles. What they say is determined by the roles they play, their communicative intentions and the contribution of the other learners”.

How to make role playing successful?

Jack Richards (2008) name some steps in order to perform role playing in a successful way:

- a. Model: If you are having the students write their own script or dialogue, be sure to model this process with the students. If they are using an existing dialogue or script model that dialogue process with the students. If they are using an existing dialogue or script, model that dialogue with another student or classroom aid. It is important that students are comfortable with the process before attempting it for themselves.
- b. Language Support: If you are having the students write their own dialogues, provide an example or words/phrases that may be helpful. Provide student friendly definitions of any new words they might want

to use (or that might be in the dialogue if you provide one for them). Encourage them to use familiar words and phrases too.

- c. Have realistic goals: Make sure that you assign roles that students of varying ability levels can make successful. Also assign roles that the students can be comfortable with – not something completely off the wall or strange to them.
- d. Use realistic scenarios: Give them scenarios they may actually encounter in their lives outside the classroom. This will give them motivation to learn and practice and will also be the most helpful to them in the long run. If you know your students are taking the class so they can get a better job, role playing a job interview would be very beneficial to them and will help them be invested in the activity.
- e. Use real and visual aids: To make the scenario as realistic as possible, give the students props and visual aids to work with. If you are role playing a restaurant scene, give them menus, a table, etc. The less they actually have to pretend and the more realistic the role play experience the more seriously they will take the activity.

e. MATERIALS AND METHODS

In this section by methods and materials 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. This process facilitated her reflections of her teaching and improved her students' situation.

CONTEXT

The Centro Educativo Integral “Alborada” 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. The Centro Educativo Integral “Alborada” is located in the Santa Teresita neighborhood and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban 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 the Centro Educativo Integral “Alborada”, the treatment of English as a subject within the curriculum of the school is compulsory and this is reflected in the four class periods devoted to teach it. It has a non-certified English teacher as part of its teaching staff.

PARTICIPANTS

The action research was carried out with the third year students of basic education at Centro Educativo Integral “Alborada”. The class had a

population of five students, four boys and one girl, who were among seven to twelve years old. The group received four periods of English classes of forty -five minutes per week. In order to learn English Language, they use the “Happy Always” English book and other resources such as: flashcards, maps, graphics, pictures, notebooks, papers, dictionaries. Also technologic material such as: tape recorder and CD´s.

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 role playing 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 oral tests, two questionnaires, video recordings and field diary. 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 two oral tests as well as the qualitative text analysis of the data received from the questionnaires, teacher's diary and video recordings.

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

- Two oral researcher's-made tests (annex 1; pag: 100) in the pre and posttests students worked in pairs and made a conversation using some vegetables and fruits flashcards. In the conversation each student had to make a Wh-question, answer appropriately, use a yes /no question, use an affirmative or a negative answer and use an expression.
- One rubric (annex 1; pag: 102), this instrument helped the researcher to assess the students' conversations. It was based on five criteria: comprehension, comprehensibility, accuracy, fluency and effort.
- Two researcher's-made questionnaires (annex 1; pag: 104) The pre and post questionnaires were structured in four questions to research about the role playing to improve the speaking skill of the English language and students' perceptions about it

- A field diary (annex 1; pag: 106), it was used every session to take notes about all what happened with students during the intervention.
- Video recording pictures (annex 2; pag: 111). Some pictures were printed in order to compare the students' performance during the pre and posttest.

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 third year students (5) of Centro Educativo Integral "Alborada". 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 third year students in order to identify the issues the students were facing; the observation sheets (Annex 1; pag:105) were filled out to record the activities and work the students did in the classes. 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 1, page; 91), organized in eight lessons, was designed with the help of the literature framework. Then, the intervention plan was applied in the last two weeks in April and the first two weeks in May. 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 group/class in each test.

The Pearson Correlation coefficient $r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$ 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.

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 research work, the findings received from the intervention were organized in tables and figures with the corresponding analysis.

- **Table 1**

The Pre- test

	C1	C2	A	F	E	Total
	/2	/2	/2	/2	/2	/10
Student's Code						
CEA001	0,6	0,5	0,5	0,5	0,5	2,6
CEA002	0,7	0,6	0,6	0,5	0,5	2,9
CEA003	0,5	0,5	0,5	0,5	0,5	2,5
CEA004	0,5	0,5	0,5	0,5	0,5	2,5
CEA005	0,8	0,7	0,6	0,6	0,6	3,3
Mean	0,6	0,6	0,5	0,5	0,5	2,8

Note. CEA= Centro Educativo Integral Alborada; 001= Student's Code; C1= Comprehension, C2= Comprehensibility, A=Accuracy, F=Fluency, E=Effort.

According to table 1, in the pre-test all the students obtained low scores below the average expected in the speaking test. All the students showed they had difficulties in the five criteria assessed. The means of each criteria were below the 50%: comprehension (0,6/2), comprehensibility (0,6/2), accuracy (0,5/2), fluency (0,5/2), effort (0,5/2). It can be seen that students did not have opportunities to master the speaking ability in the English classes. According to O`Malley and Pierce is very important to provide opportunities to the students in order to enable them to communicate effectively through oral language because the disability of

the students to speak may lead them to be unable to express their ideas even in a simple form of conversation.

- **Table 2**

The Post test

Student' s Code	C1 /2	C2 /2	A /2	F /2	E /2	Total /10
CEA001	1,7	1,5	1,3	1,3	1,6	7,4
CEA002	2	1,9	1,8	1,9	2	9,6
CEA003	1,3	1,2	1	1,2	1,4	2,5
CEA004	1,3	1,1	1,1	1,1	1,4	2,5
CEA005	2	2	2	2	2	10
Mean	1,7	1,5	1,4	1,5	1,7	7,8

Note. CEA= Centro Educativo Integral Alborada; 001= Student's Code; C1= Comprehension, C2= Comprehensibility, A=Accuracy, F=Fluency, E=Effort.

Table 2 shows a significant improvement in the performance of the speaking skill. Two out five students got excellent scores (10; 9, 6) and one student got an average score (7.4). All criteria were improved, but the best grades were for comprehension (1, 7/2) and effort (1, 7/2). It means that the opportunities given to the students during the intervention contributed to master the criteria.

• **Table 3**

Comparing tests results

Students' Code	Pre-test	Post-test	xy	x ²	y ²
	x	y			
CEA001	2,6	7,4	19,2	6,8	54,8
CEA002	2,9	9,6	27,8	8,4	92,2
CEA003	2,5	6,1	15,3	6,3	37,2
CEA004	2,5	6	15,0	6,3	36,0
CEA005	3,3	10	33,0	10,9	100,0
Σ	13,8	39,1	110,3	38,6	320,1
Mean	2,8	7,8	22,1	7,7	64,0

Note. CEA= Centro Educativo Integral Alborada; 001=Students' code; x= Pretest; y= Posttest.

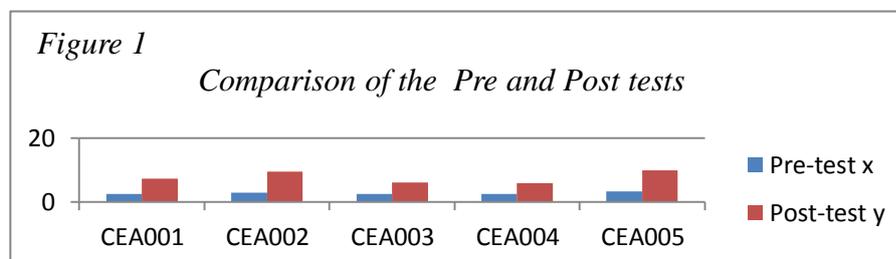
Pearson Correlation

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

$$r = \frac{5(22,1) - (2,8)(7,8)}{\sqrt{[5(7,7) - (7,84)][5(64,0) - 60,84]}}$$

$$r = \frac{110,5 - 21,84}{\sqrt{[(38,5) - (7,84)][(320) - (60,84)]}}$$

$$r = \frac{88,66}{\sqrt{(30,66) - (259,16)}} \quad r = \frac{88,66}{\sqrt{7945,84}} \quad r = \frac{88,66}{89,123} \quad r = 0,99$$



According to table 3 all the students had a significant improvement in the speaking ability after the intervention. It is demonstrated with the means (2, 8) from the pre-test and (7, 8) from the post-test. The relationship between the learning outcomes before and after the intervention plan showed also a positive Pearson correlation coefficient of (0, 99).

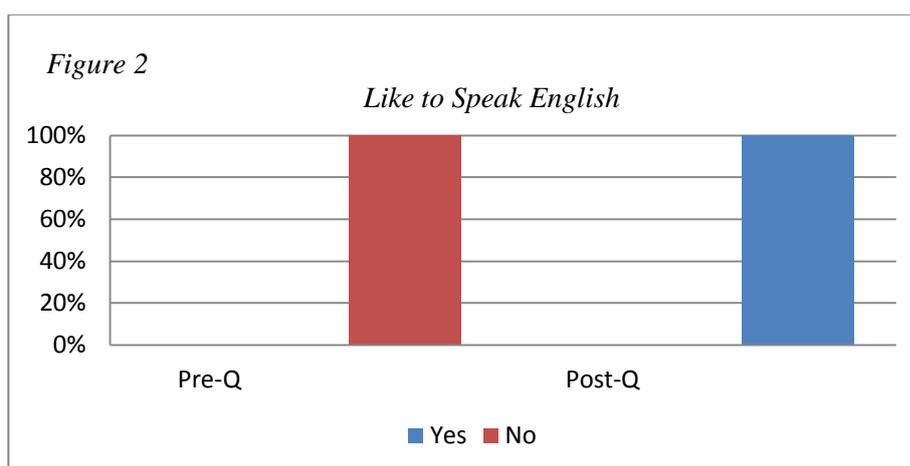
Comparison of the students' perception on the use of role playing for improving the speaking skill of the English Language

Question 1: *Do you like to speak English during the English Classes?*

• **Table 4**
Like to speak English

	Pre-Q		Post-Q	
	f	%	f	%
Yes	0	0	5	100
No	5	100	0	0
Total	5	100	5	100

*Source: Third year students of basic education of Centro Educativo "Alborada"
Researcher: Mariana Del Cisne Bustán Japón*



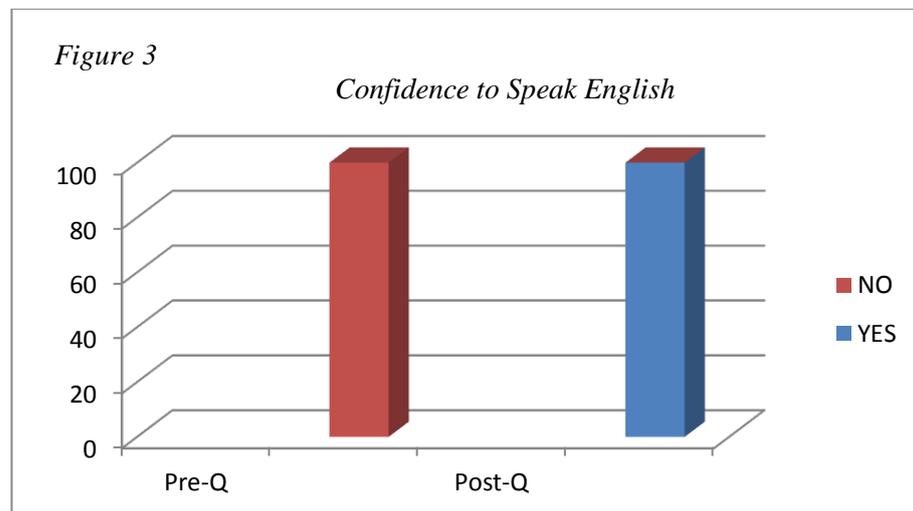
According to table 4 no one student liked to speak English before the intervention. It can be seen that there was less interest to master the students' speaking skill during the English classes. It reflects that students did not get any opportunity to speak in the English classroom and they lost their interest in learning.

Question 2: Do you feel confident doing it?

- **Table 5**
Confidence to speak English

	Pre-Q		Post-Q	
	f	%	f	%
YES	0	0	5	100
NO	5	100	0	0
TOTAL	5	100	5	100

*Source: Third year students of basic education of Centro Educativo "Alborada"
Researcher: Mariana Del Cisne Bustán Japón*



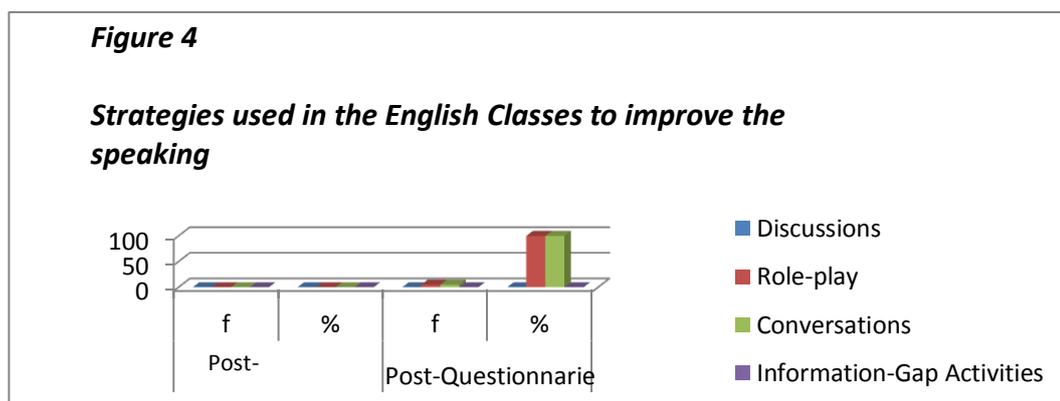
As we can see on table 5, after the intervention 100% of the students feel confidence to speak in the English classes. It means that effective techniques as the role playing might be used for students' personal development and help them to become more open from their rigid behavior.

Question 3: Which of the following strategies are used in the English classes to improve the speaking skill?

• **Table 6**
Strategies used to improve the speaking skill

Strategies	Pre-Q		Post-Q	
	f	%	f	%
Discussions	0	0	0	0
Role-play	0	0	5	100
Conversations	0	0	0	0
Information-Gap Activities	0	0	0	0

Source: Third year students of basic education of Centro Educativo "Alborada"
Researcher: Mariana Del Cisne Bustán Japón



Before the intervention, according to table 6, all the students considered that no strategy was used to improve the speaking skill in the English classes. In contrast, after the intervention 100% of the students considered that role play is used to improve the speaking skill. It reflects the positive students' perception about the role playing technique for developing communication skill.

Question 4: How often are these strategies used in the English classes to improve the speaking skill?

• **Table 7**
Frequency of the strategies used in the English classes

Strategies	Pre-Q								Post-Q								
	A1		O1		S1		N1		A1		O1		S1		N1		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
Discussions	0	0	0	0	0	0	5	100	0	0	0	0	0	0	0	0	0
Role play	0	0	0	0	0	0	5	100	5	100	0	0	0	0	0	0	0
Conversations	0	0	0	0	0	0	5	100	0	0	0	0	0	0	0	0	0
Information gap-activities	0	0	0	0	0	0	5	100	0	0	0	0	0	0	0	0	0

Source: Third year students of basic education of Centro Educativo "Alborada"
Researcher: Mariana Del Cisne Bustán Japón

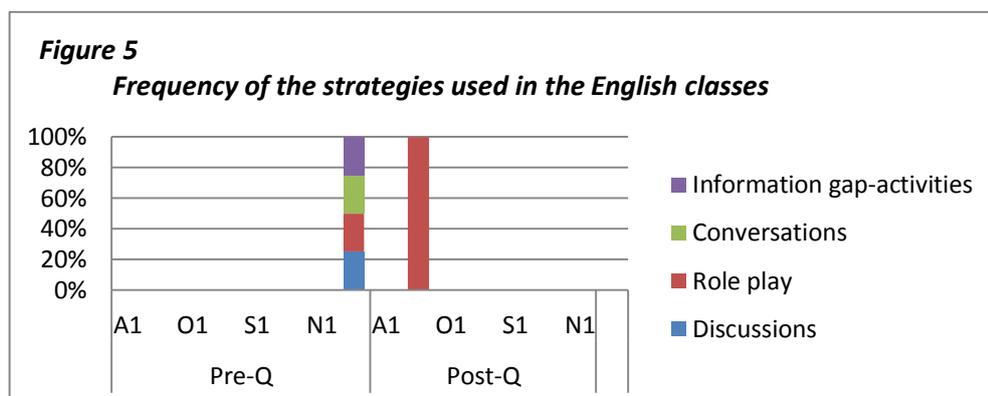


Table 7 shows that never, before the intervention a strategy was used in the English classes. In contrast, after the intervention all the students considered that role playing strategy is always used. It means that the use of effective techniques might be highly motivational and help students improve their English speaking skill.

g. DISCUSSION

The findings of this action research study about the use of role playing as an interactive technique for improving the speaking skill with five third year students at Centro Educativo Integral “Alborada” revealed a remarkable growth in the students’ ability. According to the results in the pre and posttests students reached a good performance in the criteria assessed. The pre and post questionnaires answers reflected the students’ changes perception about the use of role playing to master speaking. This action research work helped the researcher to practice her teaching skills and understood better the learning process.

In the pre and posttests students work in pairs and make a conversation using some vegetables and fruits flashcards. In the conversation each student had to make a Wh-question, answer appropriately, use a yes/no question, use an affirmative or negative answer and use an expression. The students’ conversations were assessed using a rubric based on five criteria: comprehension, comprehensibility, accuracy, fluency and effort. The pretest showed that all the students had difficulties in the five criteria evaluated. All of them obtained scores below the average expected. However, in the posttest students reached a good performance in the criteria assessed. Two out five students got excellent scores (10//10; 9, 6/10) and one an average score (7, 4/10).

The pre and post questionnaires were structured in four questions to research about the role playing to improve the speaking skill of the English language. According to the third question in the pre questionnaire the students never used any strategy to practice the ability in the English classes. Consequently, in the first question all the students signed that they did not like to speak in the English classes. On the other hand, in the post questionnaire students' change their perception about the use of role playing to master speaking. All the students answered that role playing and conversations strategies always are used in the English classes. Likewise the whole group also answered that they like to speak in classes.

This study was enhanced by the students' interest and collaboration to perform all the role playing activities. Another strength was the sample of this study that allowed to the researcher to help and monitor students equitably. Additional the schedule in the first hours in the morning helped so much in the intervention, since it the students were in the better physical and mental conditions. However, there were some limitations that made this study harder as the shortening of the English periods as a consequence of the multiples events in the school: open house, sports, workshops out of school, etc. Also the classroom size was not appropriated to teach and learn in a good way.

Finally, the application of this study helped to the researcher to practice her teaching skills and understood better the learning process.

She improved her professional profile and got experience in teaching English language. During this work she learned more about how to teach the speaking skill in learning English as a foreign language by using role playing technique and also got a broad theoretic knowledge.

h. CONCLUSIONS

The issues that limited to practice the speaking skill among third year students were the lack of communicative and interactive opportunities that students had to practice it, with a technique that facilitate the learning of this ability. The results received in the pre questionnaire according to the students showed that in the English classes students never used any strategy to practice the speaking skill. The students also mentioned that they did not like to speak in classes and they did not feel confidence doing it. The pretest revealed that all students had difficulties in the five criteria assessed: comprehension, comprehensibility, accuracy, fluency and effort. The mean of each criteria was lower than 50%.

The eight sessions designed in the intervention plan were addressed to face the issues that students had to practice the speaking skill. They were planned based on the students' cognitive process to build up their knowledge. Each lesson was prepared considering the teaching speaking process as to provide maximum opportunities to students to speak the target language, providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge through role playing activities. Likewise, researcher did not correct students' pronunciation mistakes very often while they were speaking, but provided each student a feedback at the end. The eight lessons were

reinforced with role playing activities that enable students to master the five criteria of the speaking skill.

Four role playing activities were performed to improve the speaking ability of third year students. Each activity was based in the practice of the vocabulary about fruits and vegetables. At the beginning all students were nervous to perform the role playing activities but as the lessons passed they gained confidence through the intervention.

The use of role playing as a part of the classroom activities reduced the students' limitations meaningfully. It was demonstrated in the students' collaboration to perform the role playing activities in each lesson and the progress they reached through the intervention. The change of the scores from the pretest (2, 8) and posttests (7, 8) is relevant evidence that demonstrated the positive impact that the role playing had with students.

The findings of the research indicated that students got more relaxed and cooperative in classes and consequently they improved their speaking skill.

i. RECOMENDATIONS

- ✓ English teachers should pay a lot of attention on enriching students' the speaking skill. It is necessary to foster the language active use in the English classes and give students all the opportunities through effective and different techniques for improving the ability. It can be highly motivational and at the same time can help them in the language acquisition. Just in that way teachers can facilitate students to overcome the difficulties they have to master the speaking ability.

- ✓ To the future action research works, the researcher advices to add two or more sessions to the intervention plan in order to give students enough time to master their speaking skills. It might show incredible results with the students after the intervention.

- ✓ The researcher recommends provide students appropriate and interesting role playing activities in order to avoid students get boring. Likewise, it is recommended to offer an appropriate environment where students feel confidence to speak and interact among partners.

- ✓ After the positive impact that the use of role playing technique had with students in the improvement of the speaking skill, it is recommended using this technique frequently as a part of the English classroom activities to help students to master the ability.

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k. ANNEXES

ANNEX 1: Project



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA

COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME:

“THE USE OF ROLE PLAYING AS AN INTERACTIVE TECHNIQUE FOR IMPROVING THE SPEAKING SKILL IN LEARNING ENGLISH AS A FOREIGN LANGUAGE AMONG 3RD YEAR STUDENTS AT CENTRO EDUCATIVO INTEGRAL “ALBORADA”, DURING THE ACADEMIC PERIOD 2013-2014”

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

AUTHOR: MARIANA DEL CISNE BUSTÁN JAPÓN

LOJA-ECUADOR

2014

a. THEME:

“THE USE OF ROLE PLAYING AS AN INTERACTIVE TECHNIQUE FOR IMPROVING THE SPEAKING SKILL IN LEARNING ENGLISH AS A FOREIGN LANGUAGE AMONG 3RD YEAR STUDENTS AT CENTRO EDUCATIVO INTEGRAL “ALBORADA”, DURING THE ACADEMIC PERIOD 2013-2014”

b. PROBLEM

2.1. BACKGROUND

The Centro Educativo Integral “Alborada” opened its doors in Loja on January 16th in 1996. It is located at the south of the Loja city on Tomás Rodríguez street between Lincoln and Kennedy streets, in the Santa Teresita neighborhood. It belongs to the Sucre parish. It is a private school that offers its services to children from initial level to seventh year of basic education.

This institution has a population of 24 students. The school staff is made up of 8 classroom teachers and one non-certified English teacher. The Alborada School carries out an integral formation of the students, by providing them an education of high quality. The students are researchers and at the same time trainers of their own knowledge, in that way they can perform successfully to the demands of today's society.

2.2. CURRENT SITUATION OF THE RESEARCH PROBLEM

The action research will be carried out in the Centro Educativo Integral “Alborada”, with the third year of basic education. The class has a population of five students, four boys and one girl, who are among seven

to twelve years old. The group receives four periods of English classes of forty -five minutes per week.

During the period of observation the researcher could see that the English teacher counts with enough didactic material such as: flashcards, maps, graphics, pictures, books, notebooks, papers, dictionaries. Also technologic material such as: tape recorder, a photocopier, a printer, and CD's.

In this group, the students are eager to learn new themes in English. The tasks and activities that teacher prepares motivate them to collaborate in classroom. However, it is not enough to develop their speaking skills. There is lack of communicative and interactive opportunities among group members, and little time given for language active use.

The group shows issues like: lack of confidence to express their opinions, ideas thoughts or sharing information using the English language in front of classroom. They have some knowledge of grammar and vocabulary but cannot use this in oral production. Their oral contributions in class involve mainly: repeating what the teacher says. They do not use the words properly in the correct pronunciation. Learners feel shame and afraid of making mistakes. Sometimes it is impossible to understand what they are saying because, they talk quietly.

In conclusion, the children need an interactive technique like role playing in order to improve their speaking skill in learning English as a foreign language.

2.3. RESEARCH PROBLEM

How does the use of role playing improve the speaking skill in learning English as a foreign language among 3rd year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014?

2.4. DELIMITATION OF THE RESEARCH

a) Temporal

The research will be carried out into the Centro Educativo Integral “Alborada”, since February 2014 until April in the same year.

b) Spatial

The institution is located at the south of Loja city on Thomas Rodriguez street between Lincoln and Kennedy streets, in the Santa Teresita neighborhood. It belongs to the Sucre parish.

c) OBSERVATION UNITS

- . The researcher, Mariana Del Cisne Bustán Japón.
- . Students of third year of basic education at Centro Educativo Integral “Alborada”.

d) SUBPROBLEMS

- What kind of theoretical references about, speaking skill and role-playing are effective for helping 3rd year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014?
- What are the issues that limit to practice the speaking skill among 3rd year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014?
- What are the important phases of the intervention plan that address the current issues for improving the speaking skill among third year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014?
- Which role playing activities are implementing for improving the speaking skill among third year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014?

- How does role-playing as part of the classroom activities reduce the limitation of the speaking skill among third year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014

c. JUSTIFICATION

O'Malley and Pierce (1996), said that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. This action research about the use of role playing as an interactive strategy will improve the speaking skill in learning English as a foreign language among 3rd year students at Centro Educativo Integral "Alborada". With this study the researcher will gain experience in teaching English language, and to get the bachelor's degree in science of education, English language specialization.

This action research is relevant since it will help students to improve the speaking skill in learning English as a foreign language in an interactive way through the use of role-playing. Linse (2010), says role playing is an excellent technique for developing communication skills and provides feedback to students about their own behavior. Provide students with a broad outline or a detailed description of a confrontational event. It will make them feel interested in learning it. In fact, the students' interest will influence their capability in mastering speaking skills.

The application of this project will provide the researcher improve the professional profile and get experience in teaching English language.

During this work she will learn to use the role playing as an interactive technique for improving speaking skill. Also as it is well-known the researcher will acquire theoretical knowledge as much experience too.

Due to the researcher is an undergraduate student at the Universidad Nacional de Loja (UNL) this one will benefit her with the accreditation of the career. This work will help the researcher to get the accreditation of social research design subject. Moreover it is done as a previous requirement to develop the thesis. The researcher would like to become a certified teacher since she has been studied almost four years.

Finally it can be said that this action research will be of vital importance for students and researcher too, because students could have a better knowledge about speaking skill for using in real world, and the researcher as a future teacher will learn more about how to teach speaking skill in learning English as a foreign language by using role playing technique, getting experience and theoretic knowledge. Also she will accomplish a purpose planted at the beginning of her studies that is to be an English teacher.

d. OBJECTIVES

4.1. GENERAL:

- ✓ To improve the speaking skill through the use of role-playing as an interactive technique among third year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014.

4.2. SPECIFICS:

- ✓ To investigate theoretical references about speaking skill and role-playing to help third year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014.
- ✓ To diagnose the issues that limits the speaking skill among 3rd year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014.
- ✓ To design an intervention plan with the use of role-playing activities among 3rd year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014.
- ✓ To apply the intervention plan as a part of the classroom activities in order to solve the limitations in the speaking skill among 3rd year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014.

- ✓ To reflect upon the effect that the role playing had on third grade students' improvement speaking skill at Centro Educativo Integral "Alborada", during the academic period 2013-2014.

e. THEORETICAL FRAMEWORK

The literature cited is divided in two variables according to the theme; Speaking and Role playing, it has been collected from reliable sources and contains useful and specific information about them.

5.1. Speaking

5.1.1. Definition of speaking:

Brown and Yule (1994) affirmed that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It's form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose of a speaking. Speaking requires that learners not only know how to produce specific point of language such a grammar, pronunciation or vocabulary, but also they understand when, why and in what ways to produce language.

O'Malley and Pierce (1996) explained that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be

unable to express their ideas even in a simple form of conversation. In addition, Burn & Joyce (1997) stated that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language. Learning a language means using it in communication in oral or written form, and being able to express feeling, thoughts, and experiences in various contexts. Lado (1964) also stated that to know the language is to use it. He further stated that students do not know a sentence until he can speak it.

Speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. In teaching and learning process, the teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep pace with their peers in later years. Learning English does not mean just learning about the structure and vocabulary, but also learning how to speak the language for communication to one another. Students get involved in communication because they have ideas and feeling they want to share. This sharing can

not be done in one way, but there must be senders and receivers to build a conversation. On the other hand, having wide speaking students can communicate effectively even though they may be weak at grammar and vocabulary. It means that teachers must pay a lot of attention on enriching students speaking (Erasma , 2013).

Bygate(1987: 3) emphasized that to be a good learner of speaking, studying knowledge of grammar, vocabulary, pronunciation, intonation, etc. is not enough but the skill to use this knowledge to communicate successfully is indispensable.

5.1.2. Why is speaking important?

Olenka Bilash (2009) states that the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. As speaking is interrelated with the other skills, its development results in the development of the others. One of the primary benefits of increased communicative competency is the resulting job, education and travel

opportunities; it is always an asset to be able to communicate with other people.

5.1.3. Reasons for teaching speaking

Read Wan (2012) named the following reasons to teach speaking:

- ❖ Speaking is a crucial part of second language learning and teaching.
- ❖ The mastery of speaking skills in English is a priority in many second language or foreign language learners.
- ❖ Our learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.
- ❖ Oral skills are hardly been neglected in today's EFL/ESL (witness the huge number of conversation and other speaking course book in the market).

5.1.4. Elements of Speaking:

5.1.4.1. Accuracy

Recognizably, accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication

breakdowns. According to Richards (1992), accuracy concerns “the ability to produce grammatically correct sentence” (p.31). In other words, accuracy in language means grammatical accuracy only. Nevertheless, Thornbury (2000) explained that the term “accuracy” seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also set the clear scale for assessment of accuracy.

+ **Grammar:** Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions, or difficult tenses.

+ **Vocabulary:** Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught.

+ **Pronunciation:** Students speak and most people understand .Even broader than that, Lim(2008) defined accuracy as “the ability to use correct forms in which utterances do not contain errors affecting phonological, syntactic, semantic, and discourse features of the language.”

5.1.4.2. Fluency

Fluency is also used as a criterion to measure one’s speaking competence. Speaking fluently means being able to communicate one’s

ideas without having to stop and think too much about what one is saying. Richards (1992, p.141) defined fluency as “the features which gave speech the qualities of being natural and normal. “More specifically. Thornbury (2000) pointed out the criteria for assessing fluency:

+ Lack of hesitation: Students speak smoothly, at a natural speech. They do not hesitate long and it is easy to follow what they are saying.

+ Length: Students can put ideas together to form a message or an argument. They can make not only the simplest of sentence patterns but also complex ones to complete the task.

+ Independence: Students are able to express their ideas in a number of ways, keep talking and ask questions, etc. to keep the conversation going.

5.1.5. Functions of Speaking:

According to Brown and Yule (1994) there are three functions of speaking:

✓ Speaking as Interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences

because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

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 (Brown and Yule, 1994).

✓ **Speaking as Performance**

Speaking as performance refers to public speaking, it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

✓ **Speaking as Transaction**

According to Jack Richards (2008), speaking as transaction refers to situation where the focus is on the message about what is said or

achieved in order to make people understood clearly and accurately. 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.

According to Jack Richards (2008) “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”.

5.1.6. The Teaching of Speaking

Jack Richards (2008) claims that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long

been the focus on methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through groupwork, task work, and other strategies.

In designing speaking activities or instructional materials for second-language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills.

5.1.7. Goals and Techniques for Teaching Speaking

According to Grace Stovall (2004) the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented.

Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency

and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. textbook exercises also often make good structured output practice activities.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

5.1.8. Suggestions For Teachers in Teaching Speaking

Hariye Kayi (2006) pointed out some suggestions for English language teachers while teaching oral language:

- Provide 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.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.

- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide 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 student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

5.2. Role playing

5.2.1. Definition of Role playing

Liu and Ding (2009) defined the Role-play as an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive.

Priscilla Islam and Tazria Islam (2012) cited to Quings (2011) "Role play is defined as the projection in real life situations with social activities". Ments (1999) stated, "In a roleplay each players act as a part of the social environment of the others and provides a framework in which they can test out their repertoire of behaviours or study the interacting behavior of the group".

Erasma (2013) refers to the role play as all sorts of activities where learners imagine themselves in a situation outside the classroom. According to Chester and fox (1996:5) in Joyce and weil (1972:93) a sequence of feelings, words, and actions which are patterned are called a role. it is unique and accustomed manner or relating to others. The function of play is become the source of knowledge which is the child's personal, social, and educational aspect of growth. it also appears to be an important integrative factor, a vital means of breaking down traditional divides.

Blatner (2009) sees role playing as a methodology derived from sociodrama that may be used to help students understand the more subtle aspects of literature, social studies, and even some aspect of science or mathematics. Furthermore, it can help them become more interested and involved, not only learning about the material, but learning also to integrate the knowledge in action, by addressing problems, exploring alternatives, and seeking novel creative solutions. "Role playing is the best way to develop the skills of initiative, communication, problem-solving, self-awareness, and working cooperatively in teams.

Erasmus (2013) cited to Carol Livingstone (1983) role play is a class activity which gives the students the opportunities to practise the language aspects of role-behavior, the actual roles they may need outside the classroom. From the definition above it can be concluded that speaking is an oral communication that is used to express or give information about someone's feeling and ideas. The purpose of using spoken language is to get response from the learners".

Linse (2010) affirms that role playing is an excellent technique for developing communication skills and provides feedback to students about their own behavior. Provide students with a broad outline or a detailed description of a confrontational event. Assign roles to students for the characters in the scenario. Explain that they are to act out the events of

the situation as they think the character they are portraying would act. This activity is improvisational-done without practice. Al-Mutawa and Kailani (1989) described role play as a technique that affords an opportunity to practise a new structure in the context of natural communicative usage.

5.2.2. Advantages of Use Role playing in classroom

Ments (1999) stated that role playing gives students the opportunity to practise interacting with others in certain roles' and regarding purpose of role-playing , he said, "their aim is to feel, react and behave as closely as possible to the way someone placed that particular situation would do" (p. 9). Ments also mentioned "role-play deals'primarily with aspects of communication' and said, "it is therefore ideally suited to those subjects which deal with linguistic ability,namely languages, literacy and social skills training".

There are some great advantages of using role playing in classroom, Priscilla Islam (2012) cited to Ments (2012) "students can be encouraged to use language in a free andinteresting way". "It expresseshidden feelings, student can discuss private issues and problems, enablesstudents to empathize with others and understand their motivation". Ments mentioned that role play is "motivational and effective because it involves activity". Using role play with the students can be

highly motivational because it is different from regular lecture based exercises which are monotonous for them. Through this activity, students were seen to gain a different experience related to their life and other social situation, which helped them to become more open from their rigid behavior.

Woodhouse (2007) suggests "role play could be used as a beneficial technique for 'personal development'. Also he argued that it can help teachers to check the gradual progress in the speaking skills of the learners. "According to him there is versatility in role play, which is an advantage in order to facilitate student interaction. He mentioned the usefulness 'for a range of topics, including interviewing, counseling skills, personal relationships, team working, leadership and cultural studies'. Another advantage cited by Liu and Ding (2009) "potency and how the errors can be corrected as well as how to give feedback to the learners for further improvement".

As a way to name some advantages of using role play Ahmed and Al-Senaidi (2011) cited to Lucantoni (2002) role play can be very enjoyable for learners and provide excellent opportunities for using language in real life situations. It is a communicative activity where the learners can use spontaneous language. It also helps learners to develop real life speaking skills. At the same time they mentioned to Ments (1999) stated that role play lends itself well to mixed ability groups and that it provides learners

with opportunities to practise and develop communication strategies. Role play can also require the learners to use their imagination, background knowledge and communications skills.

Larsen-Freeman (1986) and Edwards (1999) pointed out that role plays, whether structured or less structured, are important in the communicative approach because they give learners an opportunity to practise communicating in different social contexts and in different social roles.

5.2.3. Disadvantages of using role playing in classroom

Role play also has certain potential disadvantages. Ahmed and Al-Senaidi (2012) cited Ments (1999) argued discipline may be hard to maintain during role play and the teacher could lose control of the class. He adds that role play can be time-consuming and also make demands on space and other resources. Thornbury (2005) "there are learners who feel self-conscious performing in front of their peers...and care has to be exercised in choosing and setting up such activities". Teachers must be careful during role play, then, not to make any learners feel embarrassed.

5.2.4. Role-play in developing speaking skill

Nga (2011) emphasizes that role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific

situation for a while, improvising dialogue and creating a real world in scenario. It aims at encouraging the students to think and create, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.

In case of role play activities, according to Byrne (1986) role play can be grouped into two forms, scripted and unscripted role play. Holding different ideas from Byrne, in dividing types of role-play, Littlewood (1981) reported that role-play activities can be categorized into four types as follow: Role-playing controlled through cued dialogues, Role-playing controlled through cues and information, Role-playing controlled through situation and goals, Role-playing in the form of debate or discussion.

5.2.5. Roles of teachers and students in role-play activities

In this kind of activities the teacher is less dominant but by no means less important than in the traditional classroom activities. He is a facilitator of the communicative process in which he may play the roles of instructor of language items, organizer of the role-play activity, error-corrector, passive viewer, and consultant. He may also take part in the role-play activities as a communicator, or observe the students' performance for planning future activities.

The roles of students have changed since the invention of Communicative Teaching Approach. According to Morrow (1977; p. 71) “the learner is now concerned with using language, not English usage. In order to do this, learners take on roles and interact with other learners who also have roles. What they say is determined by the roles they play, their communicative intentions and the contribution of the other learners”.

5.2.6. How to make role playing successful?

Jack Richards (2008) pointed out some steps in order to perform roleplaying in a successful way:

a) Model: If you are having the students write their own script or dialogue, be sure to model this process with the students. If they are using an existing dialogue or script model that dialogue process with the students. If they are using an existing dialogue or script, model that dialogue with another student or classroom aid. It is important that students are comfortable with the process before attempting it for themselves.

b) Language Support: If you are having the students write their own dialogues, provide an example or words/phrases that may be helpful. Provide student friendly definitions of any new words they might want to use (or that might be in the dialogue if you provide one for them). Encourage them to use familiar words and phrases too.

c) Have realistic goals: Make sure that you assign roles that students of varying ability levels can make successful. Also assign roles that the students can be comfortable with – not something completely off the wall or strange to them.

d) Use realistic scenarios: Give them scenarios they may actually encounter in their lives outside the classroom. This will give them motivation to learn and practice and will also be the most helpful to them in the long run. If you know your students are taking the class so they can get a better job, role playing a job interview would be very beneficial to them and will help them be invested in the activity.

e) Use real and visual aids: To make the scenario as realistic as possible, give the students props and visual aids to work with. If you are role playing a restaurant scene, give them menus, a table, etc. The less they actually have to pretend and the more realistic the role play experience the more seriously they will take the activity.

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 an applied educational research work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of the use of role-playing technique for improving the speaking skill and see the reflections of her intervention.

6.2. METHODS, TECHNIQUES 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 playing applied in the developing of the speaking skill. 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 questionnaires and teacher's diary. 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 oral test and the qualitative text analysis of the data received from the questionnaires and teacher's diary.

This work will use the research spiral cycles proposed by Kemmis & Mc Taggart (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; p.2). 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 (McNiff, 1993; Atweb, Kemmis& Weeks, 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

Two oral tests, a video record and a field diary will be used to collect data in this study. Quantitative data will come from the tests and video recordings, qualitative data will come from the significant events during the observation or any particular situation that happen. All the data will be triangulated to confirm validity.

Oral test

Two sets of oral tests will be used. An oral test will be used to collect students' performance in the use of role playing as an interactive technique for improving the speaking skill at the beginning and at the end of the intervention. Another oral test will be used to collect students' progress in the use of role playing for improving the speaking skill. All tests will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

Questionnaires

Two sets of face-to-face questionnaires will be used. A questionnaire of structured or fixed response questions will be used to collect students'

answers about the use of role playing technique to improve the speaking skill at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. All questionnaires will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

Video recordings

Two sets of videos to record students during the pre and posttest performance will be used as a data-gathering technique. It will allow the researcher to observe the pre and posttest afterwards by watching the video, without the disruptions of the classroom or time constraints. By viewing recordings, researcher will analyze different aspects of the activity as well as identify an unexpected point which may be significant. Video recordings are also very useful when it comes to collecting accurate information on student participation and attitudes.

Field Diary and notes

The researcher will use a diary to record what happens in each lesson. In this way, it will help to write up the findings during the intervention, significant events during the observation or any particular situation that happen.

6.3. PROCEDURES

The action research work process will include the following stages:

The intervention plan will start and end with tests. Two tests will be applied; one at the beginning of the study to collect data on students'. A variety of activities using role playing will be introduced to improve the speaking skill. A check list will be used as instrument to help the researcher to observe students' performance during class.

Finally, the second 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 analyze 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 presented for the private and public presentation.

6.3. 1. Tabulation

The tabulation of data will be done with the data collected in the two tests conducted. 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 questionnaire's 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 class third are chosen as sampling. The class has a population of five students, one girl and four boys. The group has a beginner English level.

6.5. Intervention Plan

This intervention plan comprises lessons based on the use of role playing for improving the speaking skill with third year students at Centro Educativo Integral “Alborada”.

Lesson		Objectives	Activities	Procedure	Resources, Instruments
Week One (4 periods)	1	-To take the pre-test (oral test) and a questionnaire (1Period)	-Taking an oral test and a questionnaire	Teacher: -Explains to the students how is going to be the oral test. -Shows students fruits and vegetables flashcards: pear, tangerine, grapes, banana, and orange; zambo, pumpkin, beans, onion, broad beans -Ask students to make a conversation asking: What fruits/vegetables do you like to eat? -Records the student intervention. -Assess students the speaking skill (Comprehension/ Comprehensibility/ Accuracy/ Fluency/ Effort). -Gives the questionnaires to the students and explains them. Students: - In pairs using flashcards make a dialogue. - Individually answer the questionnaire.	- Questionnaire -Rubric Sheet - Fruits and vegetables flashcards -Video recorder camera. -Field diary sheet
	2	-To practice the pronunciation of the new vocabulary through role-playing (1Period)	-Using fruits flashcards to introduce the new vocabulary -Performing role playing activity (What fruits do you like to eat?)	Teacher: Introduces students the new vocabulary using fruits flashcards: pear, tangerine, grapes, banana, and orange. - After explains to the students about: What role-play is, and how to perform this activity (What do you like to eat? -Assigns roles to the students. -Provides students prompt cards and their activity sheet. -Monitors that students practice the role playing. -Watches student interventions and offers feedback at the end. Students : -Work in pairs. -Involve in the role playing. -Perform the role playing -Interchange roles	- Fruits Flashcards -Handout of the role playing -Prompt cards -Field Diary sheet

Week Two	3	<p>-To master the pronunciation of the new vocabulary through role playing</p> <p>(1 Period)</p>	<p>-Performing role playing activity (What fruits do you like to eat?)</p>	<p>Teacher:</p> <ul style="list-style-type: none"> - Remember what students learned last class. - After explains the students how to perform the role playing activity (What do you like to eat?) -Assigns roles to the students. -Provides students prompt cards and their activity sheet. -Monitors that students practice the role playing. -Watches student interventions and offers comments and advices at the end. <p>Students :</p> <ul style="list-style-type: none"> -Work in pairs. -Involve in the role playing. -Perform the role playing -Interchange roles 	<p>-Handout of the role playing</p> <p>-Prompt cards</p> <p>-Field Diary sheet</p>
	4	<p>-To practice the pronunciation of the new vocabulary through role playing</p> <p>(1 Period)</p>	<p>-Using vegetables flashcards to introduce the new vocabulary</p> <p>-Performing role playing activity (What vegetables do you like to eat?)</p>	<p>Teacher:</p> <ul style="list-style-type: none"> - Remember what students learned last class. -Introduces students the pronunciation of the new vocabulary using vegetables flashcards: zambo, pumpkin, beans, onion, broad beans. -Explains the students about role-playing activity (What vegetables do you like to eat?) -Assigns roles to the students. -Provides students prompt cards and their activity sheet. -Monitors that students practice the role playing. -Watches student interventions and offers feedback at the end. <p>Students:</p> <ul style="list-style-type: none"> - Work in pairs. - Involve in the role playing. - Perform the role playing. - Interchange roles. 	<p>-Vegetables Flashcards</p> <p>-Handout of the role playing</p> <p>-Prompt cards</p> <p>-Field Diary sheet</p>

Week Three	5	<p>-To master the pronunciation of the new vocabulary through role playing</p> <p>(1 Period)</p>	<p>-Performing role playing activity (What vegetables do you like to eat?)</p>	<p>Teacher:</p> <ul style="list-style-type: none"> - Remember what students learned last class. -Explains the students about role-playing activity (What vegetables do you like to eat?) -Assigns roles to the students. -Provides students prompt cards and their activity sheet. -Monitors that students practice the role playing. -Watches student interventions and offers feedback at the end. <p>Students:</p> <ul style="list-style-type: none"> - Work in pairs. - Involve in the role playing. - Perform the role playing. - Interchange roles. 	<p>-Handout of the role playing</p> <p>-Prompt cards</p> <p>-Field Diary sheet</p>
	6	<p>- To practice the pronunciation and intonation of some expressions through role playing</p> <p>(1 Period)</p>	<p>-Performing role playing activity (I like to eat ...)</p>	<p>Teacher:</p> <ul style="list-style-type: none"> - Remember what students learned last class. -Explains students the pronunciation and intonation of some expressions: <ul style="list-style-type: none"> ➤ Mmm...Delicious! ➤ That's Yucky ➤ That's Gross <p>Explains the students about role-playing activity (I like to eat...)</p> <ul style="list-style-type: none"> -Assigns roles to the students. -Provides students prompt cards and their activity sheet. -Monitors that students practice the role playing. -Watches student interventions and offers feedback at the end. <p>Students</p> <ul style="list-style-type: none"> -Work in pairs. -Involve in the role playing. -Perform the role playing -Interchange roles. 	<p>-Handout of the role playing</p> <p>-Prompt cards</p> <p>-Field Diary sheet</p>

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		x																				
	Appointment of Teacher Advisor		x																				
	Project Approval		x																				
	Appointment of Thesis Director		x																				
Intervention / Action	Application of the Instruments		x																				
	Act Observe			x	x	x	x	x	x														
Thesis Process	Data Organization and Tabulation						x	x	x	x	x	x											
	Interpreting and Reflecting									x	x	x	x	x									
	Writing up and Reporting									x	x	x	x	x									
	Presenting the Thesis Report										x	x	x	x									
	Thesis Revision												x	x	x	x	x	x					
	Thesis Presentation																	x					
	Thesis Approval																	x					
	Submission of the Folders																	x	x	x	x		
	Private Review																		x				
	Corrections																			x	x	x	
	Public Presentation and Incorporation																						x

h. BUDGET AND FINANCING

7.1 RESOURCES:

7.1.1. Human

- The researcher
- The five students of third year of basic education at Centro Educativo Integral “Alborada”.

7.1.2. Material

- Sheets of paper
- Flashcards
- Real food: Vegetables and fruits
- Handout of the role playing
- Prompt cards

7.1.3. Technical

- Video recorder camera
- Laptop
- Internet

7.2. BUDGET

Resources	Cost
Internet	\$100.00
Printed of the project	\$150.00
Print of reports	\$ 200.00
Printed of final report and thesis	\$350.00
Others	\$200.00
Total	\$ 900.00

7.3. FINANCING

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

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➤ ANNEXES

Pre and Post-test

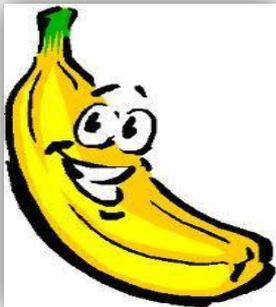
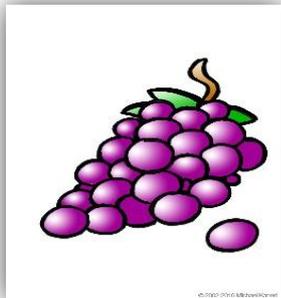
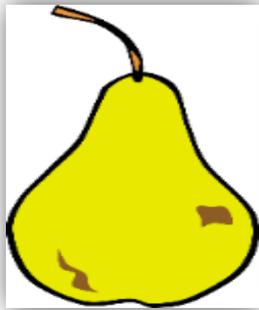
Oral Test

Speaking Skill

(Comprehension/ Comprehensibility/Accuracy/Fluency/ Effort)

1. - Students make a conversation in pairs, using fruits and vegetables flashcards.
2. - Teacher assesses the students' conversation using a rubric based on five criteria: (Comprehension/ Comprehensibility/Accuracy/Fluency and Effort)
3. - In the conversation each student should:
 - Make a Wh-question: (What fruits/vegetables do you like to eat? /What fruits/vegetables do you eat? What do you like to eat? / What do you eat?)
 - Answer: I like to eat oranges, apples, etc. / I eat naranjas, manzanas, etc. /Broccoli, apples, pears, etc.../ Naranja, tomate, etc.
 - Make a yes-no question: (Do you like to eat fruits/vegetables? /Do you eat fruits/vegetables? Do you like to eat apples, oranges; onions, beans etc. /Do you eat apples, oranges; onions, beans, etc..?/ Te gusta la orange?)
 - Use an affirmative or a negative answer : (Yes, I like to eat.../No, I don't like to eat...) (Yes, I do/No, I don't)
 - Use an expression like : (mmm...Delicious! / That's yucky/That's gross)

Fruits and Vegetables Flashcards



Speaking Test Evaluation Form

Code: _____

Date: _____

Exam: _____

Comprehension (ability to understand aural cues and respond appropriately)	Poor1	Average2	Good3	Very Good4
Comprehensibility (ability to communicate ideas and be understood)	1	2	3	4
Accuracy (ability to use structures and vocabulary correctly)	1	2	3	4
Fluency (ability to communicate clearly and smoothly)	1	2	3	4
Effort (inclusion of details beyond the minimum predictable response)	1	2	3	4

RESULTS OF THE SPEAKING PARAMETERS

18-20 (10-9) pts. The student accomplishes the assigned task successfully, speaks clearly and accurately, and brings additional linguistic material to the basic situation, for example, using new functions or structures that beginning language learners seldom use spontaneously.

15-17 (8-7) pts. The student accomplishes the assigned task successfully with a few errors. The student is able to communicate effectively in spite of these errors and offers meaningful responses.

11-15 (6-5) pts. The student accomplishes the task with difficulty. He or she demonstrates minimum oral competence, hesitates frequently, and shows little creativity, offering only minimal, predictable responses.

6-10 (4-3) pts. The student is unable to accomplish the task or fails to demonstrate acceptable mastery of functions, vocabulary, and grammatical concepts.

0-5 (2-0) pts. Communication is almost non-existent. The student does not understand the aural cues and is unable to accomplish the task. Errors are so extreme that communication is impossible.

Pre- Post Questionnaire

Dear student the purpose of this questionnaire is to research about role playing to improve the speaking skill of the English language. Therefore your collaboration is relevant to collect information related to the topic.

Code: _____

Date: _____

1. - Do you like to speak English during English classes?

Yes ()

No ()

2. - Do you feel confident doing it?

Yes ()

No ()

3. - Which of the following strategies are used in the English classes to develop the speaking skill?

Discussions

Role play

Conversations

Information Gap-activities

4. - How often are these strategies used in the English classes to develop the speaking skill?

STRATEGIES	ALLWAYS	USUALLY	OFTEN	SELDOM	NEVER
Discussions					
Role play					
Conversations					
Information Gap-activities					

Observation Sheet

<i>Observation Sheet</i>				
<i>Observer:</i>	<i>date:</i>			
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			

Researcher Field diary

Lesson						
Activity						
Objective:						
Materials:						
Timing						
Procedure						
Grouping						
Do students like it?	yes		For a while		Not really	
Are they bored?	yes		No			
Have they a good attitude?						
They show confident?						
They have frequent errors in their pronunciation						
Comments						

Role Playing Activities

Role playing 1: What fruits do you like to eat?

Student 1: What fruits do you like to eat?

Student 2: I like to eat bananas and pears. And you?

Student 1: I like to eat grapes, tangerines and oranges.

Role playing 2: What vegetables do you like to eat?

Student 1: What vegetables do you like to eat?

Student 2: I like to eat: broad beans and zambo. And you?

Student 1: I like to eat pumpkin, beans and onions.

Role playing 3: I like to eat...

Student 1: I like to eat grapes

Student 2: mmm...Delicious! I like to eat broad beans

Student 1: That's yucky! /That's gross

Role playing 4: What do you like to eat?

Student 1: Do you like to eat Fanesca?

Student 2: No, I don't like to eat Fanesca.

Student 1: Why?

Student 2: That's yucky

Student 1: What do you like to eat?

Student 2: I like to eat beans and bananas

Student 1: That's gross!

Matrix

Theme: The use of role playing as an interactive technique for improving the speaking skill in learning English as a foreign language among 3rd year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014.

Problem	Objectives	Theoretical frame	Methodological design (action research)	Instruments
<p>Main (Research) problem:</p> <p>-How does the use of role playing improve the speaking skill in learning English as a foreign language among 3rd year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014?</p>	<p>General</p> <p>- To improve the speaking skill through the use of role-playing as an interactive technique among third year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014.</p>	<p>Speaking</p> <ul style="list-style-type: none"> -Definition of speaking -Elements of Speaking -Functions of Speaking -The Teaching of Speaking <p>Role playing</p> <ul style="list-style-type: none"> - Definition of Role playing. -Advantages of Using Role playing in classroom -Disadvantages of using role playing in classroom -Role-play in developing speaking skill. 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> -Observing the English classes. -Stating the background of problem. -Describing current situation. -Locating and reviewing the literature. -Creating a methodological framework for research -Preparing an intervention plan 	<ul style="list-style-type: none"> -Oral tests -Rubric -Field diary -Video recordings

<p>Sub-problems</p> <ul style="list-style-type: none"> - What kind of theoretical references about, speaking skill and role-playing are effective for helping 3rd year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014? - What are the issues that limit the speaking skill among 3rd year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014? - What are the important role playing strategies of the intervention plan that address the current issues for improving the speaking skill among third year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014? 	<p>Specific</p> <ul style="list-style-type: none"> - To investigate theoretical references about speaking skill and role-playing to help third year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014. -To diagnose the issues that limits the speaking skill among 3rd year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014. - To design an intervention plan with the use of role-playing activities among 3rd year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014. 	<ul style="list-style-type: none"> -Roles of teachers and students in role-play activities. -How to make role playing successful? 	<p>Intervention and observation</p> <ul style="list-style-type: none"> -Applying, observing and monitoring students’ performance according to the intervention plan. <p>Presentation of research findings</p> <ul style="list-style-type: none"> -Reflecting, analyzing and answering the proposed inquiries. -Organizing the final report. 	
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<p>- Which role playing activities are implementing for improving the speaking skill among third year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014?</p> <p>- How does role-playing as part of the classroom activities reduce the limitation of the speaking skill among third year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014?</p>	<p>-To apply the intervention plan as a part of the classroom activities in order to solve the limitations in the speaking skill among 3rd year students at Centro Educativo Integral “Alborada”, during the academic period 2013-2014.</p> <p>- To reflect upon the effect that the role playing had on third grade students’ improvement speaking skill at Centro Educativo Integral “Alborada”, during the academic period 2013-2014.</p>			
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ANNEX 2: VIDEO RECORDING PICTURES



Source: Students work in pairs and perform a role playing using some fruits and vegetables flashcards, during the pre- test. Author: Photo taking by Bustán, 2014.



Source: Students work in pairs and perform a role playing using some fruits and vegetables flashcards, during the pre- test. Author: Photo taking by Bustán, 2014.



Source: Students work in pairs and perform a role playing using some fruits and vegetables flashcards, during the post- test. Author: Photo taking by: Bustán, 2014.



Source: Students work in pairs and perform a role playing using some fruits and vegetables flashcards, during the post- test. Author: Photo taking by: Bustán, 2014.

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