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ENGLISH LANGUAGE DEPARTMENT

TITLE

ROLE-PLAY TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF FIRST-YEAR "A" OF BACHILLERATO, AFTERNOON SESSION AT 27 DE FEBRERO HIGH SCHOOL IN LOJA CITY DURING 2019-2020 SCHOOL YEAR.

> Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Major.

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THESIS ADVISOR

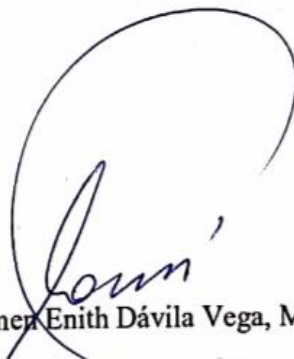DRA. CARMEN ENITH DÁVILA VEGA, MG.SC.

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DEDICATION

I want to dedicate this work to God for giving me the knowledge and perseverance to achieve my goals and not to give up. To my dear parents, Rosa and Antonio, for being always with me in each step of my life and supporting me in everything I do. To my lovely siblings, Isaac and María who have enthusiastically encouraged me to continue on my path. Finally, to my friends and teachers who have helped me in my personal and academic training.

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THESIS OUTLINE

a. TITLE

ROLE-PLAY TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF FIRST-YEAR "A" OF BACHILLERATO, AFTERNOON SESSION AT 27 DE FEBRERO HIGH SCHOOL IN LOJA CITY DURING 2019-2020 SCHOOL YEAR.

b. RESUMEN

Esta investigación tuvo el propósito de mejorar la habilidad de hablar a través del juego de roles entre estudiantes de primer año "A" de bachillerato, en el colegio 27 de febrero. Para su desarrollo se utilizaron los siguientes métodos: científico, analítico-sintético, descriptivo y estadístico. Los mismos que ayudaron al investigador a recopilar, analizar, describir e interpretar los datos obtenidos. Se aplicaron pruebas y cuestionarios a diecinueve estudiantes al inicio y al final de la intervención para diagnosticar sus deficiencias al hablar y determinar su actitud hacia el juego de roles. Los principales resultados obtenidos después de la intervención mostraron un mejoramiento significativo en la habilidad de hablar en cuatro aspectos: pronunciación, precisión, fluidez y vocabulario. En conclusión, esta técnica motivó a los estudiantes a hablar el idioma inglés con confianza, precisión y fluidez, en contextos de la vida real y en la ejecución de las actividades de clase.

ABSTRACT

This research had the purpose to improve the speaking skill through role-play among students of first-year "A" of bachillerato, at 27 de Febrero High School. For the development of this research work the following methods were used: the scientific, analytic-synthetic, descriptive and statistical. They helped the researcher collect, analyze, describe and interpret the data obtained. Tests and questionnaires were applied to nineteen students at the beginning and at the end of the intervention. They helped to diagnose students' deficiencies in speaking and the questionnaires were used to determine students' attitudes toward role-play. The main results obtained after the intervention showed that students improved significantly their speaking in four aspects, pronunciation, accuracy, fluency and vocabulary. In conclusion, this technique motivated students to speak the English language with confidence, accuracy, and fluency, in real-life contexts and during the execution of class activities.

c. INTRODUCTION

Nowadays, learning a new language is important for communication. Through communication people can share their ideas, thoughts, and knowledge efficiently and be understood by others. Humans are programmed to speak before they learn to read and write and they spend much more time interacting orally with language rather than using it in its written form. Hence, speaking is considered the most important skill as it is one of the abilities that is needed to perform a conversation. So, speaking English is not an easy task for non-native speakers.

This is the case with the students of first-year "A" at 27 de Febrero High School where the researcher after observing the students' performance noticed they face problems in speaking English due to the fact that they were not able to produce the language correctly. This is because they had little knowledge of grammar structures, vocabulary and bad pronunciation which do not allow them to speak fluently. Some of the causes students did not develop their English skills were the few opportunities they had to talk in class, the fear to make mistakes and be corrected by their classmates. For all the reasons mentioned previously, the purpose of the researcher was to investigate how does role-play improve speaking skill?

Role-play was chosen for two reasons: it is a more active way to engage students in the teaching-learning process and also, it provides opportunities for collaboration and cooperative learning in class.

The objectives that were proposed to carried out this research project were: to research the theoretical and methodological references about role-play and its application on the speaking skill; to diagnose the issues that limit the improvement of speaking skill; to design an intervention plan based on role-play in order to improve speaking skill ; to apply the most suitable role-plays in order to improve speaking skill and finally to validate the effectiveness that role-play has in the improvement of speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

Four methods were used throughout the research. **The scientific method** was used to look for information about the role-plays needed to improve students speaking skill. **The descriptive method** facilitated the description of the different stages of the study and the kind of resources used by the researcher. **The analytic-synthetic method** was useful to interpret the obtained results through the pre and post-tests and the pre- and post-questionnaires. **The statistical method** helped to make the quantitative and qualitative analysis of the data obtained.

This research consists of the following sections: the **abstract** contains the most important aspects of the research, objectives, methods, results and conclusions. The **introduction** describes the contextualization of the problem, the reasons why the theme was chosen, specific objectives of the study, the *methodology* and the content of the thesis. Next, the **literature review** provides information about the two variables; role-play and speaking

skill. Then, the **materials and methods** section incorporates information about the different techniques and instruments used. After that, the **results** section shows the findings in tables and figures, with their corresponding logical analysis. The **discussion,** which includes the major findings of the research, and their relevance. Finally, the **conclusions and recommendations** section, *that states* the main achievements and give some suggestions for teachers in order to improve their teaching practice.

d. LITERATURE REVIEW

ROLE-PLAY

Definition of Role-play

Learners need to be able to be confident when speaking and to use the language itself. According to Joyner &Young (as cited in Demirkol, 2019) role-play not only promote active participation among the class but also lead them to concentrate more on components under focus that is refusals as target speech acts in our study. Moreover, role-play is valued as it is useful in eliciting pragmatic features which is the ability to understand another speaker's intended meaning and sociolinguistic features of authentic speech Kasper and Dahl (as cited in Hosseini, 2016).

Role-play can be defined as an instructional method "in which key ideas and skills are illustrated or practiced by learners assuming roles and contexts in which the ideas and skills would typically be applied" (Reigeluth, 2012). According to Tustin (2019), role-play is a fun theatrical exercise that is a cross between improvisation and performing in a play in which each students is involved. It blends creativity with structure to help actors hone their craft. Worawong (2017) states that "Students' autonomy is enhanced especially when they are actively engaged in project planning after they had some experiences, then they can improve by selecting appropriate verbal and none verbal communication to use in the role-play.

Harmer (as cited in Criollo 2018) states that Role-play activities help students improve their speaking ability as its activities can be funny and motivational, shy students become more participant working in groups rather than on their own. And classroom vocabulary could be incremented because the students are exposed to real world events.

Thao (2013), states that Role–play activities encourage students' thinking and creativity, helps 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. Thus, British Council (as cited in María & Villafuerte, 2018) suggest that instructors should be willing to implement every kind of techniques such as role-play to improve speaking skills in the English class.

Characteristics of Role-play

According to Language Testing International (2018) Role-play works like a mini-drama in which both the learner and the tester take different roles. The tester will choose to present a simple situation or social transaction. In this situation the follow up an act based on previous knowledge will be used during this performance.

Role-play should have the following characterstics in order to be developed succesfully.

Relevant.

It must be linked to what the students need to know; their learning orientation is problem-centered rather than subject-centered, role play

allows for direct experience and hands-on-learning which can be applied to real situations. Therefore, it is ideal to use role-plays when the lesson to be learned can't be practiced in real life or to learn about culture or idioms.

Engaging and active.

Role-play provides opportunity for collaborative and cooperative learning in class. Students can have authentic experiences that can be applied and transferred to real life. Role-play can be rewarding and has a high degree of instructional effectiveness.

Learner-centered.

Students in this level are self-directed and bring prior experience to learning. Role-play is used to "aquire new knowledge based on the previous one, or to prepare for a future experience. Debriefing and reflection allows learners to critique the experience and seek validation". (Lloyd, 1998)

Reigeluth (2012), indicates that "learner centered teacher provides students authentic learning experiences that allow them to develop real-world skills such as problem solving and decision making skills.

Benefits of Role-play

Jonathon Swift (2018) mentions in the Leaf Group (2019) that role-play has some benefits for students in the clasroom.

- Role-play makes students to better remember the situations and the content learned.

- Role-play increases empathy in students as they are given the opportunity to look at a situation from another's person's point of view. That makes the learners critical when facing a real social problem.

- Role-play develops Interpersonal and spoken interaction skills and help learners overcome shyness.

- Students can improve their speaking skills as it offers situation and variety of experiences in context that can be brought in the classroom. Thus, students acquire a variety of vocabulary

- Role-play sets specific scenarios such as people who are going to work or travel in a specific context.

- Role-play develops students' fluency and promotes interaction and motivation in the classroom, it is not only for peer learning, but also for the teacher and student who share the responsibility of learning process.

Considerations for Applying a Role-play

Role-play situations might not work like teachers hope due to some factors such as:

- Embarrassement and afraid to acting out in dramatic situations. This will cause a role-playing to be awkward and unproductive as one or more students will not be able to participate. When students are self-conscious, they will be more likely to be worried about what others will think of them, rather than how the situation can be solved.

- In larger classes, role-play cannot be done effectively because not all of the students have the opportunity to participate and many role play

scenarios use only two or three individuals in a situation, so the rest of the students just have to watch which will lead students to become disinterested and stop paying attention.

Role-plays work best when the teacher first explains the purpose and outlines ground rules so students will perform the activity effectively.

Purpose of Role-play

According to Maier (as cited in Educational Development Centre, 2019) depending on the goal targeted through role-play, such as knowledge, attitudes and skills, there are three variations:

When the target is knowledge acquisition.

Role-play is used as a method to observe and analyze. What is important in this case is not much the role-play act itself, but rather the opportunity for students to acquire some observational skills and to understand and to assimilate the new information.

When the goal of role-play is attitude development.

The activity should be organized in a way that allows the learners to experience emotions. This type of role-play engagement requires enough time for a follow-up discussion. The focus should be on the player's affect experience and not on the observations made by the audience. Therefore, it is essential for the instructor to provide the opportunity for the participating students to identify, validate and discuss their emotions.

When role-play focuses on target skills acquisition.

Role-play geared essentially toward the participants' capacities to expand

their practice skills and techniques. Role-play demands the instructor to be aware what skills are central to the participants' learning. Moreover, an instructor has to sort out for himself or herself which skills must be learned first.

Types of Role-play

Byrne (as cited in Souhila, 2014) states that role play can be also grouped into two forms, scripted and unscripted role play.

Scripted role-play.

Scripted role-play involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text is to convey the meaning of language items in a memorable way.

Unscripted role-play.

The situations of unscripted role-play do not depend on textbooks. Students can make it as a free role-play or improvisation. The learners themselves have to decide what language to use and how the conversation should be developed. The teacher and the students should be well prepared.

Doff (1988) provides an example of this type of role-play in his book:

One student has lost a school bag, he/ she is at the police station. The other student is the police officer, and asks for details.

To bring out this idea the teacher could prepare the whole class by: Discussing what the speakers might say (the police officer asks the students how he / she lost the bag) and Writing prompt on the board to guide the role-

play and any key vocabulary.

The teacher could divide the class into pairs and students discuss together what they may say. The teacher should let learners all practice out the role- play privately, before calling on one or two pairs to act out in front of the class.

Role-play Activities

Dialogues*.*

Wood (2002) states that dialogues provide specific language practice. For example, in role-plays students can use gambits and formulaic expression that are common phrases used in developing fluency and for practicing pronunciation and vocabulary.

Doff (1988) gives the following procedures to demonstrate a role activity based on dialogue:

• First, the teacher guides the role play by writing these prompts: (where? / Air / mail / how much? /post box? / thanks).

• Talk as while write to show what the prompts mean.

• Then, if necessary, go through the prompts one by one, and get students to give sentences or question for each one.

• After that, call two students to the front: one plays the role as Angela and the other one is the post office clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue.

• Finally: call out a few other pairs of students in turn, and ask them to have other convert based on the prompts.

Discussion.

These activities are based on topics for discussion that can be controversial or humorous covered in academic subjects such as history, literature, and science.

Cue card dialogues.

It gives instructions for performing a sequence of communicative acts designed to fit in with a corresponding sequence on a partner's cards. According to Vipkid educational center (2018) there are some activities to use in class with a role-play like:

Debate role-play.

In this activity the class can be divided into two sides and each side has an argument to defend. It is recommended, choose a fun, neutral, and non-controversial topic. For example, if the lesson was devoted to food/cooking, then the topic could be "Which food is better – sweet or salty/spicy?" students can use the vocabulary that they have already studied.

Telephone conversation role-play.

This activity allows students to overcome their fear of phone calls. For example, teacher can ask them to act out a complaint phone call, a hotel booking phone call, or a phone call to a doctor.

Asking for directions.

In a real-life situation asking for directions is important. For this reason,

role-play will be useful to help students to solve the problem giving direction.

In a restaurant*.*

During this role-play, students can act out a dialogue between a restaurant guest making an order and a waiter accepting that order

Steps During the Pole-play Activity

Stages to develop role-play according to Fox (1966).

Preparation and instruction*.*

This is the first stage. It covers the problem selection, warm-up, and general and specific instructions to participants and audience.

After selecting the problem, the teacher needs to warm up the students and give them practice and security in public performance and expression. The explanation of the general problem situation should make clear the educational purposes of the drama and the relevance of the issue for the entire class. The teacher is now ready to brief the actors in order to explain in detail the exact role each of them will play.

The final step in this stage is to delineate the roles of the audience and the students who are not acting out the dramatic roles.

Dramatic action and discussion*.*

The second stage covers the role-play itself and the subsequent discussion and interpretation of the action. During the improvisation students should have enough time so they can immerse in the problem situation for discovering and practicing alternative ways of acting.

Evaluation.

The final stage must follow the enactment and discussion of the role-playing situation. In this stage the teacher and students review the successes and failures of their role-playing experience.

Feedback in Role-play

Hattie & Timperley (as cited in Plank, Dixon and Ward, 2014) state that Feedback is an essential component of assessment for learning, which if used appropriately can support and scaffold students' learning, for instance feedback can be given in a planned or spontaneous manner.

National Center for PTSD (2019) mentions that giving feedback to any person on interpersonal style can be a challenging task and propose some aspects that should be considered for giving feedback in role-play. Those aspects are:

- Reiterate that interpersonal skills are learned - we are not born with them - and that learning any new skills takes practice.

- Provide information about both strengths and weaknesses in discussing the students's style of communication, and be as specific as possible.

- When addressing problems or sticking points, provide the potential experience of the other person in the interaction rather than directly using your own perceptions, as the latter might be overwhelming or confusing to the learner.

- Ask learners how it felt to receive feedback, and whether there were

things with which they agreed or disagreed.

SPEAKING SKILL

Definition of Speaking Skill

Speaking is one of the main skills to be developed in order to produce effective communication. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purpose of speaking (Burns & Joyce, 1997).

Torky (2006) states that "speaking is also the students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to using correct pronunciation, grammar and vocabulary". Taking into account the concepts above, speaking is to express ideas confidently and produce the language fluently, accurately and in a comprehensible way, in order to be understood by others.

Speaking skills are an important point of interaction between students as they need speech to communicate their ideas. Dincer, Yesilyurt & Goksu (2012) state that speaking in a foreign language has been considered the most challenging and complex of the four language skills. This is because the speaking process occurs in real time and there is dynamic interrelation between the speaker and listener that arises under time constraints. Then in this process, the speaker has to make decisions about why, how and

when to communicate in accordance with the listener's cultural and social context (Uso & Martınez, 2006). Additionally, the speaker should master both micro skills concerning speech elements, such as the pronunciation of phonemes, correct placement of stress and intonation, use of formal and informal expressions and non-linguistic elements, such as gestures and body language, facial expression and their tremendous variation of interpretations across cultures (Zhang, 2009). However, the speaker should be prepared to speak effectively, especially in public or with native speakers. This is difficult because speaking is often an anxiety provoking issue.

According to Appel et al. (as cited in Knight & Barberà, 2017) having enough opportunities and time to practice speaking is not only a concern for teachers but also learners. Students can be concerned with developing fluency, getting enough practice and finding opportunities to talk to others or interact with them (Hurd, 2008). Rapid real-time interaction is necessary to develop fluency, it can be facilitated through spontaneous synchronous tasks which refers to a learning event in which a group of students are engaging in learning at the same time.

Purpose of Speaking

The purpose of speaking can be either transactional, where the language is used primarily for communicating information, some examples of language are: news broadcasts, descriptions, narrations and instructions (Richards, 2008) or interactional in which the purpose is to establishing or

maintaining a relationship like greetings, small talks, and compliments. Kingen (as cited in Ounis, 2017) combines the two purposes, transactional and interactional into following categories:

- Personal – expressing personal feelings, opinions, beliefs and ideas.

- Descriptive-describing someone or something, real or imagined.

- Narrative – creating and telling stories or chronologically sequenced events.

- Instructive – giving instructions or providing directions designed to produce an outcome.

- Questioning – asking questions to obtain information.

- Comparative – comparing two or more objects, people, ideas, or opinions to make judgments about them.

- Imaginative – expressing mental images of people, places, events, and objects.

- Predictive-predicting possible future events.

- Interpretative – exploring meanings, creating hypothetical deductions, and considering inferences.

- Persuasive – changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

- Explanatory – explaining, clarifying, and supporting ideas and opinions. Informative – sharing information with others.

Speaking Genres

Carter and McCarthy (1947) classify speaking extracts in terms of genres

as follows:

Narrative. A series of everyday anecdotes told with active listener participation.

Identifying. Extracts in which people talk about themselves, their biography, where they live, their jobs, their likes and dislikes.

Comment-elaboration. People giving casual opinions and commenting on things, other people, events and so on.

Debate and argument: Data, in which people take up positions, pursue arguments and expound on their opinions.

Decision-making and negotiating outcomes. Data illustrating ways in which people work towards decisions/consensus or negotiate their way through problems towards solutions.

Speaking Activities

Kayi (2006) mentions some activities that are useful in a speaking lesson such as:

Role-play.

One way of getting students to speak is role-play. In role-play activities, the teacher gives roles for each student in a given context.

Simulations.

Simulations are very similar to role-plays but in simulations, students can bring items to the class to create a realistic environment. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students.

Information gap.

It is a type of activity which requires students to use the language to exchange some information and get their meaning across. Information gap activity serves many purposes such as solving a problem or collecting information. In this activity, students can work in pairs. Each partner plays an important role in the activity because the task cannot be completed if the partners do not provide the information the others need. Information gap activity is effective as everybody has the opportunity to talk extensively in the target language.

Storytelling.

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. It helps students to express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews.

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow.

Story completion.

This is a very enjoyable, whole-class, free-speaking activity for which

students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events and descriptions.

Reporting.

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Picture narrating.

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture describing.

Another way of using pictures in speaking activities is to give students just one picture and have them describe the picture. For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners, as well as their public speaking skills.

Find the difference.

For this activity students can work in pairs and each pair is given two different pictures. For example, they are given a picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Aspects of Speaking Skills

Pronunciation.

Pronunciation is the way for students to produce clearer language when they are speaking. When the speaker has good pronunciation and intonation the communication will be effective.

Ahmad (2018) indicates that pronunciation errors of learners in learning English can obstruct communication. For example, when a student pronounces the word, the soap /soup/ in the restaurant instead of pronounce the soup /sup/, inaccurate phonemic production can cause misunderstandings. This is a common problem in English classes, as some students tend to ignore many aspects of pronunciation, including sounds, intonation, pausing, linking and rhythm while speaking. For example, some of them did not discriminate the pronunciation of thanks and tanks; she and see or sea. They also do not use different intonation for statements such as: ¨Can you see Johan? ¨ And ¨can you see, Johan? ¨ Their pronunciation inaccuracy can cause their utterances to be unintelligible or misunderstood.

Vocabulary*.*

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas in oral or written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Without mastering vocabulary sufficiently, English learners will not be able to speak English or write English properly.

Fluency*.*

Fluency is the ability to speak communicatively, fluently and accurately. Fluency usually refers to the expressions of oral language freely without interruption Pollard (as cited in Kurniati & Novitri, 2019).

Richards, Platt, and Weber (as cited in Brown, 2003) define fluency as "the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions." They also mention that, fluency is used to characterize a person's level of communication proficiency, including the ability to:

- Produce written and/or spoken language easily.
- Speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.

- Communicate ideas effectively.

- Produce continuous speech without causing comprehension difficulties or a breakdown of communication.

Accuracy.

As reported by Srivastava (2014) Accuracy refers to the ability of the learner to produce grammatically correct sentences. The language teachers, should be able to explore along with their students not only the grammar of forms but also the grammar of functions. Grammar of forms makes us familiar with the grammatical structures and rules designed to show how the systems and subsystems of a language work. Further, grammar of function puts together the grammatical structures of a language and how these can be used by a variety of people in a variety of situations for interpersonal and organizational communication.

Language cannot be learned in isolation rather within a social and cultural setting. So, whether teaching grammar of forms or functions, every activity should be contextual. For teaching grammar of forms, dictogloss or grammar dictation and task-based activities can be adopted. For teaching grammar of functions, the main activity is that teachers should provide students' a natural environment or immerse them in the atmosphere where they can speak naturally or not feel that they are doing something different. For this group discussion, mock-interview, role-play, simulation, research paper presentation in seminars and conferences, debate and speech

activities can be good options (p.2)

How to Teach Speaking

According to Anuradha et al (as cited in Hussain, 2018), there are some principles of teaching speaking skills that include:

- Encourage students to speak from the first day.

- Tolerate the students if some of them repeat what they say.

- If a student gives one-word answer to any question, bear it for the time being.

- Let the learners speak actively with whatever English knowledge they have.

- Propose structures/phrases/words and let the learners use them in different situations and drill as much as possible.

- Encourage back-chaining or tail-forwarding techniques to make long statements by combining more than ten sentences.

- Organize role-play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.

- Be well prepared in advance in terms of lesson planning, activities and tasks.

- Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner.

Evaluating Speaking

One of the greatest difficulties in testing speaking is the assessment. It is necessary to develop a system of assessment that can be applied as

objectively as possible, though it is probably never possible to avoid some subjectivity in assessment. The scale can be one general scale for overall speaking ability, or it can be divided between several aspects of the skill of speaking, such as pronunciation, grammar, organization, fluency, vocabulary. The scale also depends on the speaking task to be used.

Types of speaking tests.

According to Kitao & Kitao (2019) the following assessment will be useful to test speaking in the classroom

Conversational exchanges.

Students are asked to construct a sentence following a certain pattern using the information that they are given. They are usually given two or three examples first. In another type of conversational exchange test, a situation is given but no guidance is given as to how to respond, and the student can respond freely. In another type of test, the student is given a stimulus sentence and can respond in an appropriate way. This type of test usually depends on conventional responses, such as responses to requests or invitations.

Testing speaking using visual material.

Pictures, maps, diagrams, and other types of visual material can be used to test speaking and students can describe the pictures, giving their point of view, and expressing their ideas. Various types of material are appropriate for this type of test, depending on the type of language that the instructor wants to elicit. One common type of stimulus material is a series of pictures

which tell a story, often with a few sentences of introduction to get the testee started. This requires the testee to put together a coherent narrative. A variation of this is to give the pictures in random order of the narrative to a group of testees. The students describe their pictures and decide on their sequence without showing them to each other, and then put them down in the order that they have decided on. They then have an opportunity to reorder the pictures if they feel it is necessary. Another type of test using a visual stimulus is one in which two testees are given pictures that are similar but have several differences. Without seeing each other's pictures, they describe their own pictures and find the differences. In addition to using pictures, it is possible to use charts, graphs, or other ways of visually organizing information, and the testee has to describe them.

Oral interviews.

The advantage of an interview is that it attempts to approximate a conversation situation, but the knowledge that it is a test and the constraints of the roles in the interview make it difficult to have a real, natural conversation.

Role-play test.

Another type of test is a role play. In a role play the testee and a confederate are given information on which to base a role play, and the testees are evaluated on their ability to carry out the task in the role play. For example, the role play might be getting information about course

requirements. Role plays require the testee to use various functions that he/she might need in real communication.

e. MATERIALS AND METHODS

Materials

In this research work three kinds of resources were used: the human, material and technical resources. Firstly, the human resources involved the researcher who applied the intervention plan based on the use of role-play to improve speaking skill, the students of first-year "A" of bachillerato who participated in the role-play activities that were implemented. Furthermore, the English teacher who helped to supervise the students' work, and the thesis advisor who gave directions and provided guidance to develop the intervention plan.

Secondly, the material resources were: conversation scripts that helped students to guide their conversation performance; cue cards with specific questions that students should answer in their conversations, flashcards and pictures were beneficial to practice vocabulary and make students speak. Rubrics were needed to check and grade students' performance in speaking. All this material was suitable for the development of the intervention plan. Finally, the technical resources available were the computer to type the information, the printer, a camera and a voice recorder to collect data from the students, similarly the internet to find the information needed for the research.

Design of the research

Action research is defined by Rawlison and Little (2004) as a "continuous and reflective process in which educators make instructional decisions in their classrooms based on student needs as reflected by classroom data". This action research consists of four phases: identifying a classroom problem; developing and implementing an action research plan, collecting and analyzing data, using and sharing results.

Following this concept, this research began with the observation of first-year "A" of bachillerato, afternoon session at 27 de Febrero High school where the investigator identified students' deficiencies in speaking. Based on the observations and understanding of the problem, the investigator found that role-play helps students to improve their speaking skill. Then, the researcher designed an intervention following the model Engage Study and Activate (ESA) and implemented role-play to develop speaking skill. After that, the data collected from students was evaluated in order to verify the effectiveness of the strategy.

Methods, techniques and instruments

Methods

The researcher applied four methods to carry out this research work successfully, these were:

The scientific method was needed to make easy the study of the role-play to improve students speaking skill. This method facilitated the

projection of the possible solution, as well as assisting the collection of data to make relevant predictions and further analysis of it.

The descriptive method enabled the researcher to describe the different phases of the study and the kind of resources used by the researcher. It helped to explain and analyze the object of the investigation.

The analytic-synthetic method was applied to study and interpret the obtained results through the pre-test and posttests and the prequestionnaire and postquestionnaires.

The ***statistical method*** made possible the quantitative and qualitative analysis of the data obtained. It helped to process the data and represent it in tables and figures.

Techniques and instruments

To collect data, tests, questionnaires, observation sheets and reflective journals were designed and applied at the beginning, during and after the application of intervention plan.

Tests

A pre-test of five questions were used to collect students' information at the beginning of the intervention plan in order to determine the level of students' speaking skill. The questions were focused on pronunciation, fluency, accuracy and vocabulary. The same pre-test was used as a post-test and applied at the end of the intervention plan, to obtain information about students' improvement in speaking skill.

Questionnaire

The questionnaire contained five questions, two closed questions and three multiple choice questions. It was applied to obtain information from students about their feelings and attitudes towards role-play inside the classroom. This questionnaire was applied at the beginning and at the end of the intervention plan.

Observation sheet

It allowed the researcher to monitor and record the students' progress in speaking through the use of role-play activities.

Reflective journal

This instrument was used daily to identify and evidence the reaction and attitude of students in the development of the role-play activities planned in each lesson to improve speaking skill.

Population

The students of first-year "A" of bachillerato at 27 de Febrero High School were who participated in the development of the intervention. all of them were about fifteen to sixteen years old; they were nineteen students, eight girls and eleven boys and the researcher of this study who took part in the intervention plan.

Intervention plan

The objective of this research was to improve speaking skill using role-play with students of first-year "A" of bachillerato. Due to the fact that this is

an action research study, the development of an intervention plan was carried out in five phases.

Phase 1. Initial reflection

The researcher observed the first-year students and determined the problem they had with speaking skill.

Phase 2. Planning

In this phase, the researcher designed a lesson plan based on the ESA (engage, study, activate) model using role-play activities like conversations and discussions in order to improve students speaking skill.

Phase 3. Action

This phase established the time it took to develop the intervention plan distributed in 8 weeks of 40 sessions with 45 minutes each one. In the first and last session the researcher applied the pre and posttest and questionnaires respectively.

Phase 4. Observation

During the intervention plan the researcher monitored and recorded first - year students' progress to the planned role-play activities. The use of observation sheets and reflective journals allowed the researcher to document evidence.

Phase 5. Reflection

This phase allowed the researcher to validate the effectiveness of role-play in the improvement of students speaking skill.

f. RESULTS

This part explains how the objectives were accomplished.

The first objective was reached with the information obtained from journals, web pages and books. The information about the two variables which were role-play and speaking skill was helpful to design the intervention plan, and to know how to apply the different role-play activities in the lesson. Also, it allowed the researcher to design a pre and posttest and a pre and postquestionnaire, interpret the results obtained and finally to give recommendations.

The second objective was achieved through the application of the pre-test that permitted to diagnose the students' limitations in speaking skill, the findings are presented in Table 1.

The third objective was accomplished with the design of an intervention plan that included the Engage, Study and Activate model. It contained different types of role-plays for improving students speaking skill.

The fourth objective was fulfilled through the application of the pre and post questionnaires, whose results explained the student's attitudes towards role-play, and are illustrated in Tables from 2 to 6.

The fifth objective was fulfilled with the results obtained from the post-test. These findings allowed to validate the effectiveness of the strategy and are illustrated in table 8.

Pre-test Results

Objective two: To diagnose the issues that limit the improvement of speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

a. Table 1

Pre-test Scores of Students of First-year "A"of Bachillerato in Speaking Skill.

Student's code	P	F	A	V	Score
	/2	/2	/4	/2	/10
VDFH1BA01	1.5	1.0	1.5	1.0	5.0
VDFH1BA02	1.0	1.0	1.5	1.0	4.5
VDFH1BA03	1.5	1.5	2.2	1.5	6.7
VDFH1BA04	1.0	1.0	1.5	1.0	4.5
VDFH1BA05	1.0	1.0	1.5	1.0	4.5
VDFH1BA06	1.0	1.0	1.5	1.0	4.5
VDFH1BA07	0.5	1.0	0.7	1.0	3.2
VDFH1BA08	0.5	0.5	0.7	1.0	2.7
VDFH1BA09	1.5	1.0	2.2	1.5	6.2
VDFH1BA10	1.0	1.0	1.5	1.0	4.5
VDFH1BA11	1.5	1.5	2.2	1.5	6.7
VDFH1BA12	0.5	1.0	1.5	1.0	4.0
VDFH1BA13	1.0	1.5	1.5	1.0	5.0
VDFH1BA14	1.0	1.0	1.5	1.0	4.5
VDFH1BA15	1.0	1.0	1.5	1.0	4.5
VDFH1BA16	1.0	1.0	1.5	1.5	5.0
VDFH1BA17	1.0	1.0	1.5	1.0	4.5
VDFH1BA18	1.5	1.0	1.5	1.0	5.0
VDFH1BA19	0.5	0.5	0.7	0.5	2.2
MEAN	1.0	1.0	1.5	1.1	4.6

Note.VDFH: 27 de Febrero High School; 1BA= First-year of Bachillerato "A"; 01: students code, P= Pronunciation, F= Fluency, A= Accuracy V= Vocabulary.

a. Interpretation and Analysis

The results of Table 1 show the total mean score obtained by students of first-year "A" of bachillerato in speaking skill, which is 4.6 out of 10, placing students in a below average according to the qualitative score range (see

grading scale on page 143). The findings in table 1 show that the highest mean score students achieved was 1.1/2 in vocabulary. This indicates they used it in a given and meaningful context. However, some words were difficult for them to include in their speech.

The most complicated aspect that students presented was in accuracy that is reflected with the lowest mean score of 1.5/4. This score demonstrated the difficulty they had in using the correct word order and grammatical structure in answering questions and expressing ideas.

Therefore, the results indicated that students had complications in communicating with others accurately, fluently and appropriately which limited them to produce the language clearly. Torky (2006) states that "Speaking is also the students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context using correct pronunciation, grammar and vocabulary".

Comparison of the Pre and Post Questionnaire Results

Objective Four: To apply the most suitable role-plays in order to improve speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.
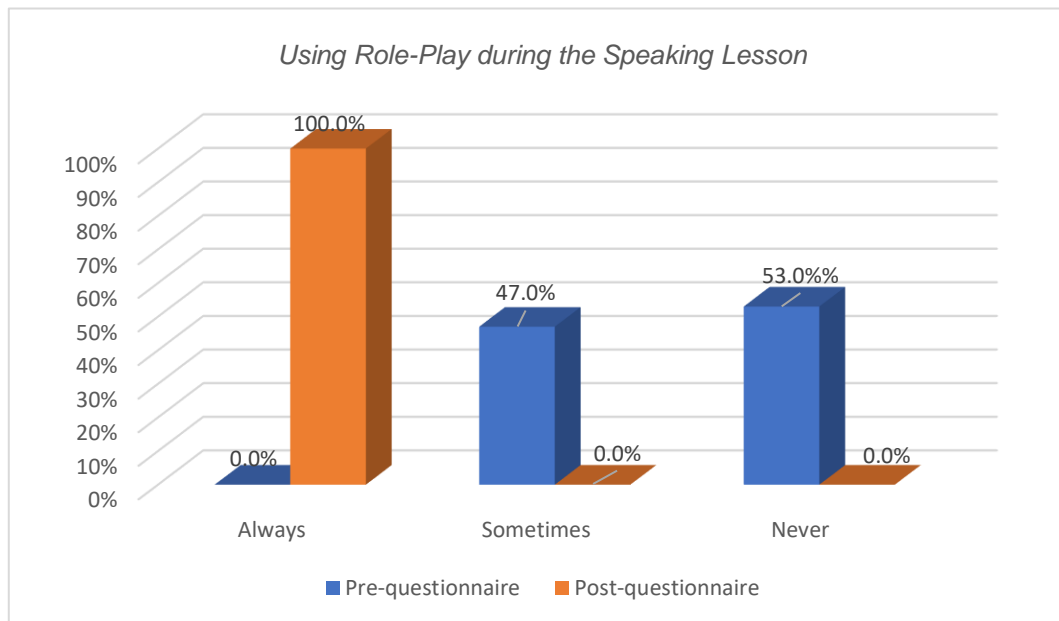
Question 1: Does your teacher use role-play during the speaking lesson?

a. Table 2

Using Role-Play during the Speaking Lesson.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	19	100
Sometimes	9	47	0	0
Never	10	53	0	0
TOTAL	19	100	19	100

b. Figure 1

Using Role-Play during the Speaking Lesson

c. Interpretation and Analysis

The findings obtained in Table 2 show that more than half (53%) of participants mentioned that they never used role-plays during the speaking lesson. It means that students were actually not involved in interactive activities as role-play and they also did not practice speaking the English

language in class. In contrast, after applying the intervention, all students (100%) answered that role-play was daily used in the speaking lessons. This technique allowed them to use the language and took part in the teaching learning process while performing conversations and dialogues according to the topic. It made them interact with others confidently and acquiring knowledge Thus, British Council (as cited in Rojas & Villafuerte, 2018) says that instructors should be willing to implement every kind of techniques such as role-plays to improve speaking skills as it involves movements and interaction while learning.
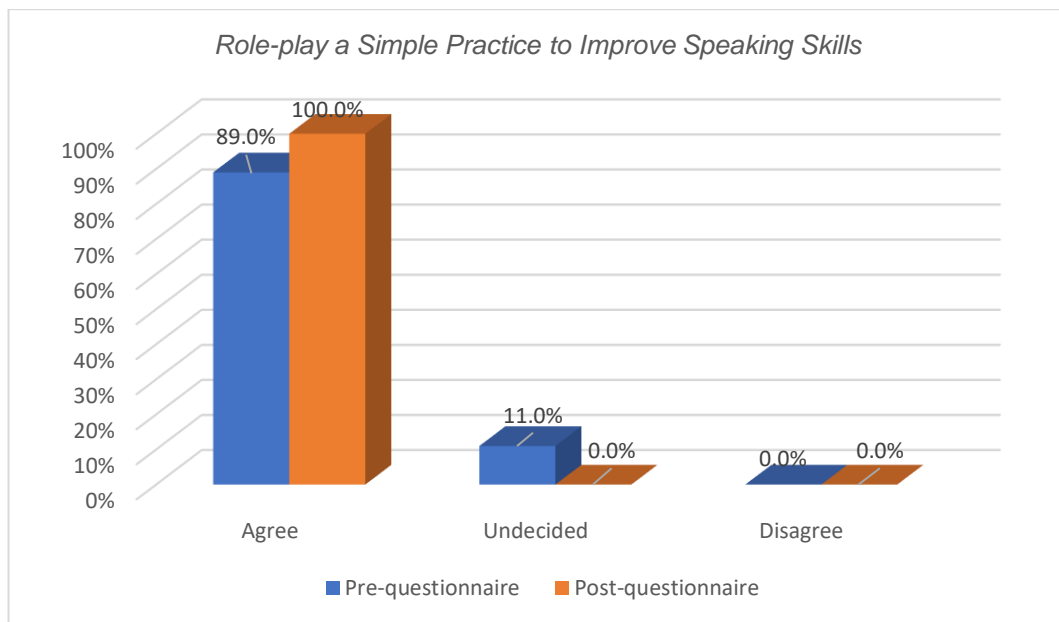
Question 2: The role-play is a simple practice that improves speaking skills.

a. Table 3

Role-play a Simple Practice to Improve Speaking Skills.

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Agree	17	89	19	100
Undecided	2	11	0	0
Disagree	0	0	0	0
TOTAL	19	100	19	100

b. Figure 2

Role-play a Simple Practice to Improve Speaking Skills

c. Interpretation and Analysis

The data given in Table 3 show that almost all the participants (89%) agreed that role-play is a simple practice that improves speaking skills. This technique allowed and offered students different communicative situations to practice actively their speaking skills in different contexts. However, after applying this technique, the findings proved that all students (100%) agreed with this question, since they noticed that they spoke spontaneously and confidently while performing different roles during the dialogues. Jonathon Swift (2018) mentions in the Leaf Group (2019) that role-play has some benefits for students in the classroom. Students can improve their speaking skills as it offers situations and a variety of experiences in a context that can be brought in the classroom.
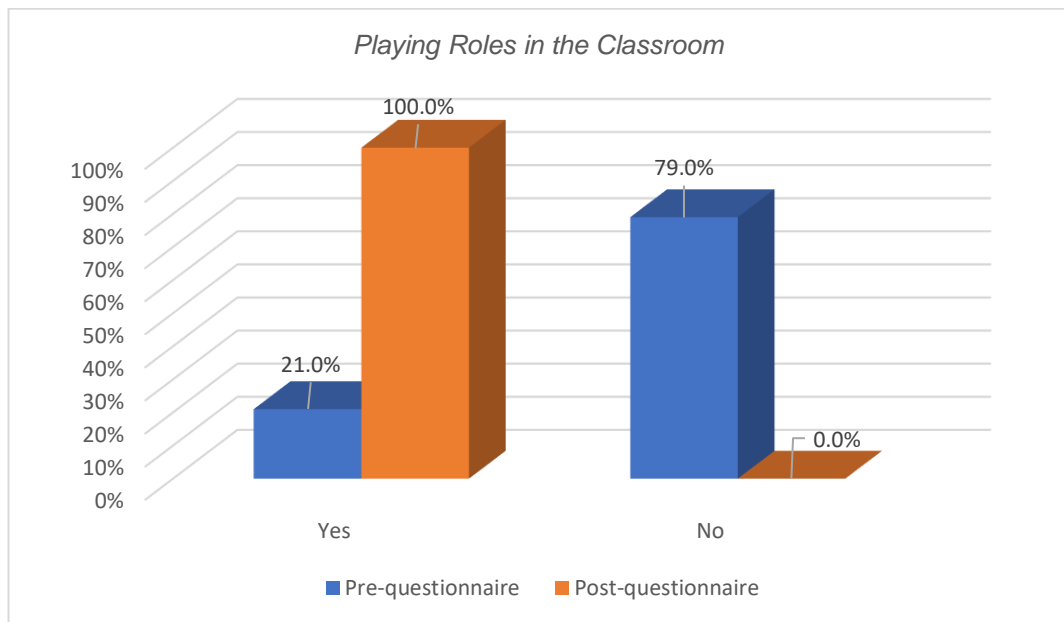
Question 3: Have you ever played a role in your classroom?

a. Table 4

Playing Roles in the Classroom

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	4	21	19	100
No	15	79	0	0
TOTAL	19	100	19	100

b. Figure 3

c. Interpretation and Analysis

The results illustrated in Table 4 show that many participants (79%) responded that they have not played a role in the classroom. It indicates that students were not encouraged to perform interactive activities taking roles and to practice the English language in different contexts. However, after the application, all students (100%) claimed that they played a role in

the classroom as they were involved actively in conversation activities and dialogues. Students performed different roles in their conversations according to the context that made them feel comfortable to speak confidently. According to Joyner &Young (as cited in Tuba Demirkol, 2019), role-play not only promote active participation among the class but also lead them to concentrate more on components under focus.
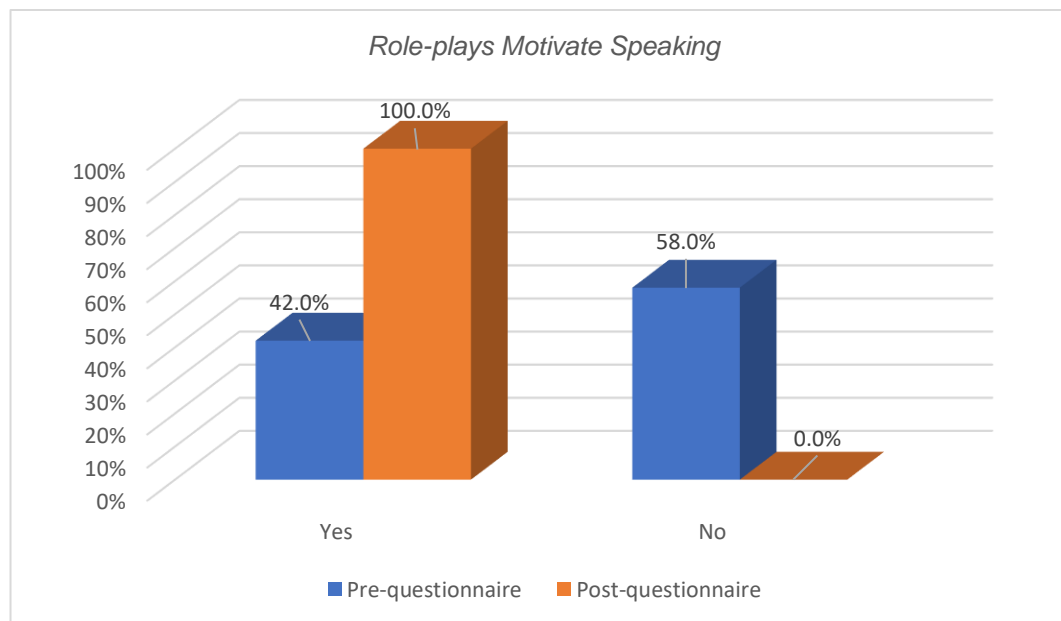
Question 4: Does the use of role-plays motivate you to speak?

a. Table 5

Role-plays Motivate Speaking

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	8	42	19	100
No	11	58	0	0
TOTAL	19	100	19	100

b. Figure 4

c. Interpretation and Analysis

The results in Table 5 show that more than half of students (58%) answered that the use of role-play did not motivate them to speak before the intervention as they felt shy and afraid to make mistakes in front of their classmates. This issue leaded them to have problems when communicating with others. In contrast, after the intervention, all participants (100%) answered that their motivation to speak increased using role-plays. Role-play allowed them to speak fluently and accurately. Thus, Thao (2013) states that Role–play activities encourage students' thinking and creativity, helps 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
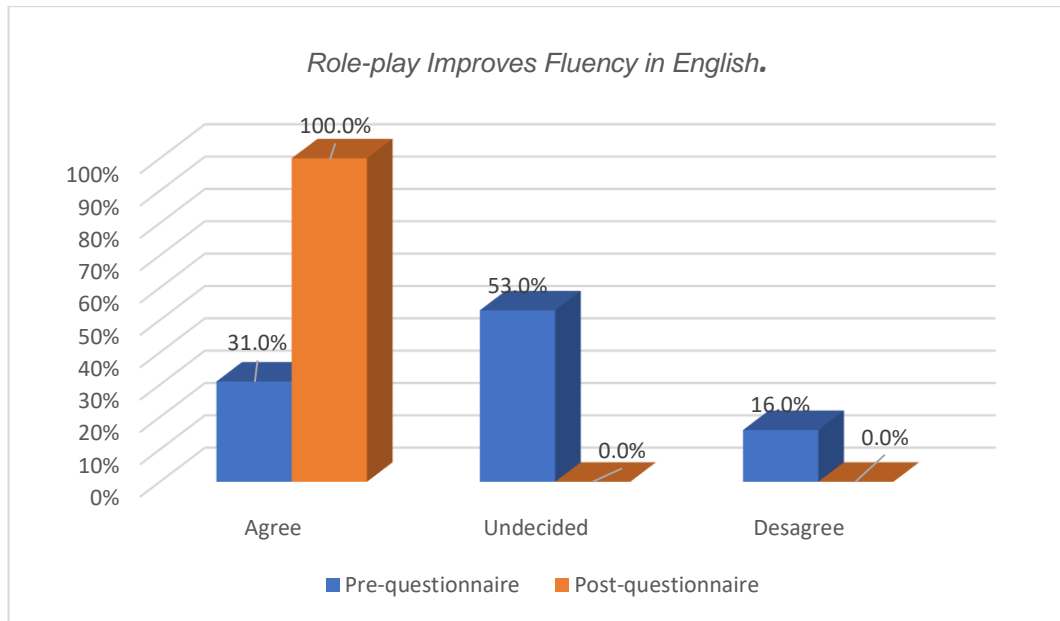
Question 5: Do you think that role-play will improve your fluency in English?

a. Table 6

Role-play Improves Fluency in English.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Agree	6	31	19	100
Undecided	10	53	0	0
Disagree	3	16	0	0
TOTAL	19	100	19	100

b. Figure 5

Role-play Improves Fluency in English.

c. Interpretation and Analysis

The results displayed in Table 6 show that more than half of the participants (52.6%) answered undecided in the question about if role-play improves their fluency in English. It is due to the fact they did not practice speaking in real context, which limited them to speak the language. However, After the intervention, all of them (100%) agreed they were involved in role-play activities which made them communicate ideas effectively and easily using the oral language freely without interruption. They spoke with a good but not necessarily perfect command of intonation, vocabulary, and grammar. Jonathon Swift (2018) mentions in the Leaf Group (2019) that "role-play develops student's fluency and promotes interaction and motivation in the classroom, it is not only for peer learning,

but also for the teacher and student who share the responsibility of the learning process."

Post-test Results

Objective five: To validate the effectiveness that role-play had in the improvement of speaking skill.

a. Table 7

Post-test Scores of Students of First-year "A"of Bachillerato in Speaking Skill.

Student's code	P	F	A	V	Score
	/2	/2	/4	/2	/10
VDFH1BA01	1.5	1.5	2.5	2.0	7.5
VDFH1BA02	2.0	1.5	4.0	2.0	9.5
VDFH1BA03	2.0	2.0	1.5	2.0	7.5
VDFH1BA04	2.0	2.0	1.5	2.0	7.5
VDFH1BA05	2.0	2.0	2.5	2.0	8.5
VDFH1BA06	2.0	2.0	3.0	2.0	8.5
VDFH1BA07	2.0	1.5	3.0	2.0	8.0
VDFH1BA08	2.0	1.5	2.5	2.0	8.0
VDFH1BA09	2.0	2.0	2.5	1.5	8.5
VDFH1BA10	2.0	1.5	2.5	1.0	7.5
VDFH1BA11	2.0	2.0	3.0	1.5	9.0
VDFH1BA12	1.5	1.5	2.5	1.0	7.5
VDFH1BA13	2.0	1.5	2.0	1.0	7.5
VDFH1BA14	2.0	2.0	2.0	1.0	8.0
VDFH1BA15	2.0	2.0	1.5	1.0	7.5
VDFH1BA16	1.5	2.0	2.0	1.0	7.5
VDFH1BA17	2.0	1.5	2.5	2.0	8.0
VDFH1BA18	2.0	2.0	2.5	2.0	8.5
VDFH1BA19	2.0	2.0	1.5	0.5	7.5
MEAN	1.9	1.8	2.4	1.9	8.0

Note. VDFH: 27 de Febrero High School; 1BA= First-year of Bachillerato "A"; 01: students code, P= Pronunciation, F= Fluency, A= Accuracy V= Vocabulary.

b. Interpretation and analysis

The results illustrated in Table 7 show the total score that students obtained in speaking skill, which was 8/10. This mean score places them in

47

an average level according to the qualitative score range (see grading scale on page 143). This score demonstrates that students increased their abilities to produce the language fluently and accurately. It includes correct intonation and rhythm. Both in pronunciation and vocabulary students achieved the highest score 1.9/2. It shows that students can communicate clearly and meaningfully. This is, they used the words in context and pronounced them with the correct intonation and rhythm. Contrarily, the lowest score was in accuracy, with the mean score of 2.4/4. Students communicated their ideas using correct grammatical structures and word order, but not in using the past tense of the verbs.

Even though, students improved significantly their pronunciation and vocabulary, they did not speak accurately. They spoke English better than before with few mistakes in grammar structures. This corroborates that students improved their speaking skills through the use of role-play.

Thus, British Council (as cited in María & Villafuerte, 2018) suggests that instructors should be willing to implement every kind of techniques such as role-play to improve speaking skills in the English class.

Comparing Pre and Post-Test Means

a. Table 8

Comparison of Pre and Post-Test Means Scores of Students of First-year "A"of Bachillerato

in Speaking Skill.

Aspects	Pre-test	Post-test
Pronunciation	1.0	1.9
Fluency	1.0	1.8
Accuracy	1.5	2.4
Vocabulary	1.1	1.9
MEAN	4.6	8.0

b. figure 6

Comparison of the Pre–Post Test Means Scores of Students of First-year "A"of Bachillerato in Speaking Skill.
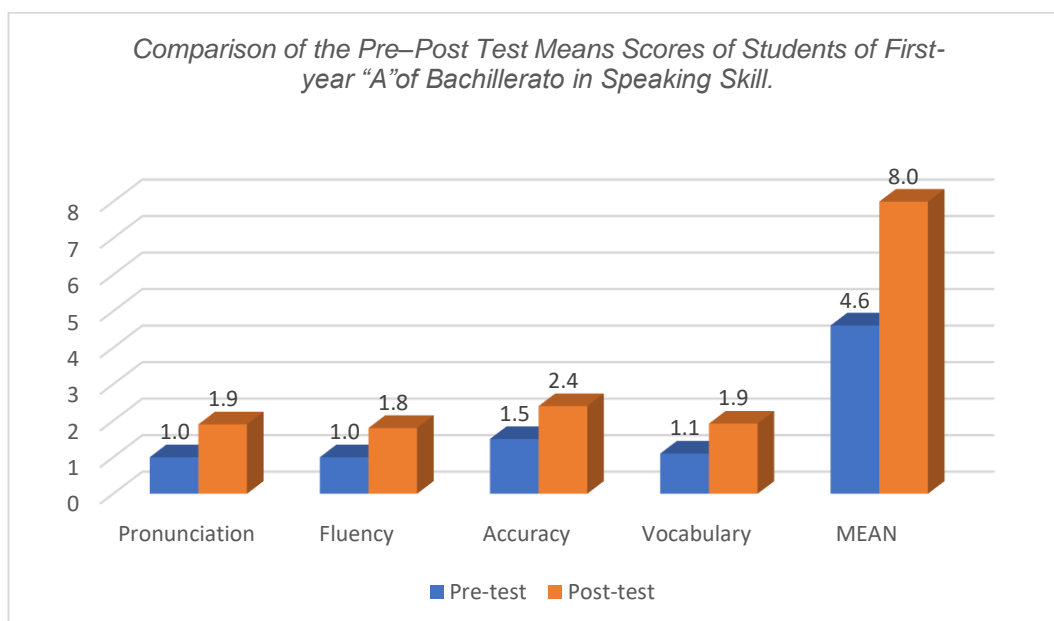
c. interpretation and analysis

According to the results in Table 8 and Figure 6, it is evident that students improved significantly their speaking skills using role-plays. Their increase was 3.4 points comparing the mean scores between the pre-test that was

4.6 out of 10 and the post-test 8.0 out of 10. The most significant improvement students gathered after the intervention was in both pronunciation and vocabulary aspects, that is notable in the increase of the mean score from 1.0/2 to 1.9/2. However, in the aspect of accuracy students did not improve at all, it is reflected with the mean score which was 1.5/4 in the pre-test and 2.4/4 in the post-test. With the results presented above, it is noticeable that role-plays overcame students' problems in speaking skill.

g. DISCUSSION

The findings of this research after applying role-play to improve speaking skill among students of first-year ¨A¨ of bachillerato at 27 de Febrero High School revealed the significant improvement of students in speaking skills and the great changes in their attitude to speak confidently and naturally during the role-play performances. This improvement is clearly exposed in the data collected from the pre-test that was 4.61/10 to the post-test 8/10, the questionnaires, reflective journals and observation sheets. Harmer (as cited in Criollo, 2018) states that role-play activities help students improve their speaking ability as its activities can be funny and motivational, shy students become more participant working in groups rather than on their own. And classroom vocabulary could be incremented because the students are exposed to real world events.

The research was focused on improving the following speaking aspects: accuracy, fluency, pronunciation and vocabulary in which students evidenced some limitations. The main complication students faced was in accuracy as they did not manage the past simple of some verbs. In fluency was hard for the participants to speak spontaneously without making pauses. In pronunciation, the intonation and rhythm in their speaking were not correct at all. Finally, the vocabulary they used was limited as they were not exposed to use it in context. Nonetheless, after the application of the intervention plan, students' issues were reduced as it is shown in the post-

test results. It is evident that students could communicate effectively and appropriately.

In the research, the Engage, Study, and Activate model was used. In the engage phase, students showed a lack of interest to participate due to fear of making mistakes in front of the class. Moreover, they did not feel confident using the English language when speaking. In the study phase, students were more involved in how role-play works. It made learners be more participative in each activity applied. Finally, in all the activation phases, there was a significant change in students' attitude as they showed more interest and confidence to communicate using the target language in different contexts.

In the complete intervention plan, there were considerable strengths and limitations. Within the strengths, there was a continuous collaboration of the teacher who was always helping to monitor the process and the students' attitude during the development of the class. Besides, the classroom was wide enough to develop role-play performances. Further, the attendance of all students to classes facilitated the fulfillment of the scheduled activities. One of the weaknesses was the technological equipment provided by the institution. There was only a whiteboard and no other technological equipment available such as projectors. So, this problem impeded to get more effective learning.

The application of role-play contributed successfuly to the improvement of students speaking skills. They learnt how to communicate fluently using the appropiate spoken language and a wide range of vocabulary. It also made students aware of the correct use of the sentence structure when speaking. Role-play also motivated students to work actively during the learning process, to talk with others confidently, express their ideas in front of the class, overcome shyness to practice the language in real contexts.

h. CONCLUSIONS

- Students of first-year "A" of bachillerato at 27 de Febrero High School showed difficulty in speaking accurately and fluently. They produced the language with some grammatical errors specially with the past tense of verbs. Their pronunciation was unclear since the rhythm and intonation of some words was not appropriate. Another issue was the limited use of vocabulary in the context they were speaking. The participants also spoke the English language making long pauses and hesitating constantly, which obstructed a good communication among them.

- The application of role-plays in class minimized the students' speaking limitations in some aspects such as: pronunciation, vocabulary, fluency and accuracy. Students improved significantly their communication. They can communicate without difficulty producing their speech clear and conveying meaning in a real context.

- Role-plays helped students to improve significantly their speaking skill. They motivated Students to speak confidently and collaboratively and relaxed using the English language in real world contexts. Subsequently, this technique allowed them to communicate fluently and accurately when performing the role-play activities in class.

i. RECOMMENDATIONS

- Teacher should focus on developing students speaking skill as it is one of the most significant abilities to produce effective communication. They also need to recognize students' deficiencies in speaking by assessing them through the application of tests. They also should plan activities according to student's needs, level, and age, and include suitable procedures for the appropriated development of students speaking skill.

- It is convenient for teachers to use different kinds of speaking resources such as role-plays to teach in an interactive and meaningful way. Teachers should prepare role-plays like conversations to improve accuracy, discussions, and dramatization activities for practicing fluency and vocabulary for encouraging students to communicate among them. These activities foster students to speak confidently using the English language in real situations as well as to practice and develop their speaking skills.

- It is suitable to use role-play as a tool to practice English as these activities promote student's interaction, increase empathy, reduce shyness and allow students to better remember what they learnt in an interactive way using the English language. Moreover role-plays make students to feel more confident and express ideas clearly when communicating.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

ROLE-PLAY TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF FIRST-YEAR "A" OF BACHILLERATO, AFTERNOON SESSION AT 27 DE FEBRERO HIGH SCHOOL IN LOJA CITY DURING 2019-2020 SCHOOL YEAR.

Thesis project as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Major.

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a. THEME

ROLE-PLAY TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF FIRST-YEAR "A" OF BACHILLERATO, AFTERNOON SESSION AT 27 DE FEBRERO HIGH SCHOOL IN LOJA CITY DURING 2019-2020 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

The present research work will be carried out at 27 de Febrero High School during the 2019-2020 school year in the city of Loja. This prestigious and traditional High School was founded in 1958 as Dolores Gangotena de Ponce National High School. In the year 2013, according to the policies of the Ministry of Education, this High School adopts the categorization of "Colegio de Bachillerato 27 de Febrero". There are 85 teachers covering different subjects, and around 1147 students including the two sections morning and afternoon session distributed in 43 groups. 571 students (49.8%) are girls, and 576 (50.2%) boys. At the beginning of the 2013 – 2014 school year, it was announced by the "Zone 7" Education Coordinator, Dra. Lorena Reyes, that this high school would implement the International Baccalaureate Certification.

The mission of 27 de Febrero High School is to lead the educational task and promote an integral formation in students from General Basic Education until Unified General Bachillerato in Sciences, Technician and International Baccalaureate inspired by universal principles and values, guided by teachers committed to institutional change, through innovative educational processes to face and solve challenges of the globalized world, with opportunities to insert themselves in the labor field or continue their higher education at local, national and international level. The vision of the

institution is to form autonomous, competent and integral people in a context of educational inclusion, framed in the quality towards excellence and fundamentally in the Institutional Educational Project with national and international vision.

Current situation of the research problem

Ecuadorian Curriculum for English as Foreign Language (2016) has as a goal to make learners effective listeners and speakers promoting their oral production (Ministerio de Educacion, 2016) Learners can evaluate and analyze information by themselves using different kind of materials and respond in a range of social interactions developing their critical and creative thinking. Students need authentic opportunities to learn and practice how to listen and speak effectively in a variety of situations for this reason being exposed to the language will help them to produce the language fluently and be able to follow up conversations. Gatbonton y Segalowitz (as cited by Cuitiño, Díaz & Otárola, 2019) take the term automatic fluency which refers to "the smooth and rapid production of utterances, without undue hesitations and pauses, that results from constant use and repetitive practice". In fact, the effective development of speaking skill offers the opportunity to express feelings or thoughts in a coherent and comprehensible way.

However, in previous sublevels learners are generally quite willing to speak, teenagers in the BGU sublevel can sometimes begin to feel more self-conscious about speaking and making mistakes in pronunciation or

vocabulary in front of their peers. This may be attributed to some of the conditions of the EFL (English as a foreign language) classroom such as anxiety resulting from not being able to express one's self well, from constantly being corrected.

It is an issue through a non-participant observation the researcher realizes that students of the first-year ¨A¨ of bachillerato at 27 de Febrero High school do not attempt to speak correctly due to the deficiency of spoken activities and the incorrect oral production of the language as they don't use the correct grammar structures to speak and their pronunciation is deficient. That is why using English as much as possible in the classroom is more important than ever in this sublevel. Getting learners to speak in English is important for strengthening short- and long-term memory and improving what Skeffington (as cited by Ministerio de Educacion, 2016) calls "language fitness", in which learners exercise and strengthen the language "muscle", which with time gets more flexible and easier to use.

In response to this problem, this research project proposes to investigate several options for making the first-year students aware of the importance of the speaking skill, which will allow them to communicate better using successful activities at this age like having learners participate in role-plays as they have different types like individual, interactive, unscripted and scripted role-play also making and act out dialogues, especially when there is an element of humor or strong feelings are expressed. Learners respond

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well when they can "hide" behind an identifiable caricature in sketches and conversations (Revell, 1979, p. 33), so giving them cue cards or instructing them to respond verbally or nonverbally to specific situations is often a good way to get them speaking. As reported by Patil (as cited in Boonkit, 2010) building up the learner's confidence to eliminate the fear of making errors was a priority that teachers should consider in order to make the learner feel comfortable with the English language use.

Richards (2019) mentions "Young learners are more likely to learn through the experience of using the language rather than through studying rules and practicing them …, they enjoy learning a socially useful language, including phrases and longer utterances without understanding exactly what they mean". This is that students learning will be built on activities that involve practice using language in a given context. Following this concept role-play will improve learner´s speaking skill using different fun, motivating scenarios and also to produce the language and familiarize with the people around as new words and phrases are acquired.

Furthermore, in role-plays, learners display instantaneously sociopragmatic and pragmalinguistic knowledge that is the knowledge of different ways in which language is used in different settings and for different purposes. An example of this is how you would speak more casually with your best friend than with your best friend's parents. Group work activities will benefit students in order to practice speaking. Pfaff and Huddleston (as

cited by But, 2018) suggest that "ensuring group work activities have an appropriate workload/time balance and giving students the opportunity to provide feedback on group members are important factors for success".

Research problem

Considering the afore mentioned elements, it is essential to research the following problem:

HOW DOES THE ROLE-PLAY IMPROVE SPEAKING SKILL AMONG STUDENTS OF FIRST-YEAR "A" OF BACHILLERATO, AFTERNOON SESSION AT 27 DE FEBRERO HIGH SCHOOL IN LOJA CITY DURING 2019-2020 SCHOOL YEAR?

Delimitation of the research

Timing.

This research will be developed during the 2019 – 2020 school year.

Location.

The present project will be applied at 27 De Febrero High School which is a public school located in the city of Loja at 27 de Febrero street and Abram Lincoln street.

Participants.

The participants of this research work are the students of first-year ¨A¨ at 27 de Febrero High School who are all about fifteen to sixteen years old;

they are nineteen students, eight girls and eleven boys and the researcher of this study who is going to take part in the intervention plan.

Subproblems.

- What theoretical and methodological references about the role-play are adequate for improving speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?

- What are the issues that limit the improvement of speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero high school in Loja city during 2019-2020 school year?

- What are the phases of the intervention plan that contribute with the improvement of speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?

- Which role-plays are implemented to improve speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?

- How effective was the application of the role-play in the improvement of speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?

c. JUSTIFICATION

This work has the purpose to give some theoretical and practical elements in order to establish some ways to solve the problem students of first-year "A" of bachillerato are facing on speaking skill through the application of role-play. According to Goh (2017), ¨Speaking is important for learners besides the role it plays in communication, speaking can also facilitate language acquisition and its development¨. However, the lack of practice, shyness, lack of confidence and the fear to make mistakes while speaking It is a concern in every English classroom where learners are not exposed to the language.

Cecily O'Neill (as cited by Riain, Dawson & McCarthy, 2017) mentions that role-play and acting are similar, they require the same basic ability to perform into a different fictional situation by pretending to be someone or something other than one's self. Role-play will help students to improve their speaking skill while performing different enjoyable role tasks using English. Role-play has different ways to be applied for example unscripted and scripted role play; individual and interactive role play, all of them are helpful and practical. In role-plays very student share different conversation topics and perform someone else role's in a given context. From the scientific point of view all the studies mentioned above support the pertinence for this research project.

Furthermore, this research project is increasingly important because it will improve the common educational situation among in- service teacher, pre-service teachers and students of first- year at 27 de Febrero High School. First of all, In-service teachers will benefit from this project because it contributes to the possibilities for real change to take place in the classroom methodologies and the use of practical techniques like role-play. On the other hand, the investigation will help pre-service teachers as well as the researcher to be part of the problem students face in speaking and therefore to gain experience in both the research and pedagogical field. Students of first-year ¨A¨of bachillerato will be the main involved research participants to carry out this research study, because they will solve their difficulties with speaking through the use of role-play. Finally, it is also a requirement to get a Bachelor's Degree in Sciences of Education, English Language Major.

d. OBJECTIVES

General

- To improve the speaking skill through role-play among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

Specific

- To research the theoretical and methodological references about the role-play and its application on the speaking skill.

- To diagnose the issues that limit the improvement of speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

- To design an intervention plan based on role-play in order to improve speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

- To apply the most suitable role-plays in order to improve speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

- To validate the effectiveness that role-play has in the improvement of speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

e. THEORETICAL FRAMEWORK

ROLE-PLAY

Learners need to be able to be confident when speaking and to use the language itself. According to Joyner &Young (as cited by Tuba Demirkol, 2019) role-play not only promote active participation among the class but also lead them to concentrate more on components under focus that is refusals as target speech acts in our study. Moreover role-play are valued as it is useful in eliciting pragmatic features which is the ability to understand another speaker's intended meaning and sociolinguistic features of authentic speech (Kasper, 2000; Kasper and Dahl, 1991).

Role-play can be defined as an instructional method "in which key ideas and skills are illustrated or practiced by learners assuming roles and contexts in which the ideas and skills would typically be applied" (Reigeluth and Keller, 2009, p. 37). According to Tustin (2019) role-play is a fun theatrical exercise that is a cross between improvisation and performing in a play in which each students is involved. It blends creativity with structure to help actors hone their craft. Stroller (as cited by Worawong ,2017) states that "Students' autonomy is enhanced especially when they are actively engaged in project planning after they had some experiences, then they can improve by selecting appropriate none verbal comunication to use in the role-play.

Characteristics

According to Language Testing International (2018) role-play works like a mini-drama in which both the learner and the tester take different roles. The tester will choose to present a simple situation or social transaction. In this situation the follow up an act based on previous knowledge will be used during this performance. Role-plays should have the following characterstics.

Relevant.

It must be linked to what the students need to know; their learning orientation is problem-centered rather than subject-centered, role play allows for direct experience and hands-on-learning which can be applied to real life, therefore it is ideal to use role-plays when the lesson to be learned can't be practiced in real life or to learn about culture or idioms (Reigeluth & Carr-Chellman, 2009).

Engaging and active.

Students motivation to learn is intrinsict for this role play provides opportunity for collaboration and cooperative learning in class. Having authentic experiences that can be applied and transferred to real life can be rewarding and has a high degree of instructional effectiveness (Reigeluth & Carr-Chellman, 2009).

Learner-centered.

Students in this level are self-directed and bring prior experience to learning.

Role-play that can be used to build on previous knowledge, to acquire new knowledge(Lloyd, 1998). or to prepare for a future experience. Debriefing and reflection allows learners to critique the experience and seek validation.

Benefits of role-play

Jonathon Swift (2018) mention in the Leaf Group (2019) that role-play has some benefits for students in the clasroom. He announce that role-play will make students to better remember the situations and the content learned even building a new one making role-play a good teaching method for new hypothetical theories. Empathy is another feature that will increase in students as they are given the opportunity to look at a situation from another's person's point of view. Through role-play, they may better understand why people often disagree on a particular topic when their personal values, beliefs and social or cultural backgrounds differ. That makes the learners critical when facing a real social problem. Furthermore, role-play also teaches interpersonal and spoken interaction skills, and helps children overcome shyness which is complication in common classes.

Moreover, through role-play activities, we can train our students in speaking skill in any situation and in a wide variety of experiences that can be brought in the classroom. Thus, students will acquire a variety of vocabulary (Ladousse: 2004). Another important point is that role plays are a useful means to realize their specific objectives such as people who are going to work or travel in an international context, it enables them not just to

acquire a set of phrases, but to learn how interaction might take place in a variety of situations.

Role-play can also develop fluency in students and promotes interaction and motivation in the classroom, it is not only for peer learning, but also for the teacher and student that sharing the responsibility of learning process (Ladousse: 2004).

Considerations for applying a role-play

Role-play situations might not work like teachers hope because sometimes students feel embarrassed and afraid about acting out in dramatic situations. This will cause a role-playing to be awkward and unproductive as one or more students will not be able to participate. When students feels self-conscious, they will be more likely to be worried about what others will think of them, rather than how the situation can be solved.

Moreover, In larger classes, role plays cannot be done effectively because not all of the students have the opportunity to participate and many role play scenarios use only two or three individuals in a situation, so the rest of the students just have to watch which will lead students to become disinterested and stop paying attention. Role-plays work best when the teacher first explains the purpose and outlines ground rules so children don't mistake the lesson for an acting exercise and get carried away.

Role-plays in Interlanguage Pragmatics

On the other hand, Kasper (as cited by Demirkol, 2019) mentions that authentic discourse, elicited conversation, interviews, think aloud protocols, and role-plays under the data collection tools requiring spoken skill. Felix-Brasdefer (as cited by Demirkol, 2019) recognise several factors making natural data collection hard to reach tose factors are:

- Difficulty in reaching situations with same sociolinguistic factors to compare such as age and educational level.

- Low chance of observing the occurrence of target speech act interactions. In this case between the participants from native and nonnative groups outside the class.

- Low frequency of observations of target speech act performances.

That is why it is important to take into account these aspects while using role-plays or any kind of technique that involves social and oral communication.

Role-play and simulations

María A. Kodotchigova (2001), estates that role-play and simulations give students the opportunity to demonstrate how to use English in real life situations and make them focus more on communication than on grammar. For this simulation is a controlled representation of reality. Simulation means role- playing or rehearsal in which the process of teaching is carried out artificially. Simulated teaching is a teacher training technique. It is used to bring about modification in the behavior of the teacher. It introduces pupil

teacher to teach in non-stressful conditions. Simulated teaching is used prior to the classroom teaching practice with the objective of developing a specific skill of communication like speaking.

The Oral Skill

Peña & Onatra (2009) indicate that speaking is something students do when they drill particular language patterns, but the oral skill is much more than this. It involves speaking and listening as a two-way process where responding is expected. According to Byrne (as cited by Peña & Onatra, 2009) oral tasks involve the productive skill of speaking and the receptive skill of understanding. It means that learners have to be taught to speak as well as to listen. Both listening and speaking are such common activities in the daily life that will easily be applied in class as a learning tool. Hymes (1972) refers to the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes, we can take into consideration the tasks we propose in class as the context where learners start acting as members of a community. It allows them to constantly work together with the main purpose of problem solving.

Speech acts

Searle (as cited by Babativa,2012) remark that the study of speech acts necessitates taking into account the context of the utterances, the conditions under which they occur, and the speaker's intentions in the context, conditions, and intentions in the data. For the language classroom the speech act of an utterance, whether from the teacher or student, is an

essential part in the ongoing construction of the interactions that emerge in class between the learners. This occurs because the speech act in any utterance contains the meaning and the intention that the speaker wants the hearer to understand. As a result of this understanding, the teacher and students assemble the interaction, an act continually in progress.

Types of role –plays

Educational Development Centre (2019) presents many types of role plays which are:

The Individual Role-Playing Exercises

Address one of the six facets of understanding – perspective, which is the ability to have and demonstrate critical points of view, and to be able to see things from another person's perspective. For example, students explore a historical event from the perspective of a historical figure, or they investigate an artifact from the perspective of different cultures or countries. The Individual Role-Playing Exercises can have different forms:

Form of a story In an environmental studies class, students tell the story of how a water molecule travels from ocean to land and back again to the ocean.

Form of a letter Your students are part of a scientific group organizing an expedition to space and must write a letter to Congressmen on the importance of funding such an expedition, by highlighting how data could be used to benefit humanity.

Form of a problem statement This could be used as a term paper for which students are asked to provide a description of the problem, alternative explanations of its causes and efects.

Form of political position paper This brings evidence from various disciplines, such as social, economic and scientific research findings.

Form of speech Students may take the role or supporting or opposing climate and environmentalist concerns over oil drilling in Alberta.

Form of research findings report Students time-travel to Late Permian, explore and report findings on animal extinction during the earth's most severe known extinction era.

The Interactive Role-Playing Exercise

It may have the form of debates or problem-solving exercises. According to Maier (as cited in Educational Development Centre, 2019) depending on the goal targeted through role-play, such as knowledge, attitudes and skills, there are three variations:

When the target is knowledge acquisition Role-play is used as a method to observe and analyze. What is important in this case is not much the role-play act itself, but rather the opportunity for students to acquire some observational skills and to understand and to assimilate the new information.

When the goal of role-play is attitude development The activity should be organized in a way that allows the learners to experience emotions. This type of role-play engagement requires enough time for a follow-up

discussion. The focus should be on the player's affect experience and not on the observations made by the audience. Therefore, it is essential for the instructor to provide the opportunity for the participating students to identify, validate and discuss their emotions.

When role-play targets skills acquisition

It should be structured so that players are provided with opportunities to reflect and receive feedback. Students are expected to rely on past experiences, use their creativity and address the challenges of their roles. The instructor should provide immediate constructive feedback with suggestions for change which can be incorporated in the following role-play practice of skills by the student. This is a quick type practice and the student maybe be requested to perform the skill again.

Byrne (as cited in Souhila, 2014) states that role play can be also grouped into two forms, scripted and unscripted role play.

Scripted Role Play

According to Byrne (1986), this type involves interpreting either the textbook dialogue or reading text in the form of speech. The importance functions of the text after all in to convey the meaning of language items in a memorable way.

To have a clear idea of the model there is an example by Doff (1998) about scripted role- play dialogue and reading text and how the process is:

Example:

Angela: Good morning. I want to send a letter to London.

Clerk: yes, do you want to send it by air mail or ordinary mail?

Angela: I think I will send it by air mail. I want it to get there quickly. How much does it cost?

Clerk: to London? That will be 30 pence, please.

Angela: (give to Clerk 50 pence) here you are.

Clerk: here's your stamp, and here's 20 pence change.

Angela: thank you, where is the post box?

Clerk: you want the air mail box. It is over there, by the door.

Doff (1998) gives the following procedures to demonstrate a role activity based on the dialogue:

- First, the teacher guides the role play by writing these prompts: (where? / Air / mail / how much? /post box? / thanks). Talk as you write to show what the prompts mean.

- Then, if necessary, go through the prompts one by one, and get students to give sentences or question for each one.

- After that, call two students to the front: one plays the role as Angela and the other one is the post office clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in textbook, but not exactly

the same; the conversation can be shorter than the presentation dialogue.

- Finally: call out a few other pairs of students in turn, and ask them to have other convert based on the prompts.

Unscripted Role Play

In contrast to scripted role-play"; the situations of unscripted role-play do not depend on textbooks. In this the students can make it as a free role-play or improvisation. The learners themselves have to decide what language to use and how the conversation should develop. In order to do this activity the teacher and the students should be well prepared.

Doff (1988) provides an example of this type in his book:

One student has lost a school bag, he/ she is at the police station.The other student is the police officer, and asks for details.

To bring out this ideas the teacher could prepare the whole class by : Discussing what the speakers might say (the police officer asks the students how he / she lost the bag) and Writing prompt on the board to guide the role-play and any key vocabulary.

The teacher could divide the class into pairs and let them discuss together what they may say. The teacher should let them all practice out the role-play privately, before calling on one or two pairs to act out in front of the class.

Role-play activities

According to Vipkid educational center (2018) there are some activities to use in class with a role-play like:

Debate role-play

In this activity the class can be divided into two sides and each side has an argument to defend. It is recommended, choose a fun, neutral, andnon-controversial topic. For example, if the lesson was devoted to food/cooking, then the topic could be "Which food is better – sweet or salty/spicy?" students can use the vocabulary that they have already studied.

Telephone Conversation Role-play

This activity allows students to overcome their fear of phone calls. For example, teacher can ask them to act out a complaint phone call, a hotel booking phone call, or a phone call to a doctor.

Asking for Directions

In a real-life situation asking for directions is important for this reason role-play will be helpful to help students to solve the problem giving direction.

In a restaurant

During this role-play, students can act out a dialogue between a restaurant guest making an order and a waiter accepting that order

Steps during the role-play activity

Huang (2008) applies six major steps in the procedure for the role-play activities in her classes. Those are:

- Deciding on the Teaching Materials.

- Selecting Situations and Create Dialogs.

- Teaching the Dialogs for Role-plays.

- Having Students Practice the Role Plays.

- Having Students Modify the Situations and Dialogs.

- Evaluating and Checking Students' Comprehension.

Fox (1966) mention just 3 stages to develop a role-play those are

Preparation and instruction

This is the first stage. It covers the problem selection, warm-up, and general and specific instructions to participants and audience. It involves the selection of an issue or problem by the teacher with or without class help.

After selecting the problem, the teacher needs to warm up the students and give them practice and security in public performance and expression. The explanation of the general problem situation should make clear the educational purposes of the drama and the relevance of the issue for the entire class. The teacher is now ready to brief the actors in order to explain in detail the exact role each of them will play.

The final step in this stage is to delineate the roles of the audience and the students who are not acting out the dramatic roles. These students can observe the general interaction of actors, or they can be charged to watch for specific actors or for specific events.

Dramatic action and discussion

The second stage covers the role playing itself and the subsequent discussion and interpretation of the action. During the improvisation students should have enough time so they can immerse in the problem situation for discovering and practicing alternative ways of acting. At the conclusion of the drama it is important to bring the class back to everyday reality, to dissociate the actors clearly from the role they played.

This is important so that critics and other students can concentrate on the role behavior and not on the actions or person of the actors. The post-role-playing discussion may take several forms and involve several different students or groups of students. The role players or the audience or both may contribute to an analysis of the dramatic session. A final important focus role playing in the Classroom of this learning experience should be the student's ability to apply the examples and lessons of this new role behavior to his own interpersonal experiences.

Evaluation

The final stage must follow the enactment and discussion of the role-playing situation. In this stage the teacher and pupils review the successes and failures of their role-playing experience. The purposes, procedures, and effects of such a learning experience should be analyzed so that teacher and class can make decisions about the need for additional role playing or reenactment of the scene. The teacher will certainly want to make a further personal evaluation of the experience in the light of his original diagnosis

and goals; the teacher will consider what verbal and behavioral evidence there is to show that the students have learned from the experience.

Feedback in role plays

Hattie & Timperley (as cited by Plank, Dixon and Ward, 2014) state that Feedback is an essential component of assessment for learning, which if used appropriately can support and scaffold students' learning, for instance feedback can be given in a planned or spontaneous manner.

Giving feedback to any person on interpersonal style can be a challenging task. For this some aspects throughout using role-play the results will be more effective (National Center for PTSD, 2019). Those aspects are:

- Reiterate that interpersonal skills are learned - we are not born with them - and that learning any new skills takes practice.

- Provide information about both strengths and weaknesses in discussing the students's style of communication, and be as specific as possible.

- When addressing problems or sticking points, provide the potential experience of the other person in the interaction rather than directly using your own perceptions, as the latter might be overwhelming or confusing to the learner.

- Ask learners how it felt to receive feedback, and whether there were things with which they agreed or disagreed.

Feedback stages

Accordint to Krish (2001) learners' feedback was divided into three categories: The preparation stage, the presentation stage and the learners' overall impression regarding the activity.

The Preparation Stage

The learners were uncomfortable and uncertain. Towards the end, their shyness left them and they began prompting each other with ideas. Some learners said that the activity gave them a chance to do group work and allowed much free interaction especially to clarify the meaning of difficult words, that is develops their confidence.

The Presention Stage

The learners attempted to perform a real life talk show. Throughout the presentation, they showed enthusiasm and a sense of fairness listening to others in the group to express their views. Some learners were seen taking down notes, perhaps to be better prepared in handling their turn. They also played their role as the audience by clarifying and giving their opinion at the end of the peasentation.

The Post Presention Stage

In this stage the opportunity of the students to give their views and opinion of the activity. Such comments and criticisms can help the teachers to prepare better future activities in other classes. Comments given by learners when the role play was explained by the teacher.

As a brief summary of this research it is say that role-play technique involves the participation of the whole class from teacher to the students, who participate in the interpretation of a different role from the one they exercise in real life, with the purpose of developing their communication, sole problem, social and in this case the speaking interaction skill in english classes, that is why the investigation contain the main important aspect to take into accoun when carry out this technique and it is expected to obtain good results in the practice.

SPEAKING SKILL

The problem found in the students of first-year of bachillerato with speaking skill has been notorious as they don't have enough time to practice speaking and shyness,confidence, and lack of knowledge that students have inside the clasroom.

Speaking is one of the most significant skills to be developed as means of effective communication.Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).

Torky (2006) states that speaking is also the students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to using correct pronunciation, grammar and vocabulary.

Taking into account the concepts above speaking is one of the most important skill as it involves the students express confidently their ideas producing the language fluently, accurately and in a comprehensible way in order to be understand by others.

The Skill of Speaking

The speaking skill is an important point in interaction as students need speech to communicate their ideas. Dincer, Yesilyurt & Goksu (2012) indicates that speaking in a foreign language has been considered the most challenging and complex of the four language skills. That is because the speaking process occurs in real time, dynamic interrelation between speaker and hearer should arise under time constraints. Then in this process, the speaker has to make decisions about why, how and when to communicate in accordance with the hearer's cultural and social context (Martinez-Flor, Uso-Juan, & Soler, 2006). Additionally, the speaker should master in both micro skills concerning speech elements such as the pronunciation of phonemes, correct placement of stress and intonation, use of formal and informal expressions (Zhang, 2009) and non-linguistic elements such as gestures and body language, facial expression and their tremendous variation of interpretations cross culturally (Shumin, 1997).

However, the speaker should be prepared to speak affectively, especially in public or with native speakers. This is because speaking is often an anxiety provoking issue.

Having clear the definition of speaking we can say that this skill plays an important role in language learning.

According to Appel et al. (as cited in Knight and Barberà, 2017) Having enough opportunities and time to practice speaking is not only a concern for teachers and designers but also learners (Hurd, 2007). Students can be concerned with developing fluency, having enough practice and finding opportunities to talk to others or interact with them (Hurd, 2007). Therefore, maximising opportunities for speaking practice is not only an important goal but it is also expected that language is best learned and taught through interaction, which in turn contributes to language gains (de la Colina & Garcia Mayo, 2007; Gass & Mackey, 2006). Respectively, rapid real-time interaction, which is necessary to develop fluency can be facilitated through spontaneous synchronous tasks which refers to a learning event in which a group of students are engaging in learning at the same time.

Speaking genres

The genre theory assumes that different speech events result in different types of texts, which are distinct in terms of their overall structure and kinds of grammatical items typically associated with them (Hughes, 2002).

Carter and McCarthy (1997) classify speaking extracts in terms of genres as follows:

Narrative: A series of everyday anecdotes told with active listener participation.

Identifying: Extracts in which people talk about themselves, their biography, where they live, their jobs, their likes and dislikes.

Language-in-action: Data recorded while people are doing things such as cooking, packing, moving furniture.

Comment-elaboration: People giving casual opinions and commenting on things, other people, events and so on.

Debate and argument: Data, in which people take up positions, pursue arguments and expound on their opinions.

Decision-making and negotiating outcomes: Data illustrating ways in which people work towards decisions/consensus or negotiate their way through problems towards solutions.

Purpose of speaking

It was argued that the purpose of speaking can be either transactional where the language is used primarily for communicating information some examples of language are: news broadcasts, descriptions, narrations and instructions (Richards, 1990). or interactional in which the purpose is to establishing or maintaining a relationship like greetings, small talks, and

compliments. Kingen (as cited by Ounis, 2017), combines the two purposes transactional and interactional into following categories:

- Personal – expressing personal feelings, opinions, beliefs and ideas.
- Descriptive-describing someone or something, real or imagined.
- Narrative – creating and telling stories or chronologically sequenced events.
- Instructive – giving instructions or providing directions designed to produce an outcome.
- Questioning – asking questions to obtain information.
- Comparative – comparing two or more objects, people, ideas, or opinions to make judgments about them.
- Imaginative – expressing mental images of people, places, events, and objects.
- Predictive-predicting possible future events.
- Interpretative – exploring meanings, creating hypothetical deductions, and considering inferences.
- Persuasive – changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.
- Explanatory – explaining, clarifying, and supporting ideas and opinions. Informative – sharing information with others.

Aspects of speaking skill

Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. When the speaker has good pronunciation and intonation the communication will be effectively.

Ahmad (2018) indicates that error pronunciation of learners in learning English can obstruct communication. For example, when a student says, the soap /soup/ in the restaurant where they should put the soup /sup/, inaccurate phonemic production can cause misunderstandings. It is a common problem in English classes as some students tend to ignore many aspects of pronunciation, including sounds, intonation, pausing, linking and rhythm while speaking. For example, some of them did not discriminate the pronunciation of thanks and tanks; she and see or sea. They also did not use different intonation for Can you see Johan? And can you see, Johan? Their pronunciation inaccuracy often caused their utterances unintelligible or misunderstanding.

Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. (Pollard, 2008).

Fillmore (as cited in Fulcher, 2013), describe fluency as

- Filling time with talk, which implies automaticity of language processing.

- The production of coherent sentences using the "semantic and syntactic resources of the language" appropriately.

- Selecting appropriate content for context.

- Being creative with the language in which students will show the way they can be able to develop solve problem skills while speaking following the conversation.

Speech is said to be "smooth, rapid and effortless", rather than "choppy" (Chambers 1997).

Richards, Platt, and Weber (1985, p. 108) define fluency as "the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions." They also mention that, fluency is used to characterize a person's level of communication proficiency, including some abilities like:

- Produce written and/or spoken language easily.

- Speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.

- Communicate ideas effectively.

- Produce continuous speech without causing comprehension difficulties or a breakdown of communication. (Richards et al, 1985, pp. 108-109).

Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51).

Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Intonation

In phonetics, the melodic pattern of an utterance. Intonation is primarily a matter of variation in the pitch level of the voice, but in such languages as

English, stress and rhythm are also involved. Intonation conveys differences of expressive meaning for example surprise, anger, wariness. Ahmad (2003) also indicates that in pronunciation, learners need to understand about suprasegmental features in enhancing the quality of pronunciation that is not only developing the correctness pronunciation but more about understanding the meaning of speakers.

The emphasis on one word in the English conversation sentence certainly has a strong meaning to be conveyed. While intonation will determine whether the sentence has the meaning of the question, command or statement. Stress and intonation in English are part of suprasegmental features. Clark, Yallop and Fletcher (2007) inform that suprasegmentals can be refered as prosodic features or nonsegmental features. They are features of spoken language such as pitch, rhythm, and tempo which are not easily identified as discrete segments. The intonation can be divided into two types:

- Rising intonation which is regularly used in the sentence in question with the yes/no question and the expression "indecision" or "amazement".
- Falling intonation is used in the customary statement and Wh-question. Example: 'It's raining'.

Now say it again using the same words, but giving it different meaning. You could say it to mean 'What a surprise!', or 'How annoying!', or 'That's

great!'. In this example we can notice how intonation determine the meaning of the message transmitted.

Accuracy

As reported by Srivastava (2014) Accuracy refers to the ability of the learner to produce grammatically correct sentences. As language teachers, we should be able to explore along with our students not only grammar of forms but also grammar of functions. A grammar of forms makes us familiar with the grammatical structures and rules designed to show how the systems and subsystems of a language work. But a grammar of function puts together the grammatical structures of a language and how these can be used by a variety of people in a variety of situations for interpersonal and organizational communication.

But I feel that language cannot be learnt in isolation but within a social and cultural setting. So whether teaching grammar of forms or functions every activity should be contextual. For teaching grammar of forms dictogloss or grammar dictation and task based activities can be adopted. For teaching grammar of functions various activities can be adopted. The main thing is that we should provide them natural atmosphere or we should immerse them in the atmosphere so that they should speak naturally or not feel that they are doing something different. For this group discussion, mock-interview, role-play, simulation, research paper presentation in seminars and conferences, debate and speech activities can be a good option (p.2)

How to teach speaking

According to Anuradha et al (as cited in Hussain, 2018), there are some principles of teaching speaking skills such as

- Encourage students to speak from the first day.
- Tolerate the students if some of them repeat what they say.
- If a student gives one-word answer to any question, bear it for the time being.
- Let the learners speak actively with whatever English knowledge they have.
- Propose structures/phrases/words and let the learners use it in different situation and drill as much as possible.
- Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences.
- Organize role-play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.
- Be well prepared in advance in terms of lesson planning, activities and tasks.
- Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner.

Evaluating speaking

One of the great difficulties in testing speaking is the assessment. It is necessary to develop a system of assessment that can be applied as objectively as possible, though it is probably never possible to avoid some

subjectivity in assessment. The scale can be one general scale for overall speaking ability, or it can be divided between several aspects of the skill of speaking, such as pronunciation, grammar, organization, fluency, vocabulary. The scale also depends on the speaking task to be used.

Types of Speaking Tests

According to Kitao, S. Kathleen; Kitao and Kenji (2019) the following assessment will be useful to test speaking in the classroom.

- Conversational Exchanges: Students are asked to construct a sentence following a certain pattern using the information that they are given. They are usually given two or three examples first. In another type of conversational exchange test, a situation is given but no guidance is given as to how to respond, and the student can respond freely. In another type of text, the student is given a stimulus sentence and can respond in any appropriate way. This type of test usually depends on conventional responses, such as responses to requests or invitations.

- Testing Speaking Using Visual Material: Pictures, maps, diagrams, and other types of visual material can be used to test speaking and students can describe the pictures, giving their point of view, and expressing their ideas. Various types of material are appropriate for this type of test, depending on the language that the tester wants to elicit. One common type of stimulus material is a series of pictures which tell a story, often with a few sentences of introduction to get the

testee started. This requires the testee to put together a coherent narrative. A variation on this is to give the pictures in random order of the narrative to a group of testees. The students describe their pictures and decide on their sequence without showing them to each other, and then put them down in the order that they have decided on. They then have an opportunity to reorder the pictures if they feel it is necessary. Another type of test using a visual stimulus is one in which two testees are given pictures that are similar but have several differences. Without seeing each other's pictures, they describe their own pictures and fmd the differences. In addition to using pictures, it is possible to use charts, graphs, or other ways of visually organizing information, and the testee has to describe them.

- Oral Interviews: The advantage of an interview is that it attempts to approximate a conversation situation, but the knowledge that it is a test and the constraints of the roles in the interview make it difficult to have a real, natural conversation.

- Role-Play Test: Another type of test is a role play. In a role play the testee and a confederate are given information on which to base a role play, and the testees are evaluated on their ability to carry out the task in the role play. For example, the role play might be getting information about course requirements. Role plays require the testee to use various functions that he/she might need in real communication.

f. METHODOLOGY

Design of the research

The Florida department of education (2014) define action research as a continuous and reflective process in which educators make instructional decisions in their classrooms based on student needs as reflected by classroom data. "The idea of action research is that educational problems and issues are best identified and investigated where the action is; at the classroom and school level. By integrating research into these settings and engaging those who work at this level in research activities, findings can be applied immediately and problems solved more quickly" (Guskey, 2000). As teachers engage in the action research process, they become agents of change. Teachers are deliberately planning for changes in their classroom and using data to monitor their practices to ensure that all students are learning.

Action research is a continuous and reflective process in which educators make instructional decisions in their classrooms based on student needs as reflected by classroom data. The process of action research involves four phases: identifying a classroom problem; developing and implementing an action research plan, collecting and analyzing data, using and sharing results.

Following this concept this project will also use research spiral cycles proposed by Kemmis (2000) since the process is likely to be more fluid,

open and responsive since it includes similar phases as action research. In this research study the researcher has found that speaking skill is an issue among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School.

After having clear the problem with the first-year students the researcher decided to conduct an action research based on the role-play that will improve students' speaking skill.

Methods, techniques and instruments

Methods

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

The Scientific method will facilitate the study of the role-play intended to improve the speaking skill, and will help in the observations done both before and during the intervention. This method will facilitate the prediction of the possible solution, as well as assisting the collection of data to make relevant predictions and the analysis of it.

The Descriptive method will facilitate description of the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The Analytic-synthetic method will be used to analyze the obtained results through the pre-test and post-test. It will be used also to make the

interpretation of the data, the logical analysis and draw up the conclusions.

The Statistic method will be used to make both the quantitative statistical analysis of the data obtained from the questionnaires and the qualitative text analysis of the data obtained during the observations.

Techniques and instruments

Data collection

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words or actions. Both qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. Being this the case, paper and pencil methods (test) will be used to develop quantitative data collection instruments, and observations and interviews (questionnaire, observation sheet) for the qualitative ones.

Tests

Tests will allow participants to perform cognitive tasks in relation to the basic spoken interaction. Additionally, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre- and posttest results.

Pretest – Posttest

A researcher-made speaking pretest will provide a measure on the speaking skill before the participants (students of first-year "A" of

bachillerato, morning session at 27 de Febrero High School) receive a treatment through the intervention plan designed in this research project. After the treatment or plan of action, a speaking posttest will measure again the performance of the role play in order to make a pretest- posttest comparison of the cognitive dimension of the speaking skill in the participants being treated.

Questionnaire

A researcher-made questionnaire will be administered to the participants to answer questions related to their attitudes and feelings toward the role-play. Likewise the pre and post questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the tests results.

Observation

The emphasis during the observation will be on understanding the natural environment as lived by the students of first year "A" of bachillerato, afternoon session at 27 de Febrero High School during their English classes. There will be two types of observations as detailed below.

Nonparticipant observation

In nonparticipant observation, the researcher is not involved in the situation being observed. The researcher observes and records behaviors but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action

research project which will be supported through the participant observation (Gay, Mills, & Airasian, 2012)

Participant observation

In participant observation, the researcher will become a part and a participant in the situation being. The researcher will participate deliberately in the problematic situation by using the role- play to improve the speaking skill among students of first-year of bachillerato, afternoon session at 27 de Febrero High School during 2019-2020 school year.

Reflective journal

The researcher will use a reflective journal to help her identify important events that will happen in each lesson which eventually provide a better understanding of the process of the intervention plan.

Intervention plan

The intervention plan will be developed during 40 sessions of 45 minutes each one in an 8-week period of time. Session 1 and 40 will be devoted to the administration of the data collection instruments (pre and posttest and questionnaires) the other 38 sessions will be developed with lesson plans and the researcher will record observations on a journal to reflect upon the use of role-plays as a treatment to solve students' issues on speaking skill. As is usual, things will rarely go precisely as expected, therefore some minor changes or deviations will be made to meet possible drawbacks.

On the other hand, a engage, study and activate lesson model plan will be adopted as a treatment to help students in the improvement of their speaking skills as it gives teacher's the flexibility to conduct a classroom in an organized and productive way. Also, this model keeps the students interested, motivated, and eager to learn more that will fit in the development of role-play activities.

Furthermore, the data obtained through the data collection instruments will be used to consider the most appropriate ways of developing and improving student´s speaking skills through the use of role-play.

Description of the intervention plan

The objective of this study is to enhance speaking through role-play to help students of first-year ¨A¨ of bachillerato to improve their speaking skills. Due to the fact that this is an action research study, the development of an intervention plan will be carried out in different phases:

Phase 1. Initial reflection

During a non-participant observation, the teacher candidate was able to see that the students of first-year ¨A¨ of bachillerato, afternoon session did not make any attempt to speak using English with others because there were not used to this kind of activities, the lack of confidence, shyness and fear to make mistakes while speaking. On the other hand, they were more involved in written tasks of completion exercises and teacher centered classes. This situation allowed the teacher candidate to recognize that the speaking skill is an issue among learners who do not have learning

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opportunities to speak or show little or no interest in interact during their speaking English classes.

Being this the concern, the teacher candidate asked herself whether there are some different techniques that would better prepare students to improve their speaking skills. Therefore, having read some mainstream literature about the speaking skill, the researcher found out that role-play activities will empower learners as individuals "To open and close conversations, to make small-talks, to take turns in speaking, to react to others, and to use an appropriate style of speaking" (Brown and Yule as cited by Richards, 2008, p.22)

Phase 2. Planning

As a consequence, to remedy the first-year ¨A¨ of bachillerato student´s weaknesses on the speaking skill, ESA(engage, study, activate) lessons plans will be presented, which are organized with role-play such as scripted and unscripted role -plays, discussion, conversations and performing different roles in a given context. A engage-study-activate lesson plan integrates guided, controlled and free practices that promote oral production among students.

The goal of these role-pay activities will give the students of first-year ¨A¨ of bachillerato the opportunity to improve their speaking skills exploring emotions, discussing and sharing ideas, to make small-talks, take turns in speaking, to react to others, to use an appropriate style of speaking which

eventually improve their speaking skill which is crucial element in students learning.

According to Harmer, (2007) in his book 'How to Teach English', the ESA model can be summarized as follows:

Stage	Purpose	Activity
Engage	The teacher must have the attention of students and involve them emotionally.	Activities such as: • Games • Stories • Music • Pictures Can be used to lead into the language content targeted for that lesson.
Study	The focus is on language and how it is constructed. New information or a revision of previously learned information can be included.	The teacher may include a variety of material to present the information, grammar or vocabulary, students have the chance to work in groups and written and oral English are included during the study phase. Textbooks are useful in this phase of the class.
Activate	The use and practice of the language focus in the Study segment of the lesson.	Exercises and activities are designed for students to use English in Communication, rehearsing what they have learned. Activities include role-playing, debating, story or poem writing, and discussions.

On the other hand, this intervention plan will explicitly respond to the following research questions

- What are the phases of the intervention plan that contribute with the improvement of speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?

- Which role-plays are implemented to improve speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero high school in Loja city during 2019-2020 school year?

Phase 3. Action

The intervention plan will be developed during 40 sessions of 45 minutes each one in an 8-week period of time. Session 1 and 40 will be devoted to the administration of the data collection instruments (pre and posttest and questionnaires) the other 38 sessions will be developed with lesson plans. As is usual, things will rarely go precisely achievements to the planned activities by means of a pre and posttest, a questionnaire, and a journal.

Phase 4. Observation

During the intervention plan, the researcher will monitor and record students of first-year "A" of bachillerato, reactions and achievements to the planned activities by means of a pre and posttest, a questionnaire, and a diary or journal.

Phase 5. Reflection

Once finished the intervention plan, the objective five will be reached by the researcher in order to validate the effectiveness that role-play had in the improvement of the speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero high school in Loja city during 2019-2020 school year.

This intervention plan will be developed with a lesson plan model that contains the following stages: engage, study and activate.

INFORMATIVE DATA

Institution: 27 de Febrero High School　　　　　　**Participants:** 1st year "A" of BGU
Teacher: Lc. Hernan Patricio Cuenca　　　　　　　**School year:** 2019-2020
Researcher: Ana Belén Ramón Rojas　　　　　　　**Topic:** Experience Culture

RESEARCH PROBLEM: : How does role-play improve speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using role-play focused on the following aspects: pronunciation, fluency, accuracy and vocabulary		
LEARNING OBJECTIVES: At the end of this lesson students will be able: •to ask and answer questions about experiences. • to talk about the length of experiences. • to talk about their most significant learning experiences in the context of cultural literacy. By performing conversations, discussions and simulations.		
CONTENTS	**INSTRUCTIONAL FOCUS**	**RESOURCES AVAILABLE / NEEDED**
Pronunciation • Contraction of have and has I've been abroad. She's been abroad. • Reduction of have How long have	**Engage** • Teacher introduces students to the topic by showing some pictures of museums, libraries, cultural buildings and centers then ask students 　Do you like going to museums, libraries or cultural centers? Why? How can these places contribute to a person's education? Do you know of free exhibits in your town? 　Have you been in one of the places in the pictures recently? • Have students talk to their classmates to brainstorm some ideas and share their answers with the class. **Study**	• Pictures • Worksheet • Dictionary • Rubric • Grammar chart • Script conversation

you been here?	• Teacher explains the present perfect by giving examples of real life like I have lived in Loja for 10 years. I have not visited the museum for 2 years.	
	• Students give their own sentences using the correct grammatical structure.	
Key Expressions	• Have students to work in a worksheet ordering the sentences and unscramble words with the usage of the present perfect	
• That's awesome!	• Teacher monitor students and help them if needed	
• It's great!		
	Activate	
Structures		
• Present perfect tense	• Teacher give students a scripted role-play to be performed in class.	
	• Students get into groups to prepare for the performance.	
Speaking Strategy	• Teacher monitors and clarify any doubt.	
• Use "that is" to explain or give more detailed information.	• Students go in front of the class and show their performance Additionally, they explain how they feel performing the roles.	
	• Teacher checks mistakes in pronunciation.	

MONITORING PLAN:
Data Source 1: Pres test – Pre-written questionnaire, rubric
Date Source 2: Observation sheet
Date Source 3: reflective journal

SUPPORT: Coaching and guidance from our thesis advisor.

TIME: November 4th,2019 to November 8th, 2019

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

INFORMATIVE DATA

Institution: 27 de Febrero High School
Teacher: Lc. Hernan Patricio Cuenca
Researcher: Ana Belén Ramón Rojas

Participants: 1st year "A" of BGU
School year: 2019-2020
Topic: Cultural Literacy for Everyone

RESEARCH PROBLEM: How does role-play improve speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using role-play focused on the following aspects: pronunciation, fluency, accuracy and vocabulary		
LEARNING OBJECTIVES: At the end of this lesson students will be able: •Talks about goals, past experiences and lifestyles. To describe important events in people´s life by performing conversations, discussions and simulations		
CONTENTS	**INSTRUCTIONAL FOCUS**	**RESOURCES AVAILABLE / NEEDED**
Vocabulary • Attend, take up, participate, visit, meet, see. That's awesome! **Structures** • Simple Past tense for finished actions in contrast	**Engage** • Show students a text • Invite students to describe the kind of text it is. • Have them read the heading, look at the picture and describe it. • Ask students What kind of text is this? Where would you find a text like this? (website for teenagers, educational website) **Study**	• Text sample • Grammar chart • Flashcards • Leaflets sample • Dictionary • Rubric

to Present Perfect tense for actions in an indefinite past that may continue in the present. • Gerund and infinitive verb combinations.	• Present the new vocabulary (attend, take up, participate, visit, meet, see) by showing flashcards. • Invite students to the examine the Reflect on Grammar chart. • Invite students to give you a personal example using the Present Perfect and Past Simple model e.g. Last year I went to San Felipe island. I've been there only one time. • Invite the whole class to evaluate the answers and provide peer correction. **Activate** • Invite students to perform a role-play • Teacher assign the roles to student • Student 1 ask s2 about a travel experience using the past tense. • E.g: where did you go last vacation. What did you do? What did you like the most?	
MONITORING PLAN: Date Source 1: Observation sheet Date Source 2: Reflective journal Date Source 2: Rubric			
SUPPORT: Coaching and guidance from our thesis advisor.			
TIME: November 11th, to November 15th, 2019			

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN
WEEK 3

INFORMATIVE DATA

Institution: 27 de Febrero High School
Teacher: Lc. Hernan Patricio Cuenca
Researcher: Ana Belén Ramón Rojas

Participants: 1st year "A" of BGU
School year: 2019-2020
Topic: In The Same Boat

RESEARCH PROBLEM: : How does role-play improve speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skill using role-play focused on the following aspects: pronunciation, fluency, accuracy and vocabulary		
LEARNING OBJECTIVES: At the end of this lesson students will be able: To talk about experiences using idiomatic expressions. by performing conversations, discussions and simulations		
CONTENTS	**INSTRUCTIONAL FOCUS**	**RESOURCES AVAILABLE / NEEDED**
Idioms • to be in the same boat • to hit the books • to be a page turner • to take a rain check	**Engage** • Review previous idioms or some of your favorite idioms. • Write the first idiom on the board and show pictures related to them • divide students into groups of 4. Tell them they should discuss its possible meanings and come up with one definition. • Have students to create different categories for each idiom, e.g. the craziest definition, the most creative explanation (even acting could be accepted), opposites, the shortest/ longest definition, etc.	• Idioms list • Scripted role play • Role cards • Colorful markers • Pictures

	- The group with the correct definition (or the closest) will be granted a point. - The group with most points will be the winner and will be given a prize. **Study** - Give a students a scripted conversation with blanks - Have students Read and complete the conversations with the correct idiom. - Invite students to read all the conversations before filling in the blanks. - Go over difficult words and have them - Monitor students and helped them if needed - Have students to complete the conversations. Ask volunteers to role-play - the conversations. Encourage students to imitate correct intonation, linking and to support the verbal discourse with the correct body language. - Correct any mistakes if necessary and check pronunciation, fluency and accuracy. **Activate** - Tell students to get into pairs and assign roles for each student to perform the conversation about their plans. Explain to students that each person has one part of the information. They have to share it by asking appropriate questions. Tell students the activity has a part A and part B so they can both do the questioning and answering. - Invite some pairs to perform their role plays in front of the class and encourage them to expand and spontaneously build on the conversation using the idioms and Key Expressions seen in the unit.	
MONITORING PLAN: Date Source 1: Observation sheet, reflective journal Date Source 3: Rubric		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: November 18th to November 22nd, 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Abili

INFORMATIVE DATA

Institution: 27 de Febrero High School
Teacher: Lc. Hernan Patricio Cuenca
Researcher: Ana Belén Ramón Rojas

Participants: 1st year "A" of BGU
School year: 2019-2020
Topic: Story time

RESEARCH PROBLEM: : How does role-play improve speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skill using role-play focused on the following aspects: pronunciation, fluency, accuracy and vocabulary		
LEARNING OBJECTIVES: At the end of this lesson students will be able: To sequence, connect and describe events of short stories by performing conversations, discussions and simulations		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Vocabulary • strangely, • mysteriously, • immediately, • suddenly, • unfortunately • **Expressions**	**Engage** • Play Hangman by inviting students to discover the mysterious character. • Prepare the description of a well-known fairy tale character. • Write a tale dash for each of the letters in the character's name. Invite students to guess the character. • Provide clues when students ask for help. Example: She's a girl who walks through the woods with a basket of food. (Little Red Riding Hood) **Study** • Give a student some images of famous story tales and have them predict the correct sequence of the actions. Encourage them to use these words to explain the sequence: first, second, third, then, next.	• Flashcards • Sound track • Colorful markers • Worksheet • Images

• Sounds creepy! • I'm all ears. • I don't take it. **Structures** • Past Perfect tense	• Then have them listen and check their predictions. • Draw students' attention to the adverbs and Vocabulary of the lesson. Guide students into explaining in their own words by asking some questions: How do you form an adverb? What suffix do you use? • Teacher writes some examples in the board such as :she picked it up and examined it carefully. • Have students to identify the adverbs of manner (carefully) and attitude (immediately). Write some more examples and call on more volunteers **Activate** • Have students to complete a story using the past perfect tense and the vocabulary provided • Teacher monitor students. • Once they have finished the teacher invite students to tell the story again but adding or changing any information to make it different. • Finally, students roleplay the story and change the reaction to the events of the story! • Teacher gives feedback in pronunciation, accuracy and vocabulary.	
MONITORING PLAN: Date Source 1: Observation sheet, reflective journal Date Source 3: Rubric		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: November 25th to November 29th, 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN
WEEK 5

INFORMATIVE DATA

Institution: 27 de Febrero High School   **Participants:** 1st year"A" of BGU
Teacher: Lc. Hernan Patricio Cuenca   **School year:** 2019-2020
Researcher: Ana Belén Ramón Rojas   **Topic:** Fantasy!

RESEARCH PROBLEM: How does role-play improve speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skill using role-play focused on the following aspects: pronunciation, fluency, accuracy and vocabulary		
LEARNING OBJECTIVES: At the end of this lesson students will be able: to talk about imaginary situations or unlikely events. by performing conversations, discussions and simulations		
CONTENTS	**INSTRUCTIONAL FOCUS**	**RESOURCES AVAILABLE / NEEDED**
Vocabulary • fairy, princess, castle, prince, magical tree, gold, woodcutter, dragon, gnome, straw, elf, giant, Puss in Boots, knight	**Engage** • Ask students to agree or disagree with this sentence: Imagination is more important than knowledge. • Challenge students to think of the creator of this quote (Albert Einstein). • Scramble the letters of his name and have students discover the name. Write on the board: RATBLE TNEESIIN. • Have students to give their opinions about the quote. • For each opinion help students by organizing one letter of the name. • For example, the next letter arrangement could be: ARTBLE TNEESIIN. • Encourage students to speak spontaneously and accept all opinions.	• Quote (Imagination is more important than knowledge) • Images • worksheet • Dictionary • Rubric • Images

Structures	Study	
• Second Conditional	• Show student some images in order to introduce the new vocabulary for the lesson. • Have students to guess the word in each image then write in the board. • Have students to classify the word with its corresponding heading. • Teacher explain the second conditional • Teacher gives to students a short story (worksheet)to complete with the second conditional • Remind students to match the sentences according to the story. They need to refer to the story. **Activate** • Have students to create a story for a show. • Have each group member propose different endings and settings so that there is discussion and students use the Second Conditional. • have students to report some good possible endings and give you the reasons to support their choice. • Teacher gives feedback in pronunciation, accuracy and vocabulary.	
MONITORING PLAN: Date Source 1: Observation sheet, reflective journal. Date Source 3: Rubric		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: December 2nd to December 6th, 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

INFORMATIVE DATA

Institution: 27 de Febrero High School	**Participants :** 1st year "A" of BGU
Teacher: Lc. Hernan Patricio Cuenca	**School year:** 2019-2020
Researcher: Ana Belén Ramón Rojas	**Topic:** He Gives Me the Creeps!

RESEARCH PROBLEM: How does role-play improve speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skill using role-play focused on the following aspects: pronunciation, fluency, accuracy and vocabulary		
LEARNING OBJECTIVES: At the end of this lesson students will be able: to talk about anecdotes using idiomatic expressions by performing conversations, discussions and simulations		
CONTENTS	**INSTRUCTIONAL FOCUS**	**RESOURCES AVAILABLE / NEEDED**
Idioms • to give someone the creeps • to draw a blank • to have something on the tip of your tongue • to be between a hard place and a rock	**Engage** • Have students to revise and use idioms from previous classes. • Randomly distribute 2 or more idioms per group and invite them to create a story. Model some examples: The miller's daughter could not turn straw into gold. She didn't have the knack. So, a gnome had to help her. • Students practice the correct pronunciation of the idioms. • Students can use their dictionaries to check pronunciation **Study**	• Idioms list • Worksheet • Rubric • Dictionary

	- Have students to come up with ideas about what the idiom refers to - Have students to match the idioms with their corresponding meaning - Students complete a worksheet about an anecdote using the idioms of the lesson. **Activate** - In pairs students perform a role play - Teacher assign roles 2 people talking in a friend´s house - Teacher provides questions to use in the role play like: What situations give you the creeps? What do you do when you draw a blank? What situations make you feel between a hard place and a rock? - Give students time to prepare. - Students perform performed the conversation in the class. - Teacher check correct pronunciation, fluency, accuracy and the vocabulary (idioms)	
MONITORING PLAN: Date Source 1: Observation sheet Data Source 2: Reflective journal Data Source 3: Rubric		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: December 9th, to December 13th, 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN
WEEK 7

INFORMATIVE DATA
Institution: 27 de Febrero High School   **Participants:** 1st year "A" of BGU
Teacher: Lc. Hernan Patricio Cuenca   **School year:** 2019-2020
Researcher: Ana Belén Ramón Rojas   **Topic:** Traveling the World

RESEARCH PROBLEM: How does role-play improve speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?	
GOAL: By the end of the intervention plan students will be able to improve their speaking skill using role-play focused on the following aspects: pronunciation, fluency, accuracy and vocabulary	
LEARNING OBJECTIVES: At the end of this lesson students will be able: To talk about travelers and traveling experiences by performing conversations, discussions and simulations	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED

Vocabulary • kayaking, tent, hiking, hotel, plane, canoe, foot, cabin, sightseeing, campsite, bicycle trip, • bus tour, cruise trip **Expressions** • to be green, • that kind of thing **Structures** • Using much and very, • tag questions **Pronunciation** • Use rising intonation in tag questions when you don't know the answer.	**Engage** • Play a game. Tell students you're traveling with some of them. You'll take only the students who are cool travelers. Students' answers should comply with a rule you decide upon. That is, if you decide all activities are related to water, all students have to mention an activity that involves doing that. For example: I'm going swimming. What are you going to do? Possible categories: Take an object whose first letter is the same as the first letter in their names Urban tourist activities Traveling by land **Study** • Teacher shows some pictures of different activities to do when travelling to introduce the vocabulary • Have students guess the name of each activity or sport. • Explain students when do we use much and very and the usage of tag questions • Teacher ensure that students can locate the expressions *to be green* and *that kind of thing* in the context where they appear. • Teacher writes some more examples on the board for them to replace with the correct expression: e.g. People are trying to be more enviromentally friendly now because of the climate crisis. I love to practice water sports like canoeing, surfing, swimming and kayaking. **Activate** • Students perform a role-play conversation comparing 3 types of travelers • Students use a script to follow the conversation.	• Pictures • Script of the conversation • Dictionary • Colorful markets • Rubric

• Use falling intonation when you are asking for confirmation or agreement.	• Teachers provided feedback in pronunciation, accuracy if it is needed.	

MONITORING PLAN:
Date Source 1: Observation sheet
Date Source 2: Reflective journal.

SUPPORT: Coaching and guidance from our thesis advisor.

TIME: December 16th to December 20th, 2019

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

INFORMATIVE DATA

Institution: 27 de Febrero High School	**Participants:** 1st year "A" of BGU
Teacher: Lc. Hernan Patricio Cuenca	**School year:** 2019-2020
Researcher: Ana Belén Ramón Rojas	**Topic:** You Can't Miss It!

RESEARCH PROBLEM: How does role-play improve speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skill using role-play focused on the following aspects: pronunciation, fluency, accuracy and vocabulary		
LEARNING OBJECTIVES: At the end of this lesson students will be able: To request information politely and ask for and give simple directions by performing conversations, discussions and simulations		
CONTENTS	**INSTRUCTIONAL FOCUS**	**RESOURCES AVAILABLE / NEEDED**
Vocabulary • restrooms, maple tree, cabin, parking lot, cafeteria, campsite, fire ring, kayak rental office, showers, statue **Expressions**	**Engage** • Write these sentences on the board and invite students to create similar ones and give different opinions using much and very. Hold a contest or mini-debate with the whole class: a. Planes are very fast. Yeah, but bicycles are much more eco-friendly b. Hotels are very _____. Yeah, but camping is a _____ outdoor activity	• School map • Worksheet • Grammar Chart • Images

• You can't miss it. • It's forbidden. **Structures** • Indirect questions	**Study** • Teacher Explain students what direct and indirect questions are, request information politely and ask for and give simple directions using a grammar chart. • Teacher provided some examples then students give them owns • Teachers provided a map of the school so students can see where each department is located. • In pairs students ask each other where the cafeteria, restroom, parking etc in located in the school • Students share their answer in class • Remind students of the two different kinds of direct questions (wh-questions and yes/no questions) before changing the questions into indirect ones. • To include some examples with yes/no, questions, write them on the board:e.g. Can I use my cell phone here? Do you know if I can use my cell phone here? Is this the way to the restaurant? Can you tell me if this is the way to the restaurant? **Activate** • Role-play conversations about situations in the camping site. • Have students to role play conversations using the map or the school grounds. • Have them read the example and encourage them to use the expressions and the grammar they practiced in class. Remind them to use hand movements and gestures to back up their verbal production.	
MONITORING PLAN: Data Source 1: Pres test – Pre-written questionnaire Date Source 2: Observation sheet Date Source 3: Reflective journal Date Source 4: Rubric		
SUPPORT: Coaching and guidance from our thesis advisor.		

TIME: January 6th to January 10th,2029

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

g. TIME LINE

Phases	Activities	2019 Sep	Oct	Nov	Dec	2020 Jan	Feb	Mar	Apr	May	Jun	Jul
Project	Presentation	x x x										
	Correction	x x										
	Approval		x x									
	Appointment of the Thesis Advisor		x									
Intervention Plan	Validation of Data Collection Instruments			x								
	Act and Observe			x x x x x	x x x x							
	Data Organization and Tabulation					x x x x						
Thesis Process	Interpreting and Reflecting						x x x x					
	Writing up and Reporting							x x x x				
	Thesis Review and Certification								x x x x			
	Graduation Application Procedures								x	x x x x x		
	Private Review of the Thesis									x x x x		
	Corrections										x x x	
	Public Presentation											x x

h. BUDGET AND FINANCING

Budget

Expenses	Cost
Internet connection	$120.00
Print of reports	$300.00
Print of the project	$300.00
Copies	$300.00
Unforeseen	$100.00
TOTAL	$ 1120

Financing

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

Resources

Human

- The teacher candidate as a researcher
- The thesis advisor
- Students of first-year ¨A¨ of bachillerato, afternoon session at 27 de Febrero High School academic period 2019-2020.

Material

- Printed materials
- Books

- Notebooks
- Laptop

Technical

- Computer
- Printer
- Internet connection

i. BIBLIOGRAPHY

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ANNEXES

Annex 1. Observation Sheet

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT

Researcher: Ana Belén Ramón Rojas

Observation Sheet.		
Observation #: Topic: Objective of the session (What will students be able to do/know at the end of this session)	Date /Time: Class size: Participants: Tenth- grade students	Location: Duration of the observation start/end time: Observer involvement: participant/ not participant

Dependent variable: Speaking skill					
Rating scale 4=always 3 = usually 2 = sometimes 1 =rarely 0 = not observed					
Descriptors	4	3	2	1	0
Students ask or respond to questions fluently.					
Student show evidence of standard pronunciation.					
Students show evidence of standard accuracy.					
The students consistently use standard vocabulary					

Independent variable: Role-play					
Rating scale 4=always 3 = usually 2 = sometimes 1 =rarely 0 = not observed					
Descriptors	4	3	2	1	0
Students use role- play during the spoken lesson.					
Students improve their speaking skills through role-plays.					
Students confidence is total when performing role-plays in classroom.					
Students feel motivated to speak when performing role-plays					
Student's fluency improves by using role-plays.					

Annex 2. Reflective Journal

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT

Researcher: Ana Belén Ramón Rojas

Reflective Journal		
Observation #:	**Date/Time:**	**Role of the researcher:**
Topic:	**Class size:**	Participant observer
Objective of the session:	**Participants:** 1st year ¨A¨of BGU	**Duration of the observation:**
Description of the event	**Reflective Notes:** **SKILLS**	

Annex 3. Pre Test and Postest

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DATA COLLECTION SOURCE: PRE AND POST TEST

Student's code:……………………………………………………..
Date: ……………………………………………………………………

Instructions:

1. **Imagine you have been in Paris. Tell your experience using the vocabulary in the box (vocabulary) 2p.**

- Eiffel tower
- Meet
- See
- That´s awesome
- Visit

2. **Describe your last vacations. (fluency) 2p**

Where did you go?

What activities did you do?

What did you like the most?

3. **Discuss about the following questions(accuracy) 2p**

Do you like to go to the cinema?

What type of films do you like best? (Why/Why not)

4. **Read the following quote (pronunciation) 2p**

¨ Try not to become a man of success but rather to become a man of

value¨. Albert Einstein

5. Describe the following pictures (accuracy) 2p

Thank You

Rubric

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DATA COLLECTION SOURCE: RUBRIC

Student's code: ……………………………………………………….

Date: ………………………………………………………………..

	Poor 1 point	Medium 2 points	Good 3 points	Excellent 4 points	Total
Pronunciation	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error	Student's pronunciation was like a native speaker	
Fluency	Student was unable to ask or respond to questions.	Student took a long time to ask and respond to questions.	Students were able to ask and answer the questions with little difficult	Students were able to communicate clearly with no difficulty.	
Accuracy	The student made a lot of mistakes in the word order of the sentences and could not correct these mistakes.	The students made some mistakes in the word order of the sentences.	The student had few mistakes in the word order of the sentences.	The student gave an answered without mistakes in the word order of the sentences.	
Vocabulary	Vocabulary that is used does not match the task	Basic vocabulary choice with some words clearly lacking	Good range of relatively well-chosen vocabulary	Wide range of well-chosen vocabulary	
				Total Score	

Annex 4. Pre Questionnaire and Post Questionnaire

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DATA COLLECTION SOURCE : PRE AND POST QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

Student's code: ………………………………………………………….

Date: …………………………………………………………………

1. **Does your teacher use role-play during the speaking lesson?**
   - Always   ( )
   - Sometimes   ( )
   - Never   ( )
2. **The role-play is a simple practice that improves speaking skills.**
   - Agree   ( )
   - Undecided   ( )
   - Disagree   ( )
3. **Have you ever played a role in your classroom?**
   - Yes   ( )
   - No   ( )

4. **Does the use of role-plays motivate you to speak?**
   - Yes   ( )
   - No   ( )
5. **Do you think that role- play will improve your fluency in English?**
   - Agree   ( )
   - Undecided   ( )
   - Disagree   ( )

THANKS FOR YOUR COLABORATION

Annex 5. Research Matrix

Research Matrix

Theme: Role-play to improve speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year

Problem	Objectives	Theoretical frame	Methodological design (action research)	Techniques and instruments
General How does the role-play improve speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year? **Specifics** • What theoretical and methodological references about the role-play are adequate for improving speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year? • What are the issues that limit the development of the speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?	**General** To improve the speaking skill through the role-play among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year. **Specifics** • To research the theoretical and methodological references about the role-play and its application on the speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year • To diagnose the issues that limit the development of speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year	• The role-play • Characteristics of role-play • Benefits of role-play • Types of role play • Role-play activities • Steps during the role-play • Feedback in role plays. • The skill of speaking • Speaking genres • Purpose of speaking • Aspects of speaking • How to teach speaking. • Evaluating speaking • Types of speaking test.	**Preliminary investigation** • Observing the English classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodological framework for research • Designing and intervention plan **Intervention plan** • Administering test and questionnaires • Observing and monitoring students' performance according to the intervention plan	• Non participant observation (participant and non-participant observation) • Pre and post test • Pre and post questionnaire • Teacher's journal • Observation sheet.

• What are the phases of the intervention plan that contribute with the improvement of speaking skill among students of first-year "A" of bachillerato afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?	• To design an intervention plan based on the role-play in order to improve the speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.		**Presentation of research findings** • Reflecting, analyzing and answering the proposed inquires • Organized the final report.	
• Which role-plays are suitable for the improvement of the poken skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?	• To apply the most suitable role-play in order to improve the speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year			
• How effective was the application of role-play on improving the speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?	• To validate the effectiveness that role-play had in the improvement of the speaking skill among students of first-year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.			

Annex 6. Grading Scale

Spoken interaction.

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
8-7	Average
6-1	Below averagee

Role-play

Quantitative score range	Qualitative score range
81-100	High level of role-play activities
61-80	Expected level of role-play activities
41-60	Moderate level of role-play activities
21-40	Unexpected level of role-play activities
01-20	Low level of role-play activities

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