



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE

IMPROVEMENT OF SPEAKING SKILL THROUGH THE USE OF ROLE PLAY AND SIMULATIONS WITH THE SECOND YEAR OF BACHILLERATO, AT 27 DE FEBRERO HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014- 2015.

Thesis as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization.

AUTHOR

JIMMY ALEXANDER TINITANA TINIZARAY

THESIS ADVISOR

Dra. CARMEN ENITH DÁVILA VEGA, Mg.Sc.

LOJA-ECUADOR

2016

CERTIFICATION

DRA. CARMEN ENITH DÁVILA VEGA, MG.SC. PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD NACIONAL DE LOJA.

C E R T I F I E S

The present research work entitled **IMPROVEMENT OF SPEAKING SKILL THROUGH THE USE OF ROLE PLAY AND SIMULATIONS WITH THE SECOND YEAR OF BACHILLERATO, AT 27 DE FEBRERO HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014-2015.** under the responsibility of the undergraduate student: Jimmy Alexander Tinitana Tinizaray has been thoroughly revised and full analyze, therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, March 31, 2016



Dra. Carmen Enith Dávila Vega, Mg. Sc

THESIS ADVISOR.

AUTORÍA

Yo, JIMMY ALEXANDER TINITANA TINIZARAY, declaro ser el autor de esta tesis y expresamente, eximo a la Universidad Nacional de Loja y a sus representantes legales de posibles reclamos o acciones legales por el contenido de la misma.

Adicionalmente, acepto y autorizo a la Universidad Nacional de Loja, la publicación de mi tesis en el repositorio institucional digital de la biblioteca.

Los resultados del trabajo de investigación, los criterios, análisis, conclusiones y recomendaciones expuestas en la presente tesis, son de exclusiva responsabilidad del autor. Las mismas pueden ser usadas como un recurso para cualquier tipo de investigación.

Autor: Jimmy Alexander Tinitana Tinizaray

Firma: _____



Cédula: 1104978208

Fecha: Marzo 31, 2016

CARTA DE AUTORIZACIÓN DE TESIS POR PARTE DEL AUTOR, PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DEL TEXTO COMPLETO.

Yo, Jimmy Alexander Tinitana Tinizaray declaro ser el autor de la tesis titulada **IMPROVEMENT OF SPEAKING SKILL THROUGH THE USE OF ROLE PLAY AND SIMULATIONS WITH THE SECOND YEAR OF BACHILLERATO, AT 27 DE FEBRERO HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014- 2015.**; como requisito para optar el grado de Licenciado en Ciencias de la Educación, mención: Idioma Inglés; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que confines académicos, muestre al mundo la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional.

Los usuarios pueden consultar el contenido de este trabajo en el RDI, en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia de la tesis que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja, a los treinta y un días del mes de marzo del dos mil dieciséis, firma el autor.

Firma:.....

Autor: Jimmy Alexander Tinitana Tinizaray.

Cédula: 1104978208

Dirección: Loja, barrio Punzara Alto – Avenida de Los Paltas.

Correo electrónico: tini10jimmy@hotmail.com

Celular: 0969119034

DATOS COMPLEMENTARIOS

Director de tesis: Dra. Carmen Enith Dávila Vega, Mg. Sc

Tribunal de grado:

Dra. María Lorena Muñoz Vallejo, Mg. Sc

Dra. Silvana Isabel Trujillo Ojeda

Lcda. María Patricia Rodríguez Ludeña, Mg. Sc

PRESIDENTA

PRIMER: VOCAL

SEGUNDA: VOCAL

ACKNOWLEDGEMENTS

My thankfulness to Universidad Nacional de Loja, to the Área de la Educación, el Arte y la Comunicación, especially to the authorities and professors of the English Language Department, for giving me the opportunity to study and finish my studies. Also for the required support and the knowledge learned to be able to obtain the bachelor's degree.

Similarly, to "27 de Febrero" high school where the research work was carried out, its representatives, teachers and students for allowing me to complete my research work.

Finally, I express my very special thanks to Dr. Mg. Carmen Enith Dávila Vega for her kind support with the thesis and wise advice, and who has helped me with various recommendations during the development of my research work.

THE AUTHOR

DEDICATION

I express my sincere thanks to all the people who made possible the achievement of this goal.

I would like to dedicate this thesis firstly to God; after that to my family, especially to my parents Maximiliano and Marilu because they have given me all their support to accomplish it; also, because they mean so much to me and without them this goal would not be possible.

To my seven brothers, who have given me their support and wise advice to never give up and for their motivation.

JIMMY ALEXANDER

MATRIZ DE ÁMBITO GEOGRÁFICO

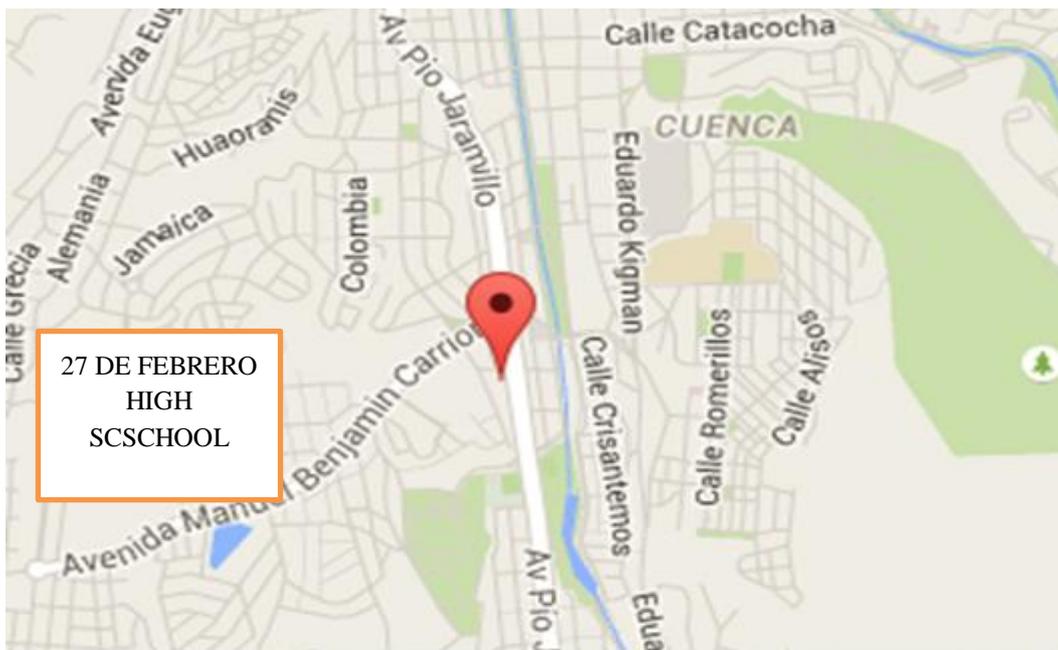
ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA: ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN											
TIPO DE DOCUMENTO	AUTOR / NOMBRE DEL DOCUMENTO	FUENTE	FECHA/AÑO	ÁMBITO GEOGRÁFICO						OTRAS DESAGREGACIONES	OTRAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIAL	CANTÓN	PARROQUIA	BARRIOS COMUNIDAD		
TESIS	JIMMY ALEXANDER TINITANA TINIZARAY IMPROVEMENT OF SPEAKING SKILL THROUGH THE USE OF ROLE PLAY AND SIMULATIONS WITH THE SECOND YEAR OF BACHILLERATO, AT 27 DE FEBRERO HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014-2015.	UNL	2016	ECUADOR	ZONA 7	LOJA	LOJA	SAN SEBASTIAN	LA TEBAIDA	CD	LICENCIADO EN CIENCIAS DE LA EDUCACIÓN, MENCIÓN: IDIOMA INGLÉS.

MAPA GEOGRÁFICO Y CROQUIS

UBICACIÓN GEOGRÁFICA DEL CANTÓN DE LOJA



CROQUIS DE LA INVESTIGACIÓN COLEGIO “27 DE FEBRERO”



THESIS OUTLINE

- i. COVER PAGE
- ii. CERTIFICATION
- iii. AUTORÍA
- iv. CARTA DE AUTORIZACIÓN
- v. ACKNOWLEDGEMENTS
- vi. DEDICATION
- vii. MATRIZ DE ÁMBITO GEOGRÁFICO
- viii. MAPA GEOGRÁFICO Y CROQUIS
- ix. THESIS OUTLINE
 - a. TITLE
 - b. RESUMEN
ABSTRACT
 - c. INTRODUCTION
 - d. LITERATURE REVIEW
 - e. MATERIALS AND METHODS.
 - f. RESULTS
 - g. DISCUSSION
 - h. CONCLUSIONS
 - i. RECOMMENDATIONS
 - j. BIBLIOGRAPHY
 - k. ANNEXES
INDEX

a. TITLE

IMPROVEMENT OF SPEAKING SKILL THROUGH THE USE OF ROLE
PLAY AND SIMULATIONS WITH THE SECOND YEAR OF
BACHILLERATO, AT 27 DE FEBRERO HIGH SCHOOL IN LOJA CITY,
DURING THE ACADEMIC PERIOD 2014 – 2015.

b. RESUMEN

El presente trabajo de investigación tuvo como objetivo mejorar la destreza del habla a través del juego de roles y simulaciones, con el segundo año de Bachillerato en el colegio 27 de Febrero. Para desarrollar este trabajo de investigación se utilizaron los siguientes métodos: científico, analítico-sintético, descriptivo y estadístico. Por otra parte para recolectar información se utilizaron pruebas y cuestionarios que se aplicaron a treinta estudiantes tanto al inicio como al final de la intervención. Los principales resultados obtenidos después de la intervención mostraron que los estudiantes mejoraron la destreza del habla en cuatro aspectos, pronunciación, gramática, fluidez y comprensión en una manera aceptable. Se concluye que, la aplicación del juego de roles y simulaciones ayudó a los estudiantes a reducir el temor al hablar en inglés, y a sentirse más relajados y colaborativos en el desarrollo de las actividades en el aula lo que incrementó su participación considerablemente.

ABSTRACT

The present research work had as general objective to improve the speaking skill through the use of Role Play and Simulations with the second year of Bachillerato at 27 de Febrero High school. To develop this research work the following methods were used: the scientific, analytic-synthetic, descriptive and statistical. Moreover, to collect information tests and questionnaires were used and applied to thirty students at the beginning and at the end of the intervention plan. The main results obtained after the intervention showed that students improved the speaking in four aspects, pronunciation, accuracy, fluency and comprehension in a considerable way. It is concluded that the application of role play and simulations helped students to reduce the fears of speaking in English, and to feel more comfortable, relaxed and collaborative performing the activities increasing their participation considerably.

c. INTRODUCTION

Nowadays, language is a tool for communication. We communicate with others to express our ideas and to know others ideas as well, communication takes place where there is speech; without speech we cannot communicate with one another, hence the importance of speaking skills is enormous for the learners of any language.

However, At 27 de Febrero High School there is a problem with student's speaking skills due to the fact that, students cannot produce the language correctly; the majority of the students of the second year parallel "A" face many problems of speech because they can not use the correct grammar structure to speak in english, and they cannot pronounce the words in english correctly, they speak with hesitation and repetition. Furthermore, they are not be able to comprehend very well the requirements asked by the teacher.; for all the reasons mentioned before, the problem that motivated the researcher to develop this work was to know; how do role play and simulations improve the english speaking skill?

This research was chosen in order to look for a solution to the development and performance of the students' speaking skills, to implement a different option in the teaching and learning process focused on the speaking abilities, and to use role play and simulations as part of the activities in class; role play and simulations provide an interesting way to interact with each other.

Furthermore, the specific objectives related with the present research work were: to investigate the theoretical references about speaking and role play and

simulations to help the second year of Bachillerato; to diagnose the aspects that limit the students' speaking skills through a pre-test; to design an intervention plan which contains role Play and simulations activities to improve the students' speaking skills; to apply Role Play and Simulations in the class to solve the limitations of speaking of second year students of bachillerato; and finally, to reflect upon the effect that the use of role play and simulations had on students' speaking skills.

Four methods were used along the research: the scientific method was used to study the appropriate resources needed to improve students' speaking skill, the descriptive method helped to define the different phases of the research work, the analytic-synthetic method was used to study and interpret the obtained results through the pre and post-tests and the pre and post-questionnaires, and the statistical method helped to make the quantitative and qualitative analyses of the data obtained; the application of different methods, techniques and instruments in the intervention plan helped in the development of the different stages of this investigation.

A total of thirty learners were given a speaking test and a questionnaire, the test was elaborated based on the contents that students were studying, and the questionnaire which was analyzed qualitatively included seven questions asking about the use of role play and simulations and oral expressions.

The present research work contains the following sections; the abstract which describes the most relevant aspects of the thesis, objectives, methods, results and

conclusions; the introduction that makes reference of the contextual frame of the problem; the literature review includes the main theoretical references about both variables of the research; next, materials and methods, the instruments, methods, and techniques that have been used in the research process. Additionally, It gives a reference about the population, the results section, contains the pre and post tests and pre and post questionnaires findings organized in tables and graphics. Furthermore, It contains the analysis and interpretation of the results; the discussion, which includes the major findings of the research, the meanings behind the results and reasons why the findings are relevant, the conclusions, which were made on the results of the data gathered, and finally the recommendations section which includes some suggestions for teachers in order to improve their teaching practice.

d. LITERATURE REVIEW

Speaking

Definition

According to Brown (2001), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions (Burns & Joyce, 1997).

Grognet (2000), establishes that speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating.

Speaking is a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts. It entails three areas of knowledge (Burn kart, 1998). First, the mechanical elements of language (pronunciation, grammar, and vocabulary), which allows the speaker to use the right words in the correct sequence and appropriate pronunciation. Second, the speaking functions (transaction and interaction), which enables the speaker to know when the clarity of the message is needed (as in carrying out the transaction or in exchanging of information) and when a deep understanding is not necessary (as in the

development of relations). Third, the socio cultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) which enable an individual to realize the conversational situation, whom he is talking to, and what the purpose of speaking is.

The importance of speaking skill.

Brown (2001), says that language is a tool for communication, we communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech, without speech we cannot communicate with one another. The importance of speaking skills hence is enormous for the learners of any language.

Components of speaking skill.

According to Syakur (2007), said that there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it

Grammar

It is the student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

How to teach speaking skill?

One of the main concerns of the most language teachers is how to help language learners to develop satisfying language proficiency. In this regard, speaking proficiency has received the greatest attention among both the language teachers as well as the language learners. This is because speaking is a crucial part of the language learning process. The major goal of teaching speaking skill is communicative efficiency.

Language learners should be able to make themselves understood by using their current proficiency. They should try to avoid confusion in the message because of the faulty pronunciation, grammar, or vocabulary.

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

Teaching speaking in ESL learners consists:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

Techniques for teaching speaking skill.

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. What does it mean to “teach speaking”? In the ESL classroom, teaching speaking refers to many things: produce the English speech sounds and patterns use word and sentence stress, intonation patterns and the rhythm of the sound language select appropriate words

and sentences according to the proper social setting, audience, situation and subject matter organize thoughts in a meaningful and logical sequence expressing values and judgments using the language quickly and confidently with few unnatural pauses (fluency).

Using minimal responses, recognizing scripts, using language to talk about language are techniques that help the teacher to teach speaking in the classroom. Also, Instructors need to combine structured output activities, which allow for error correction and increased accuracy; with communicative output activities that give students opportunities to practice language use more freely, in which information gap and jigsaw activities are appropriate for it. Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity *are* role plays *and* discussions (Hayriye Kayi, 2006).

Activities to promote speaking

- Discussions
- Role play
- Simulations
- Information gap
- Brainstorming
- Storytelling
- Interviews

- Story completion
- Reporting
- Picture describing
- Find the difference

How to teach speaking in the classroom

Many linguists and language teachers agree that students learn speaking skills best through “interacting”. Teachers should try to use “real” situations that require communication and collaboration (working together) between students.

Form, meaning and fluency

When preparing a speaking skills lesson, should you focus more on form (grammar), meaning (expressing ideas clearly) or fluency (the ability to speak the language with ease, without too many pauses or searching)?

Form

For beginning students, it is often best to start with some simple memorized phrases, to help students understand the correct form of speaking. Repetition drills and substitution drills are helpful. In repetition drills, the teacher will vary the speed of the drill - starting slowly and increasing the speed as students learn the skill. In substitution drills, the teacher will teach one phrase and then begin to substitute words (example: I like candy. I like chicken. etc.) For more advanced students, teachers can introduce new grammar to the class by introducing phrases in speaking drills (example: to teach relative clauses - each student makes a statement about his/her mother - “My mother is a person who likes to grow flowers.” “My mother is a person who...”)

Meaning

Meaning focused speaking activities usually follow form focused activities. In meaning focused activities, the teacher usually provides a topic to the students and gives them a chance to work with partners or small groups to develop ideas on the topic and practice talking about the topic. For lower level students, teachers can give them topics such as animals and provide partners or groups questions to ask each other (example: which animal is your favorite? Why do you like that animal? What kind of animal would you like to be?" "Why?") In this example, students are practicing and repeating simple forms and also adding extra information. For more advanced students, teachers can provide discussion topics to partners or small groups.

Fluency

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Kayriye Kayi 2006)

Principles for teaching speaking

Nunan (2003), proposes four principles for teaching speaking. Below are the descriptions:

Give students practice with both fluency and accuracy

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

It is important for language teachers to be aware of how much they are talking in class so they don't take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

Plan speaking tasks that involve negotiation for meaning

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating

with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Assessment of speaking skill

In order to objectively assess one's speaking skill, there has to be a basic understanding of the speaking assessment criteria, which are enumerated below. measure your speaking skill based on these.

Pronunciation - This refers to the way each word is uttered correctly and clearly.

Stressing and Intonation - This refers to how certain words and phrases are given emphasis, as well as the correct rise and fall of pitch.

Correctness -This refers to grammar, syntax, and construction. These aspects need to be correctly used; errors and mistakes can give a negative impression on the listeners and create confusion.

Vocabulary - This refers to the choice of words; the speaker must have a wide vocabulary to effectively verbalize thoughts and ideas.

Voice Quality -Aside from the speaker's physical appearance, the quality of his voice also affects the impression of the listener on him. The voice must be clear, crisp, and full because it is the medium by which the message is relayed to the listener.

Fluency - This refers to the ability to use the required language in a manner that is smooth and spontaneous.

Appropriateness – The speaker must be able to measure the audience properly, in terms of what type of audience they are and match the message to this classification. For example, if the listener is a top-level executive, then the tone

and content of the message should be appropriate to this person. Ideas and information must be relevant and interesting to the audience.

Role play and Simulations

Definition

Scarcella and Crookall (1990), establish that Role playing/simulation is an extremely valuable method for L2 learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur and how it facilitates second language acquisition. Also Role play simulation is a form of experiential learning that allows you to “cover” the same sort of topics as you would in a lecture course while moving your students from passive to active learners (Dr. Laure Paquette, 2012).

Role-play is often included within simulation. This allows for extended interaction between the students. These two activities help to recreate the language used in different situations. This is the type of language the students are most likely to use outside the classroom. The main benefit is that it enables a flow of language to be produced that might otherwise be difficult to produce or create. (Neville & Shelton, 2009).

However, Simulations and role-playing allow the student to learn through the experience of a character or personality they assume in the role play environment. Angelica and Brad (Wednesday, November 7, 2012) affirm that, Simulations and role-plays are very useful for speaking activities, where the emphasis is on fluency

and not so much on accuracy. They can be fun and your students could really grow to like them if you adapt them to their age and level of knowledge.

Role-play and simulation are common activities in the classroom. Although role-play and simulation are separate activities, but they are often conducted at the same time. The distinction between the two may not be as clear cut as it appears. They in fact complement each other.

Role-play

Role-play is a structured set of circumstances that mirror real life and in which the participant acts as instructed. The participant is asked to play the part of someone else. He is given details about the person and situation that he is supposed to be in. The activity the student is given is in fairly controlled scenarios. The student interacts in small groups or pairs taking the part of different characters. In extended role-playing, improvisation is included. According to Hodgson and Richard (1974), improvisation is a spontaneous response to the unfolding of an unexpected situation.

This activity is less guided and allows more room for spontaneous response. The tension or conflict in role-play creates unpredictability and this is a key element in language use and something students should be prepared for.

Simulation

Simulation is a problem-solving activity where the student brings his own personality, experience and opinions to the task (Livingstone, 1983). It involves discussion of a problem which is presented by the teacher. The students normally bring their own experience to the portraying of the roles in simulation. The

situation need not be a real life situation like a board meeting but can be imaginary like being stranded in a desert island. Simulation was originally used as a learning technique in business and military training. The outcome of the simulation was of paramount importance. In language learning however, the end product of the decision reached is of less importance than the language used to achieve it.

Kinds of Role-plays

Character role-play

With a character roleplay you play with self-made characters. You decide their personalities, looks, names, habits and abilities on your own. It's a person from your fantasy.

Anime role- play

In an anime role play, you play with characters from an anime. You can't decide their looks or names, but you can change their personalities and habits in the roleplay.

Story role play

Contrary to the other role plays, this role play continues for a while, even when it stopped. This role play is like a story: It continues until the end or when you quit the role play. It's a role play you can continue the next day. This role play is played most of the time with a self-made character. When people don't have a self-made character, they play with the name where they're known with.

Real life role play

You are playing the roleplay online, but you use yourself as your character. You still play online, but then with your real name.

Fantasy Role-play

Fantasy RPs are especially based on myths and mythical creatures like gods, angels, demons, fairies, et cetera. The difference with demon RPs is that fantasy RP contains all kind of magical creatures, not just demons.

Normal Role-play

Normal RPs are based on real life, so no magic, powers or anything like that.

Romantic Role-play

Romantic RPs contain love. This type of RP can be played in combination with all the other types.

Action Role-play

Action RPs are like Action Movies, with missions and a certain goal.

Sci-Fi Role-play

Sci-Fi RPs are RPs which are a genre of fiction with imaginative but more or less plausible content such as settings in the future, futuristic science and technology, space travel, parallel universes, aliens, and paranormal abilities.

Adventure Role-play

Adventure RPs are RPs in which a character or more characters take upon a journey and grow up with it, such as Pokémon.

Comedy Role-play

Comedy Role-plays are RPs which can be very funny and hilarious. This type of RP can be used with other types to be more hilarious. Example: with ecchi.

Drama Role-play

Drama RPs contain drama, such as accidents, cheating, kidnapping, traumatic events, et cetera. This type of RP can be played with all other types of RPs.

How to teach using Role play- Simulation

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. Role-play activities can be a lot of fun. However a class full of shy students may be reluctant to participate, so it is important to know your students.

Regardless of what type of role-play you intend to do, it is imperative that students feel comfortable with the necessary structures and vocabulary.

Sarkissian McPhilomy, & Susanna, Ed.D (2014) consider that role-playing and simulation techniques could be used in teaching grammar to learners of English as a Second Language (ESL). Role play and simulation are interactive activities which can help students to learn through experiences and used them as tools to build their confidence and increase motivation in the process of learning grammar.

Why role play is useful in speaking:

Phil Bartle (2011), assumes that Role-playing, or "learning through acting", is a technique that requires participants to perform a task in a realistic situation simulating "real life". This type of exercise is an effective means to take in and

absorb the content and substance of new ideas. It facilitates an active understanding of the information and gives participants the opportunity to apply new skills and abilities. The simulation serves as a rehearsal on how to conduct future activities. By recreating models of real situations, which "play out" a problematic scenario, the participants are given the opportunity to see the situation from perspectives other than those they might be taking in reality. Both the participants and the facilitators have an opportunity to see "hidden obstacles" that may arise in dealing with the problem and can then explore alternative ways of addressing them.

The participants not only rehearse their own behavior in a particular situation, but also have the opportunity as a group to evaluate how effective the staged resolution of the problem actually was.

Role-playing is one of the effective methods to learn and gain experience. An individual is likely to remember their personal feelings more intensely and for a longer period of time. The role game helps to analyze how people behave in a certain situation, how to evaluate and predict their reactions. Therefore, to gain the maximum effect from the role game, proposed situations should be as close to reality as possible.

How to Conduct a Role Play- Simulation Exercise?

According to Phil Bartle (2007), there are three stages to a standard role-play exercise: (1) the set-up, (2) the play, (3) the follow up:

Setting up

In the set up stage, the training team describes the scenario and assigns roles to the participants. If the participant plays a particular role in reality, it would be more effective to assign a different role to that participant during the role-play exercise. Another option is to put together a single page description of the scenario to be worked out by the role-play participants.

Alternatively, it may be useful to write one-paragraph descriptions of the key role players. A description can include the main objectives and concerns of the person in that role, perhaps can include some key dialogues or a statement to be read by the person playing the role.

The Play Stage

During the play stage, the participants act out their roles and the play is carried out. If the role-play becomes too long, then the facilitators can give the participants a time warning of one or two minutes, and then end the play after that.

The Follow Up

It is important for all the participants to discuss what happened during the role-play. They may question individual role-players to ask why they took a particular position, made a certain statement, or undertook an action. The explanation and the resulting discussion is important for the participants to obtain a greater understanding of the social dynamics related to a particular "real life" situation.

Advantages of using Role play- Simulation

For role-play and simulation to be successful, 100% participation from the students should take place. The discussions require a great deal of mental activity as each student tries to express himself to show his understanding and to relate

what is being said with his own opinions. Thus opportunities to generate language use arise. This is one of the main concerns of language teaching.

The problems of discipline and motivation can also be reduced. Learning is active and not passive when role-play and simulation are used. They require mental and physical activity e.g. gesturing to put forward a point. The students have to concentrate in order to participate effectively. This would leave little room for playing tricks or getting into mischief. In fact such negative behavior can be diverted into the role-play and simulation activities, which ironically can make the situation more interesting. Since the situations in these activities are often related to real life, the students will see the relevance and they may be more motivated to participate and to use the target language. Hence, relevance would increase the motivation to learn, which in turn will increase student involvement, thus reducing discipline problems which often arise from boredom and lack of motivation.

These dramatic activities can be graded to suit a whole range of abilities since no learning group is homogeneous. The roles can be designed for faster or slower learners. The dominant roles can be taken by the fluent students and the shy students can take a less active role but their participation is still required. For lower level classes cue cards can be given to the students to encourage them. Peer learning and peer helping will also be encouraged. (The English Teacher Vol XX October 1991).

e.MATERIALS AND METHODS

Materials

In this research work three kinds of resources were used: the human resources, which involved the researcher who applied the intervention plan, the students of second year of bachillerato who participated in the development of this research, the English teacher who helped to manage the students work and the thesis advisor who gave suggestions to develop the intervention plan. The material resources were the brochure in order to follow the procedure of the scripts and the worksheets to make students study their roles. And the technical sources were the computer that was used to type the information, the projector to present some extra information related to the scripts and the internet to find the information.

Design of the research

The Action Research model Proposed by Kemmis and McTaggart (2000) was used in order to comprehend, to evaluate and then to transform a situation at the time the Researcher was leading and improving educational practice in a high school.

This model involved a self-reflective cycle of identifying a problem, planning a change, acting and observing the processes and consequences. Furthermore, this design allowed the practitioner to study and practice a diversity of aspects making use of role play and simulations with the aim to improve the speaking skill.

Methods

To carry out the present research work and in order to achieve the stated objectives, the researcher applied some methods and strategies that allowed

carrying out and concluding the research work successfully; the following methods were applied along the Research.

The scientific method was helpful to study the Role play and Simulations as strategies to improve the speaking skill, this method supported the interventions done before and during the intervention plan, moreover, this method helped to support the analysis of the gathering data with the theory in order to effectuate relevant predictions about the possible solutions for the situation.

The descriptive method was effective to explain the different stages of the research work and the different types of resources that were used by the researcher on it. Furthermore, it helped to explain and analyze the speaking skill as the object of investigation. It served to describe the results into tables and graphs and explain the object of investigation.

The analytic-synthetic method was employed to analyze and interpret the obtained results of the tests and questionnaires. It also helped to draw up the conclusions.

The statistical method permitted to make possible the quantitative statistical analysis of the data obtained from the pre - post tests and the qualitative data from the pre – post questionnaire. Also it helped to tabulate the information in tables and figures and applied the formula to obtain the media.

Techniques and instruments.

To collect the data, tests, questionnaire, observations and diary were designed and applied at the beginning, during and after the application of intervention plan.

Tests

A pre-test of four questions were used to collect student's information, in order to diagnose the level of students' speaking, at the beginning of the intervention plan. The same pre-test was used as a post- test and applied at the end of the intervention plan, to obtain information about students' progress in speaking during the intervention.

Observation

Through the observation sheet, the researcher observed the students' performance during the lesson. It was also used to keep a record of what happened in class. Then, It helped to analyze the findings when the plan ended.

Questionnaire

A questionnaire with three closed questions and four multiple choice questions was applied to obtain information from students about the development of speaking inside the classroom. This instrument was applied at the beginning and at the end of the intervention plan.

Field diary and notes

The researcher used a diary to record what happened in each lesson. It helped to note down the findings during the intervention, significant events along the observation or particular situations that occurred in the intervention.

Population

The students of second year of bachillerato at "27 de Febrero" high school were who participated in the development of this action research. The total of

participants for this research was 30 students; 13 boys and 17 girls. The students were between sixteen and seventeen years old.

f. RESULTS

This section presents and explains how the objectives were accomplished during the intervention plan.

The first objective was reached with the theoretical references about the two variables, which were Role play and Simulations and speaking skill. It was helpful

to support the results obtained in the pre-post tests and pre-post questionnaires; furthermore, it was useful to design the intervention plan and for the recommendations as well; the second one was fulfilled with the pre-test results showed in table 1, and it permitted to diagnose students' limitations in speaking; the third one was verified with the design of the intervention plan. It contained nine lessons, each one with different types of role play and simulations that were developed during two months; the fourth one was achieved with the pre and post questionnaires findings, that are displayed in tables from 2 to 8; and the fifth one was proved with the post-test results showed in table 9.

Pre-Test Results

Objective two: To diagnose the aspects that limits the development of speaking skillsthrough a pre-test.

a. Table 1

Pre-Test Scores of Second Year Students of Bachillerato in Speaking Skills

Student's code	P	A	F	C	TOTAL
	2.5/	2.5/	2.5/	2.5/	10/
CVSF 001	1,2	1	0,5	1,5	4,2
CVSF 002	1,2	1,1	1	1,5	4,8
CVSF 003	1,2	1,2	1	1,5	4,9
CVSF 004	1,1	0,5	0,5	1,2	2,8
CVSF 005	1,2	1,2	1,1	1,6	5,1
CVSF 006	1,8	1,6	1,9	2,5	7,8
CVSF 007	1,5	1	1	2	5,5
CVSF 008	1	1	1	1,5	4,5
CVSF 009	1	0,8	1	1	3,8
CVSF 010	2	1,8	2	2,5	8,3
CVSF 011	1	1,5	1,5	2	6
CVSF 012	1,5	1,5	1,4	2	6,4
CVSF 013	1,8	1,5	2	2	7,3
CVSF 014	1,6	1,3	1,3	2	6,2
CVSF 015	1	1,5	1,5	2	6
CVSF 016	1,2	1,2	0,8	0,8	4
CVSF 017	1,2	1,2	0,6	0,6	3,6
CVSF 018	1,2	0,5	0,5	1,5	3,7
CVSF 019	1,3	0,8	0,8	1,9	4,8
CVSF 020	1,5	1,2	1	1,9	5,6
CVSF 021	1,3	1,2	1,1	2,2	5,8
CVSF 022	1,9	1,8	1,2	2	6,9
CVSF 023	1,2	1,2	0,5	1,8	4,7
CVSF 024	1,2	1,2	0,5	1,8	4,7
CVSF 025	1,2	1,2	0,5	1,8	4,7
CVSF 026	1,2	1,2	0,6	1,6	4,6
CVSF 027	1,2	1	0,8	1,6	4,6
CVSF 028	1,2	0,9	0,5	1,5	4,1
CVSF 029	1,2	1	0,5	1,5	4,2
CVSF 030	1,2	1,2	0,5	1,3	4,2
Mean	1.3	1.2	1.0	1.7	5.2

Note.CVSF: colegio 27 de febrero; 001= students' code; P= Pronunciation , A= Accuracy, F= Fluency, C= Comprehension

b. Interpretation and analysis

Based on the results of table 1, the total score mean obtained by students in speaking was 5.2 out of 10, which was below the expected level 8/10. It can be seen that the highest score mean 1.7/2.5 was for comprehension demonstrated by the average level, which indicated that students could understand most of what

was asked to develop the activities. The most complicated aspect that students presented was in fluency that is reflected with the lowest score mean 1/2 their speaking was not fluent this was because they made a lot of pauses and repetitions and their pronunciation was not good. Also, the findings proved that students faced problems in accuracy and pronunciation because the word order and sentence structures were not used appropriately and the words pronounced by the students were not with the correct intonation and rhythm. Consequently, students' speaking problems were concerning to fluency, accuracy, pronunciation and comprehension. Based on what has been said above, Syakur (2007), indicated that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

Comparison of the Pre and Post Questionnaires.

Objective four: To apply Role Play and Simulations in the class to solve the limitation of speaking of second year students of bachillerato.

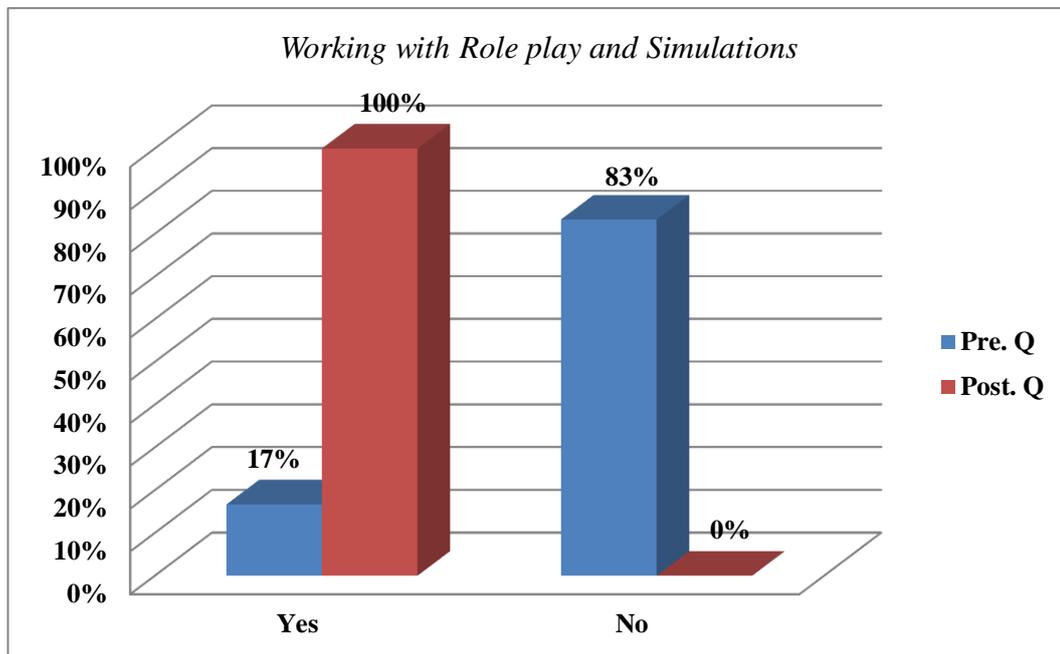
Question 1. Have you ever worked with role play and simulations?

a. Table 2

Working with Role play and Simulations

	Pre-Questionnaire		Post- Questionnaire	
	f	%	f	%
Yes	5	17	30	100
No	25	83	0	0
Total	30	100	30	100

b. Figure



c. Interpretation and analysis

The findings collected from this question stated that many 83% said that they did not work with Role play and Simulations in the English classes. This showed that students did not have enough practice of speaking skills, in this way students did not have opportunities to use the foreign language. In contrast, after applying the intervention, the results indicated that all the students liked to work with these strategies, they got motivated to interact with others using the English language. Thus, Scarcella and Crookall (2000) affirm that Role play and simulations let students to practice the second language and can create the motivation and involvement necessary for learning to occur and how it facilitates second language acquisition.

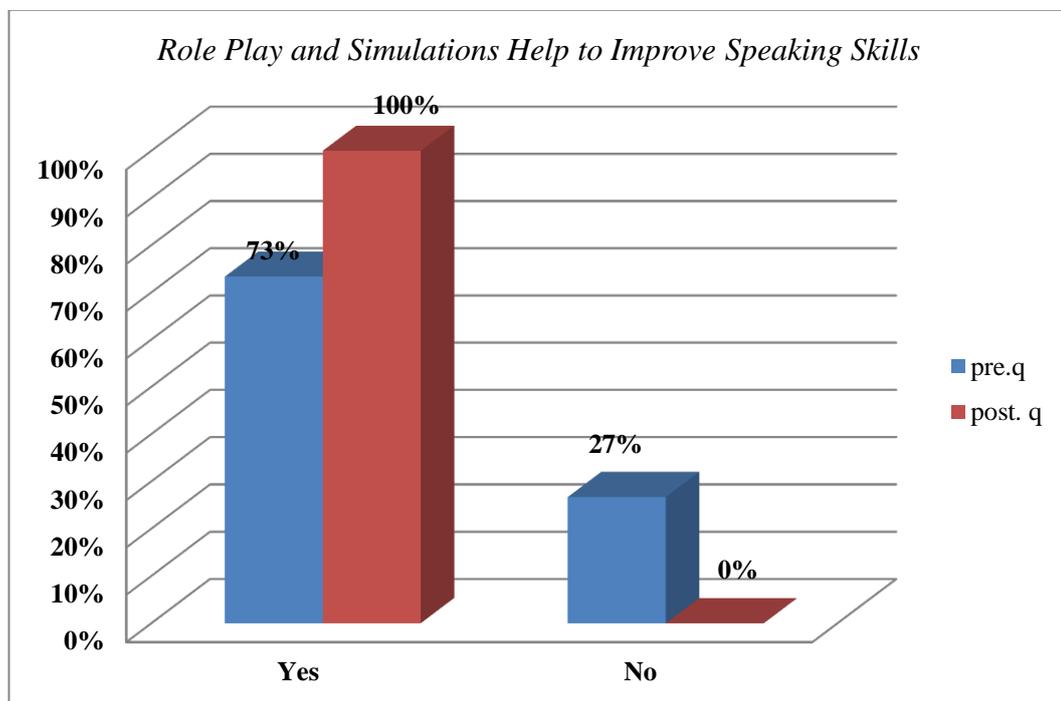
Question 2. Do you think that role play and simulation help you to improve your speaking?

a. Table 3

Role Play and Simulations Help to Improve Speaking Skills

	Pre-Questionnaire		Post- Questionnaire	
	f	%	f	%
Yes	22	73	30	100
No	8	27	0	0
Total	30	100	30	100

b. Figure



c. Interpretation and analysis

The data given in the table above showed that 73% of students think that role play and simulations help to improve English speaking skills in the English classes. It reveals that students consider that role play and simulations are useful tools to develop their speaking skills before the intervention plan. However, after applying the strategies, the findings proved that all the students agreed that the performing

of comedies, real life situations, dramas and performing characters were helpful to improve their speaking. Dr. Laure Paquette, 2012 claims that Role play simulation is a form of experiential learning that allows students to “cover” the topics using the target language through exchanges along them in English while moving your students from passive to active learners.

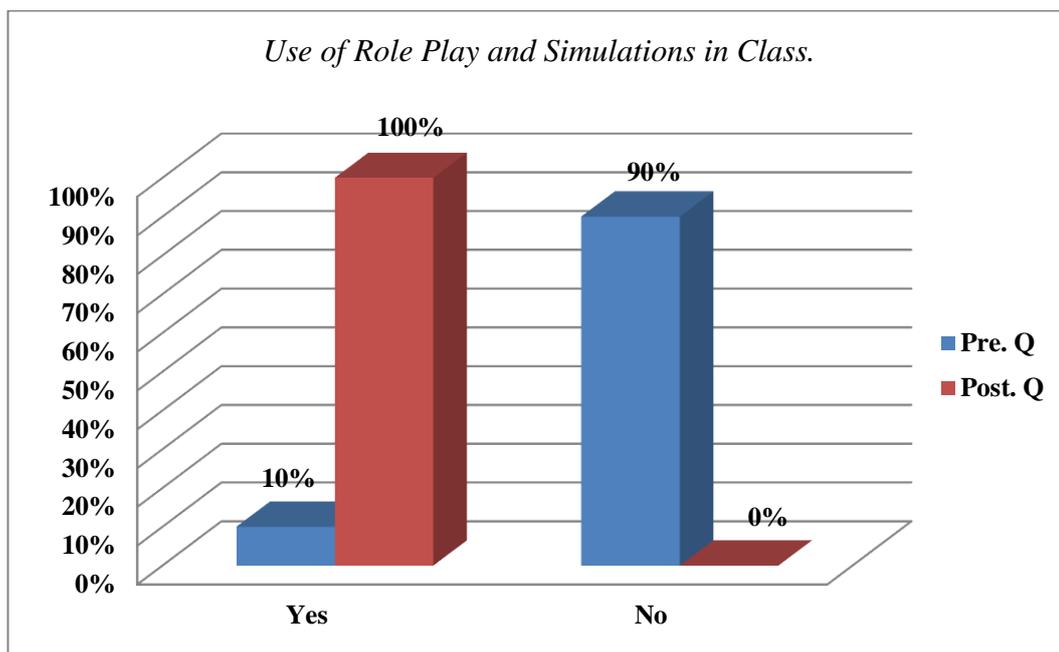
Question 3. Does the teacher use role play and simulations activities to motivate you to speak in the classroom?

a. Table 4

Use of Role Play and Simulations in Class.

	Pre-Questionnaire		Post- Questionnaire	
	f	%	f	%
Yes	3	10	30	0
No	27	90	0	100
Total	30	100	30	100

b. Figure



c. Interpretation and analysis

The results collected from this question indicated that almost all the students 90% affirmed that the teacher did not use role play and simulations frequently in the English class. It indicates that students were not always performing interactive activities to make students practicing the English language before the intervention. However, after the application, all students claimed that those activities increased the development of their speaking skills and improved their ability to communicate with others. According to Angelica and Brad (2012), affirm that role play and simulations are very useful for speaking activities they can be fun and your students could really develop their speaking if you adapt them to their age and level of knowledge.

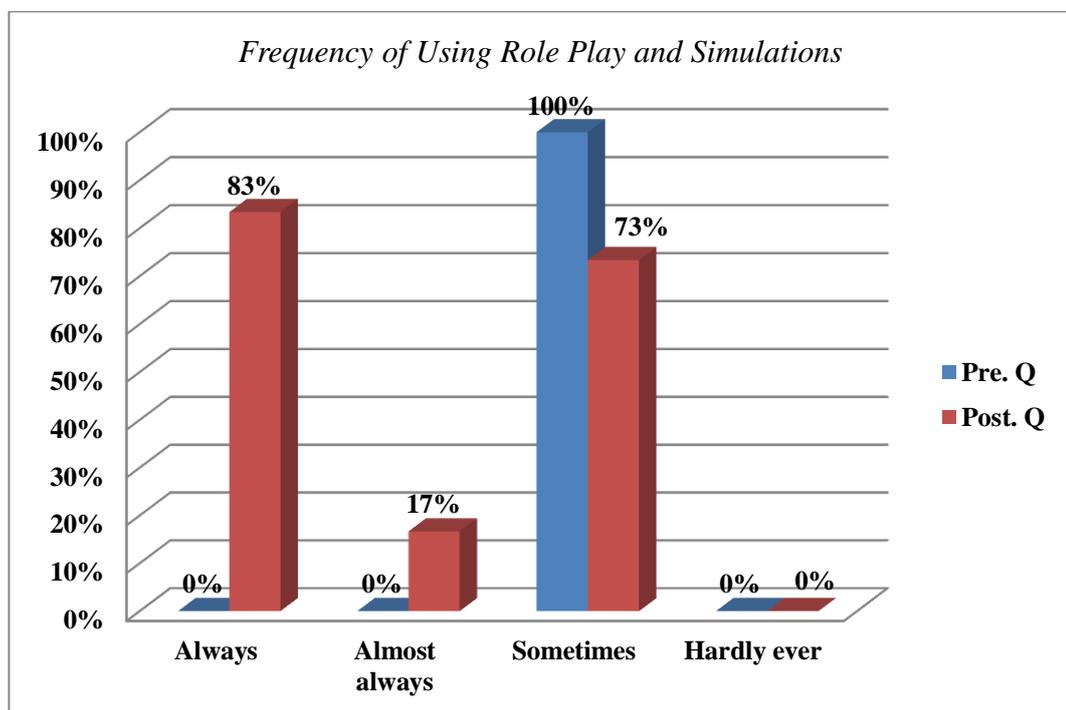
Question 4. How often does the teacher use role play and simulations to improve your speaking?

a. Table 5

Frequency of Using Role Play and Simulations

	Pre-Questionnaire		Post- Questionnaire	
	f	%	f	%
Always	0	0	25	83
Almost always	0	0	5	17
Sometimes	30	100	0	0
Hardly ever	0	0	0	0
Total	30	100	30	100%

b. Figure



c. Interpretation and analysis

The information gathered from this question all students 100% manifested they sometimes used role play and simulations in the English class. It demonstrates that they did not work with these strategies frequently before the intervention plan. However, after the application of the intervention, the outcomes obtained were good due to many students 83% answered always. It showed that the teacher has used role play and simulations inside the classroom, also ten students along thirty that correspond to seventy three percent answered sometimes, and

only two students of thirty equivalent to seventeen percent answered almost always. It determines that the teacher has applied Role play and simulations frequently in class to teach speaking. María A. Kodotchigova (2001), established that Role-plays and simulations give students the opportunity to demonstrate how to use English in real life situations and make them focus more on communication and they can be a lot of fun to use in any topic that teacher wants to cover.

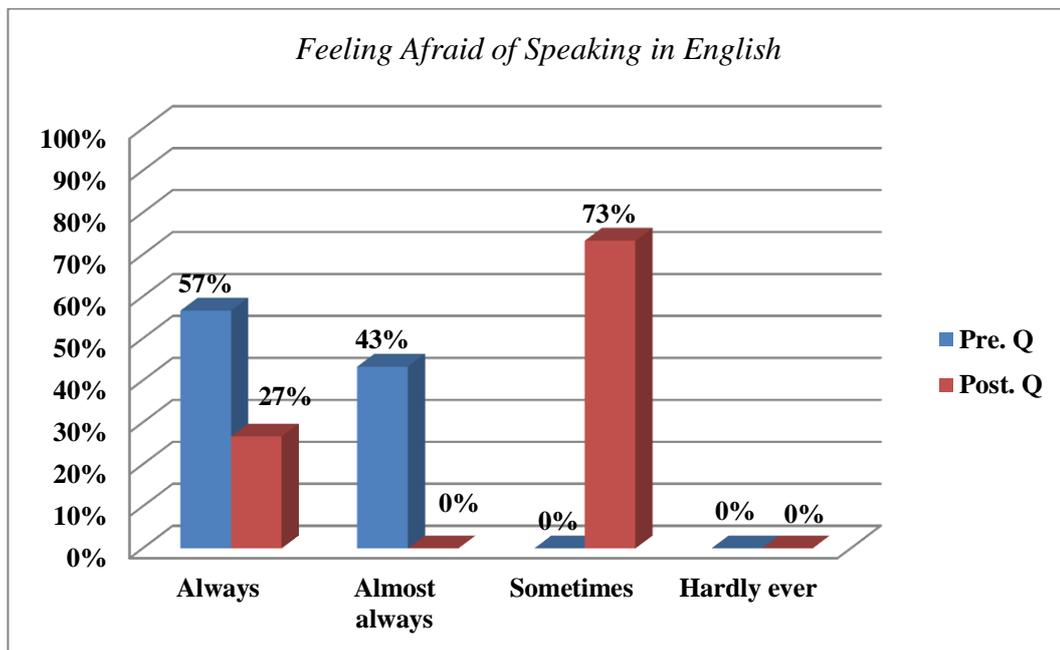
Question 5. Do you feel nervous when you have to talk in English?

a. Table 6

Feeling Afraid of Speaking in English

	Pre-Questionnaire		Post- Questionnaire	
	f	%	f	%
Always	17	57	8	27
Almost always	13	43	0	0
Sometimes	0	0	22	73
Hardly ever	0	0	0	0
Total	30	100	30	100

b. Figure



c. Interpretation and analysis

Based on the data gathered before the intervention plan, more than half students, 57% always feel nervous to speak in English, and several students represented by forty three percent almost always feel afraid to speak in English. It reveals that students did not feel free to speak in English, they always feel nervous to express their ideas and responds using the English language before the intervention, it affirm that their teacher gave less attention to master students speaking skill. However, after the application of it, the results were good this is because many students, which is represented by seventy three percent sometimes feel afraid to speak in English and only some students represented by twenty seven percent feel nervous to talk using the English language. And as Phil Bartle (2000), assumes that Role-play and Simulations are strategies in which students learn through acting that requires participants to perform a task in a realistic situation simulating "real life" while students forget shyness to become an active learners.

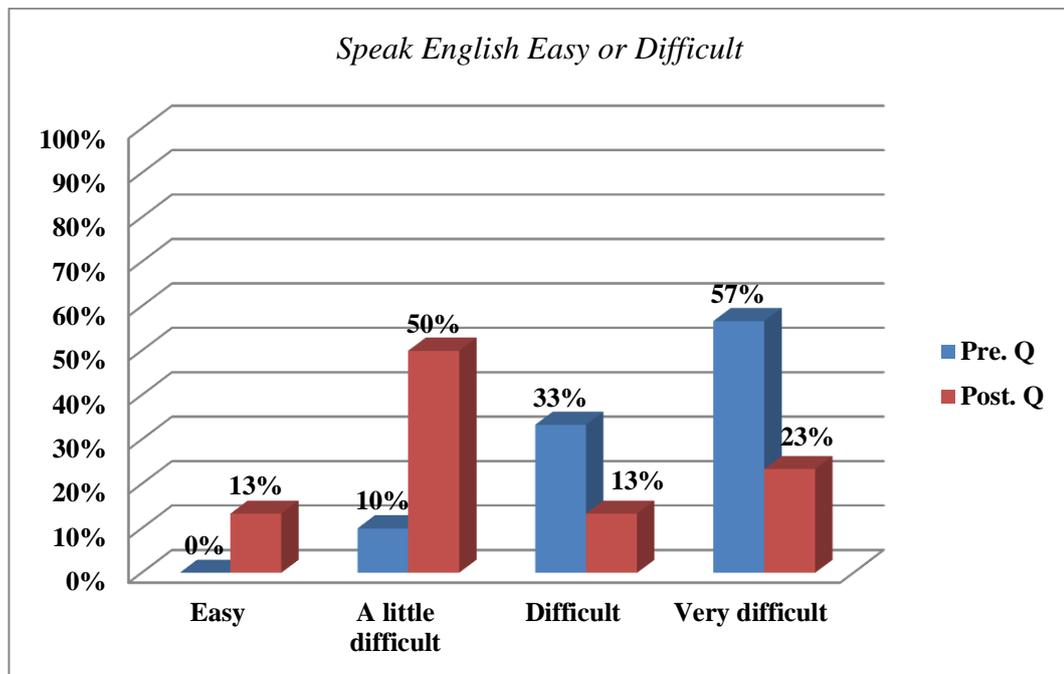
Question 6.When you have to speak in English, it is?

a. Table 7

Speak English Easy or Difficult

	Pre-Questionnaire		Post- Questionnaire	
	f	%	f	%
Easy	0	0	4	15
A little difficult	3	10	15	43
Difficult	10	33	4	15
Very difficult	17	57	7	27
Total	30	100	30	100

b. Figure



c. Interpretation and analysis

Based on the data gathered, more than half of students 57% considered that speaking in English is very difficult, several of them 33% reveal that it is difficult to produce the English language, and few of them 10% said that speaking in English is a little difficult for them. It means, they had many troubles to speak in

English before the intervention. Because, the students were not working with the correct strategies to improve their speaking skill.

On the other hand after the post questionnaire, half students 50% think that speak in English is a little difficult, not so many 23% consider that is very difficult, and few of them 13% indicated that is difficult and easy. This demonstrates that the strategies applied by the teacher were very useful to make students produce the English language easily. Phil Bartle (2000), assumes that Role-playing and Simulation are strategies that help learners to feel free performing the role of one character giving details about the person they are supposed to be in. The way their improvised their roles make them to speak easily.

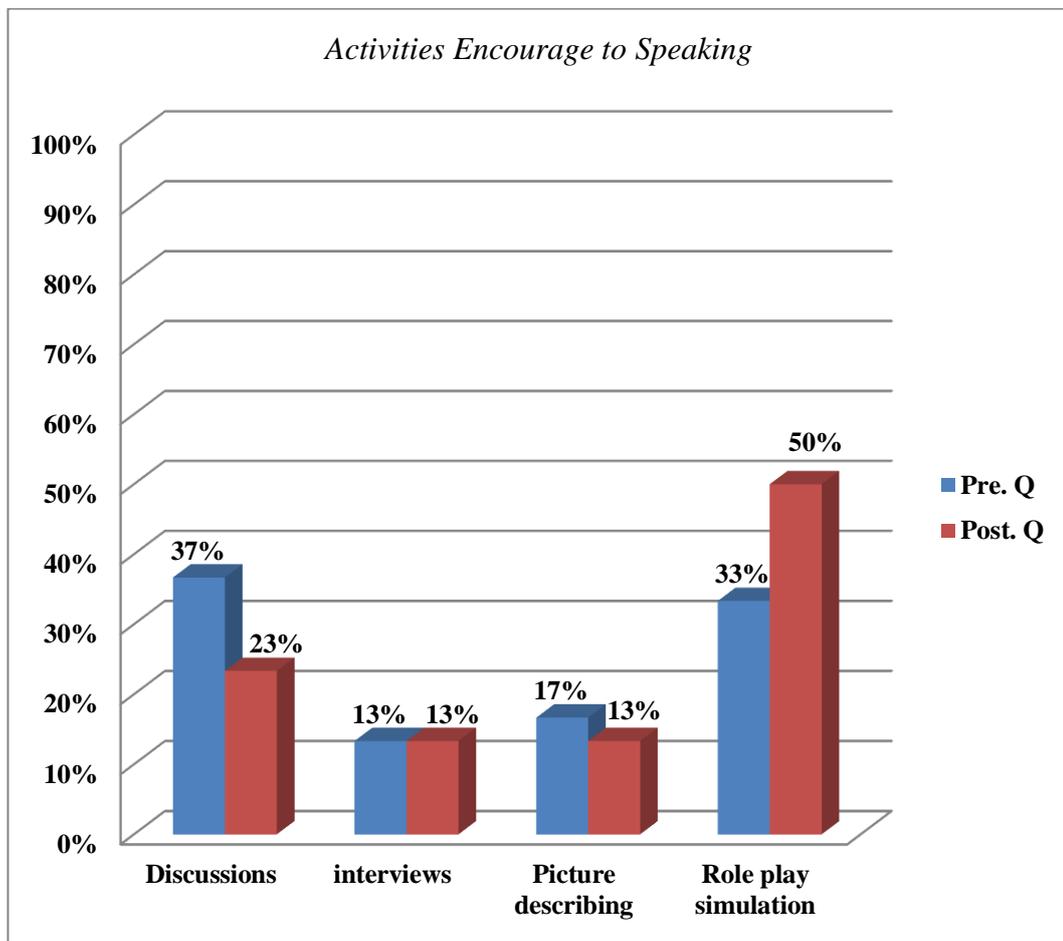
Question 7. Which activities do you think encourage you to speak?

a. Table 8

Activities Encourage to Speaking

	Pre-Questionnaire		Post- Questionnaire	
	f	%	f	%
Discussions	11	37	7	27
Interviews	4	13	4	15
Picture describing	5	17	4	15
Role play-simulation	10	33	15	43
Total	30	100	30	100

b. Figure



c. Interpretation and analysis

The results obtained revealed that 37% students think that discussions are better for them to improve their speaking, plenty of them 33% consider that role play and simulations help to improve the speaking skill, some students 17% indicated that picture describing is a good way to develop speaking and only few of them 13% indicated that interviews is a good strategy to increase the English language. It means that students missed the intent in learning through role play and simulations in order to improve the speaking skills before the intervention. However, after the application of it, the results showed that half students 50% manifested that role play and simulations are effective strategies to

improve the speaking skills, some of them 23% said that discussions are better to develop speaking, and few students 13% consider that interviews and picture describing are good to increase the speaking skill. It can be stated that the application of role play and simulations had a good impact on students motivation because they like to work with these strategies. Mary Pettenger (2009), asserts that Role-playing and simulations is one of the effective strategies to learn and gain experience and also it facilitates second language acquisition.

Post Test Results

Objective five: To reflect upon that the use of role play and simulations had on students' speaking skills.

a. Table 9

Post-Test Scores of Second Year Students of Bachillerato in Speaking Skill.

Student's code	P /2.5	A /2.5	F /2.5	C /2.5	TOTAL /10
CVSF 001	1.9	1.6	1.6	2	7
CVSF 002	1.9	1.6	1.3	2.1	7
CVSF 003	2	1.8	1.5	2	7
CVSF 004	1.8	1.5	1.5	1.5	6
CVSF 005	1.8	1.7	1.6	2.5	8
CVSF 006	2	1.8	2.2	2.3	8
CVSF 007	2	1.5	1.5	1.7	7
CVSF 008	1.5	1.5	1.5	2	7
CVSF 009	1.8	1.3	1.5	1.7	6
CVSF 010	2.3	2	2.3	2.5	9
CVSF 011	1.5	1.9	1.9	2.2	8
CVSF 012	1.8	1.9	1.8	2.3	8
CVSF 013	2	1.7	2.2	2.2	8
CVSF 014	2	1.8	2.1	2	8
CVSF 015	1.5	1.8	1.7	2	7
CVSF 016	1.6	1.7	1.3	1.4	6
CVSF 017	1.5	1.6	1.2	1.3	6
CVSF 018	1.5	1	1.2	2	6
CVSF 019	1.8	1.2	1.3	2.3	7
CVSF 020	1.8	1.7	1.4	2.3	7
CVSF 021	1.7	1.6	1.5	2	7
CVSF 022	2	2	1.5	2.3	8
CVSF 023	1.5	1.5	1	2.1	6
CVSF 024	1.6	1.6	1.2	2	6
CVSF 025	1.8	1.5	1	2	6
CVSF 026	1.7	1.6	1.1	2.3	7
CVSF 027	1.5	1.5	1.3	2.3	7
CVSF 028	1.8	1.3	1.2	1.9	6
CVSF 029	1.7	1.5	1.3	2	7
CVSF 030	1.8	1.8	1.3	2	7
Mean	2.0	1.7	1.6	2.3	7.6

Note. CVSF: Colegio 27 de febrero; 001= students' code; P= Pronunciation, A= Accuracy, F= Fluency, C= Comprehension.

b. Interpretation and analysis

Based on the results gathered in table 8, the total score mean students gathered was 7.6 out of 10, which is an the expected level (8/10) however they improved their speaking considerably. Students showed an excellent level in the

comprehension aspect that is verified with the mean 2.3/2.5, which demonstrates that students fully understood correctly the requirements asked by the teacher. Also, the findings reflected that students are in a good level in pronunciation which is stated with the score of 2/2.5. It means that students' pronunciation was understandable with some errors. The lowest scores were for fluency 1.6/2.5 and for accuracy 1.7/2.5, which indicates that students are in a right level due to the improvement was not accomplished as was expected, students took a long time to speak in English and they made some mistakes in the word order of the sentences. Consequently, the development of speaking activities in the classroom using role play simulations contributed to the improvement of students speaking skills. As Scarcella and Crookal (1990), affirmed that role play and simulations allow students to learn through the experience of one character they assumed in a role playing, these strategies can be fun and your students could really improve their speaking if you adapt them to their age and level of knowledge.

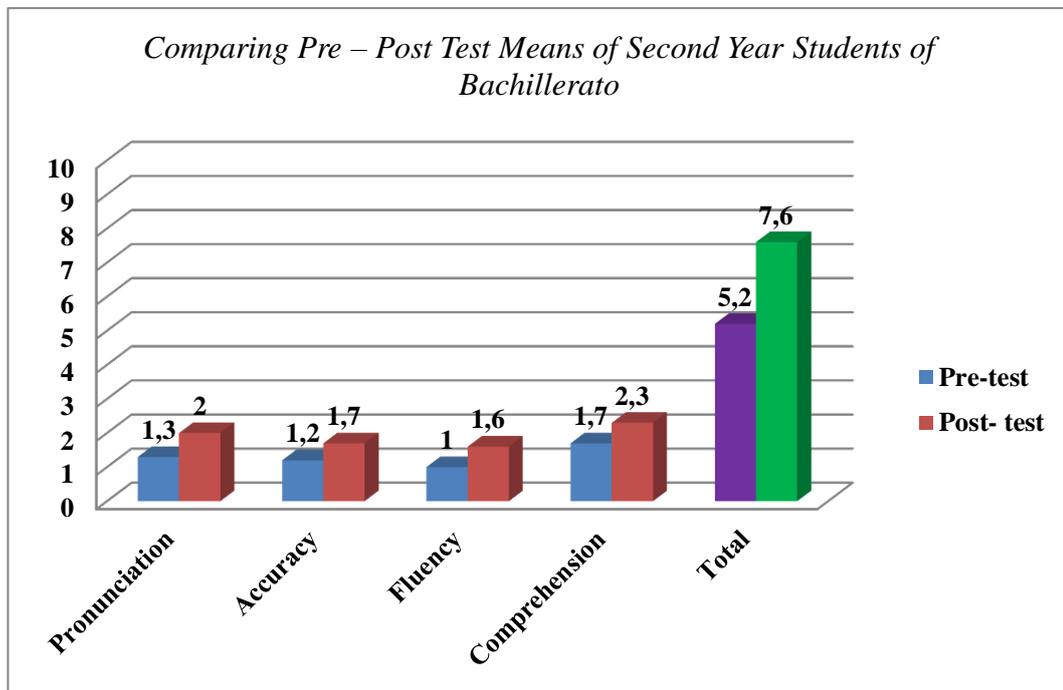
Comparing Pre and Post-Test Means in Speaking skills

a. Table 10

Comparing Pre – Post Test Means of Second Year Students of Bachillerato

	Pre-test	Post- test
Pronunciation	1,3	2
Accuracy	1,2	1,7
Fluency	1	1,6
Comprehension	1,7	2,3
Total	5,2	7,6

b. Figure



c. Interpretation and analysis.

According to table 10, it demonstrates that students got a considerable improvement in almost all the aspects. They improved the speaking skills from 5.2/10 to 7.6/10. At the beginning of the Intervention plan, all the students could not get good scores. This was reflected by the means gathered by the students. It totally verified that the speaking skills proficiency was very low. In contrast, after applying the intervention, it can be stated that students presented a considerable improvement in the performance of speaking skills, this is because the means of each aspect increased from a low level to an acceptable level; therefore, the practice of the speaking skills through role play and simulations contributed to improve the aspects.

g. DISCUSSION

The current research work proposed the implementation of Role play and Simulations to improve the speaking skills. The results indicated that the use of Role play and simulations have an acceptable effect on the development of students' speaking skills. This effect is showed in the findings of the pre and post-tests applied at the beginning and at the end of the intervention plan to 30 students of second year of bachillerato at 27 de Febrero high School. The intervention plan accomplished considerable changes on students' speaking which was showed with the students' mean from the pre - test that was 5.2/10 and in the post test that was 7.6/10. These results were consequent with Sarkissian Mc Philomy and Susanna Ed.D (2012) that establish role play and simulations are interactive activities which help students to learn through experiences and use them to build their confidence and increase motivation in the process of learning grammar.

The pre-test demonstrated that most of the students had problems in the different aspects as pronunciation, accuracy, fluency and comprehension. These problems are reflected in the incorrect pronunciation and intonation of the words, many mistakes using the correct grammar structures and also lots of repetitions and pauses using the foreign language. In the post test after the intervention the outcomes reflected that the problems mentioned before changed, which is simplified with the means mentioned previously. These results were reliable with the theory which according to Scarcella and Crookall (2000) Role play and

simulations are funny strategies that help students to develop and practice the new language and how these strategies facilitate second language acquisition.

During the application of the intervention plan, the student's attitude using the role play simulations was increased little by little, considering the difficulties that students had in different aspects of speaking. At the beginning was understandable that students felt uncomfortable because they have not worked with these strategies. However, during the application of role play and simulations students presented a change in their attitude because they started to participate and to get motivated to work more and more by the variation of the activities. So, at the end, they obtained a good improvement because they could perform their roles in a confident way.

Furthermore, this research had some strengths and limitations during the intervention that enrich and affect the development of the strategies. Some strengths in the implemented application were that students were willing to participate and were no longer afraid to speak, they were very receptive to all the instructions. Also, the time used for each lesson was the necessary for achieving their participation and the number of students were appropriate because they practice as much as they could and they liked to work in pairs because they felt comfortable working in that way. However, there was a limitation to be considered, it was that students did not use to work in groups of three and four also, they did not like to work with some classmates and for that reason I chose the integrands of each group. But, at the end, they disabled their negativism to work with anyone, absolutely, they liked to practice speaking skill through Role

play and Simulations and enjoy interacting with each other using the English language.

Furthermore it is important to note the improvement in speaking skill that students had before and after the implementation of role play and simulations as strategies, a noticeable improvement in their speaking skills was revealed between the beginning and the ending of the intervention plan. These strategies applied helped to get students more involved and engaged with speaking; additionally, it facilitated that students get more confidence and motivated in developing their speaking skills.

h. CONCLUSIONS

- The issues that limited the speaking skill of the students of second year of bachillerato were that they all had difficulty in the four aspects assessed: pronunciation, accuracy, fluency and comprehension. Also, students were afraid of speaking english in class due to the lack of confidence and being criticized.
- The incorporation of role play and simulation as part of the classroom activities reduce the students' issues and increased their level of speaking in english considerably; students spoke with few hesitations and repetitions by using appropriate words with the correct content structures, they pronounced the words with the right intonation and rhythm, also, they fully understood the requirements asked by the teacher.
- The implementation of role play and simulations was effective, because students at the end of the intervention plan were more comfortable, relaxed, and collaborative in performing the activities in class. Consistently, they reduced the fears of speaking in english increasing their participation considerably.

i. RECOMMENDATIONS

- Teachers should diagnose and determine the weaknesses that limit students speaking skills in order to plan activities depending on the student's needs, age and knowledge of English. They should consider the suitable processes and resources to develop each skill of the English language learning, and they have to create a good relationship along them in order to eliminate the shyness and fears students present in speaking.
- It is suitable for teachers to look for different kinds of speaking sources in order to teach in an interactive and integrated way, such as Role play and Simulations. They should prepare activities to encourage students to work among them.
- It is considerable that teacher should use Role play and Simulations in the english classes because these activities promote students to interact with each other using the foreign language and making them to feel more confident at the moment to speak.

j. BIBLIOGRAPHY

- Bartle,P. (2007) how to design a role play exercise. Retrieved From, <http://cec.vcn.bc.ca/cmp/modules/tm-rply.htm>
- Bartle,P. (2011) *Role play and simulation games*. Retrieved from http://peoplelearn.homestead.com/module_8.roleplay.simulation.pdf
- Boon,L. (1991) *Role play-Simulation*. Retrieved from <http://www.melta.org.my/ET/1991/main5.html>
- Brad, A. & Angelica. (2012) *Simulations and Role plays*. Retrieved from <http://creativeteacherette.blogspot.com/2012/11/simulations-and-role-plays.html>
- Burns, A., & Joyce, H. (1997). Focus on speaking. Sydney: National Center for English Language Teaching and Research. From, <http://area.dge.mec.pt/gramatica/whatspeakingis.htm>
- Coghlan, N. (2012) *Role play and simulations*. Retrieved From <http://www.esl-lounge.com/blog/185/role-plays-and-simulations>
- Kayi, K. Techniques for teaching speaking. Retrieved From, <http://bbutm.weebly.com/uploads/1/3/2/9/13290838/techniqueteachingspeakingnotes.pdf>
- Kodotchigova, M.(2001) *Role play in a teaching culture*. Retrieved from, <http://iteslj.org/Techniques/Kodotchigova-RolePlay.html>
- October 13, 2012 (UTC) *kinds of Role plays*. Retrieved from. http://loveroleplay.wikia.com/wiki/Kinds_and_Types_of_Roleplays
- Paquette, L. (2012) *Using Role play and simulations to promote active learning*. Retrieved from: <http://www.facultyfocus.com/articles/instructional-design/using-role-play-simulations-to-promote-active-learning/>
- Pettenger, M. (2009) *How to design a Role play Simulation*. Retrieved from http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CB8QFjAA&url=http%3A%2F%2Fwww.iucnael.org%2Fzh%2Fdocuments%2Fdoc_download%2F807-pettenger-how-to-design-a-role-play-simulation.html&ei=3-HSVN70GIHfgwS-noPYDQ&usq=AFQjCNG87pKVpbTwemAJEpmREAbVSX2mvQ&bvm=bv.85142067,d.eXY

Sarkissian, S. (2014) *Using role play and simulations to motivate ESL students in a grammar class.* Retrieved from <http://gradworks.umi.com/35/83/3583312.html>

Tompkins, P. (1998) *Role-play simulation.* *The internet TEST Journal*, Vol. IV, No 8. Retrieved from <http://iteslj.org/Techniques/Tompkins-RolePlaying.html>

k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME

IMPROVEMENT OF SPEAKING SKILL THROUGH THE USE OF ROLE PLAY AND SIMULATIONS WITH THE SECOND YEAR OF BACHILLERATO, AT 27 DE FEBRERO HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014- 2015.

Project Work as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization.

AUTHOR

JIMMY ALEXANDER TINITANA TINIZARAY

LOJA – ECUADOR

2015

a. THEME

IMPROVEMENT OF SPEAKING SKILL THROUGH THE USE OF ROLE
PLAY AND SIMULATIONS WITH THE SECOND YEAR OF
BACHILLERATO, AT 27 DE FEBRERO HIGH SCHOOL IN LOJA CITY,
DURING THE ACADEMIC PERIOD 2014- 2015.

b. PROBLEM STATEMENT

Background

This research project will be carried out at 27 de Febrero High School. It is located in the Tebaida neighborhood, on Benjamin Carrion Avenue and Argentina Street. The National Technical High School “27 de Febrero” of Loja city was created by decree number 1002 on October 22, 1958, with the name Dolores Gangotena de Ponce, with the purpose to prepare theLojana women. On November 25, 1960, The principal Carlos De Labastida with authorities of the high school requested the Minister of Public Education change the name of the high school. So, itwasnamed Colegio de Bachillerato Técnico 27 De Febrero De Comercio y Manualidades Femeninas. Nowadays the principal of the Institution is the Economist Vicente Roales.

Nowadays there are 75 teachers that work at the institution. 100% of teachers are professional educators with doctors, bachelors degrees, and master’s degrees, and 73% of teachers have experience working in education. All of them work according to their specific licenses

Description of the current situation of the research problem.

Around the world people who study English make several different kinds of mistakes in speaking, when they speak make pronunciation errors (unconnected speech, failing to distinguish between long and short sounds, and grammatical structures). Also, there are a number of elements that facilitate or impede successful spoken communication. One of them is the linguistic factor and the other one is the socio-cultural factor. The first type commonly refers to the elements of English as a language itself, which includes the grammar, vocabulary, and sound systems (Robinet, 1978: 3-140). Besides that, Galih Ariffansyah affirms that there are some problems that prevent a good speech such as:

Stuttering is a problem that interferes with fluent speech. A person who stutters may repeat the first part of a word (as in wa-wa-wa-water) or hold a single sound for a long time (as in shaaaaaake). Some people who stutter have trouble getting sounds out altogether. Stuttering is complex, and it can affect speech in many different ways.

Cluttering is another problem that makes a person's speech difficult to understand. Like stuttering, cluttering affects the fluency, or flow, of a person's speech. However, the difference is that cluttering is a language disorder, while stuttering is a speech disorder. A person who stutters has trouble getting out what they want to say, and a person who clutters says what they are thinking, but it becomes disorganized while actually speaking. Because of this disorganization, someone who clutters may speak in bursts or pause in unexpected places. The

rhythm of cluttered speech may sound jerky, rather than smooth, and the speaker is often unaware of the problem.

Articulation disorders encompass a wide range of errors people can make when talking. Substituting a "w" for an "r" ("wabbit" for "rabbit"), omitting sounds ("cool" for "school"), or adding sounds to words ("pinanio" for "piano") are examples of articulation errors. **Lisping** refers to specific substitution involving the letters "s" and "z." A person who lisps replaces those sounds with "th."

These are the most common problems students face when they try to communicate with each other in the classroom and also when they share their ideas, feelings and opinions to the teacher using the foreign language. For that reason the need to develop communicative skills in English has been increasing, for both businesses and in private life.

The problems mentioned before motivated the researcher to observe some English classes at 27 De Febrero High School, and it was noticed that the students have some speaking problems especially: Firstly, in accuracy; learners face a lack of knowledge of grammar structures, word order and verb tenses, which constitutes an obstacle in communicating among them. Also in pronunciation; students make several errors in the correct intonation, stress and sounds patterns of the words. Furthermore, in fluency; students do not express their ideas, feelings and opinions in a fluent way, this is because they take a lot of time to say something in English or answer any question. And also, Students' interest in the subject is low because the teaching strategies applied in the classroom do not motivate students to speak in English. Therefore, the Researcher considers that a successful way of

encouraging students to speak is the use of role play and simulations in the English lessons, they will provide students opportunities to improve their speaking skill.

Research Problem.

How do Role Play and Simulations improve the English speaking skill?

Delimitation of the problem research

Temporal:

This research work will be developed during the academic period 2014- 2015.

Spatial:

This research work will be carried out at “ 27 de febrero High school

Observation Unit:

Teachers and Students of second year of bachillerato.

Sub problems

- What kind of theoretical references about English speaking and Role Play and Simulations are effective to help second year students of Bachillerato?
- What are the aspects that limit the English speaking of second year of Bachillerato?
- What are the important phrases of the intervention plan that address the current issues of speaking skill development with role play and simulations of second year of Bachillerato?
- Which role play and simulations are implemented to improve students speaking skill?

- How do Role Play and Simulations applied in the class solve the problems in the speaking skill of second year of Bachillerato?

c. JUSTIFICATION

The researcher has decided to use Role Play and Simulations as strategies to improve the speaking skills among second year of Bachillerato parallels at 27 de Febrero high school. This is because Role Play and Simulations focus on interactive activities and provide opportunities to use the target language in “Real life” situations. Also, they involve spontaneous participation from the participants. Furthermore, this research work will help the researcher to gain experience in the teaching practice.

The use of Role Play and Simulations is relevant, because these strategies are very useful to encourage students to speak. Role Play and Simulations permit students to interact and act out using the English Language and get involved in the topic. Also this research work will motivate students to speak all the time and at the same time they will improve their fluency, pronunciation and grammatical knowledge.

The present work will be useful to the researcher because it will allow him to gain experience in the educational field. Nowadays, it is essential and very important to have professional experience on it.

Finally, this research work is justified because it is required for students at Universidad Nacional de Loja, in order to get the bachelor's degree in Sciences of Education, English Language Specialization and furthermore to the accreditation of the subject.

d. OBJECTIVE

General Objective

To improve the speaking skills through the use of Role Play and Simulations with the second year of Bachillerato at 27 de Febrero high school.

Specific Objectives

- To investigate the theoretical references about speaking and Role Play and Simulations help the second year students of Bachillerato.
- To diagnose the aspects that limit the students speaking skills through a pre-test.
- To design an intervention plan with contains Role Play and Simulations activities to improve the students' speaking skills.
- To apply Role Play and Simulations in the class to solve the limitation of speaking of second year students of Bachillerato.
- To reflect upon the effect that the use of Role Play and Simulations had on students' speaking skills.

e. THEORETICAL FRAME

Speaking

What is speaking?

According to Brown and Joyce(1994; 1997) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns &Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

What a good speaker does

A speaker's skills and speech habits have an impact on the success of any exchange (Van Duzer, 1997). Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting (Burns & Joyce, 1997). For example, a learner involved in the exchange with the salesperson described previously must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses. The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service. Other skills and knowledge that instruction might address include the following: producing the sounds, stress patterns, rhythmic structures, and intonations of the language; using grammar structures accurately; assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives; selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs; applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension; using gestures or body language; and paying attention to the success of the interaction and adjusting components of speech such as

vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement (Brown, 1994).

The importance of speaking skill.

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place Within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems. For a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking.

In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills viz., listening , speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions and feeling, in the form of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one's ideas with others is immense. When we speak to others we come to have a better understanding of our own selves, as

Robert Frost once said: “I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn. ”Undoubtedly, the clarity in speech reflects clear thinking. An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one’s professional aspirations. Speaking skills can also enhance one’s personal life.

How to Teach Speaking Skill?

One of main concern of the most language teachers is how to help language learners to develop satisfying language proficiency. In this regard, speaking proficiency has received the greatest attention among both the language teachers as well as the language learners. This is because speaking is a crucial part of the language learning process. The major goal of teaching speaking skill is communicative efficiency.

Language learners should be able to make themselves understood by using their current proficiency. They should try to avoid confusion in the message because of the faulty pronunciation, grammar, or vocabulary.

In the same line, a common characteristic of many language classes is a heavy focus on the language system. Vocabulary and grammar seem to gain far more attention than the skills needed to use this vocabulary and grammar. To help students develop communicative efficiency in speaking, instructors can use activities that combine language input and communicative output. To this end, the present paper tries to take a closer look at the type of activities that language

teachers can utilize to promote speaking proficiency. Accordingly, effective instructors can teach students speaking strategies by using minimal responses, recognizing scripts, and language to talk about language. These instructors help students learn to speak so that the students can use speaking to learn.

Strategies for Developing Speaking Skill.

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Some communication situations are associated with a predictable set of spoken exchanges which are called script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and

what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. In the same line, instructors are required to help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically

correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

Techniques for teaching speaking skills.

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. What does it mean to “teach speaking”? In the ESL classroom, teaching speaking refers to many things: produce the English speech sounds and patterns use word and sentence stress, intonation patterns and the rhythm of the sound language select appropriate words and sentences according to the proper social setting, audience, situation and subject matter organize thoughts in a meaningful and logical sequence expressing values and judgments using the language quickly and confidently with few unnatural pauses (fluency).

How to teach speaking in the classroom.

Many linguists and language teachers agree that students learn speaking skills best through “interacting”. Teachers should try to use “real” situations that require communication and collaboration (working together) between students.

Form, meaning and fluency.

When preparing a speaking skills lesson, should you focus more on form (grammar), meaning (expressing ideas clearly) or fluency (the ability to speak the language with ease, without too many pauses or searching)?

Form

For beginning students, it is often best to start with some simple memorized phrases, to help students understand the correct form of speaking. Repetition drills and substitution drills are helpful. In repetition drills, the teacher will vary the speed of the drill - starting slowly and increasing the speed as students learn the skill. In substitution drills, the teacher will teach one phrase and then begin to substitute words (example: I like candy. I like chicken. etc.) For more advanced students, teachers can introduce new grammar to the class by introducing phrases in speaking drills (example: to teach relative clauses - each student makes a statement about his/her mother - “My mother is a person who likes to grow flowers.” “My mother is a person who...”)

Meaning

Meaning focused speaking activities usually follow form focused activities. In meaning focused activities, the teacher usually provides a topic to the students and gives them a chance to work with partners or small groups to develop ideas on the topic and practice talking about the topic. For lower level students, teachers can give them topics such as animals and provide partners or groups questions to ask each other (example: which animal is your favorite? Why do you like that animal? What kind of animal would you like to be?” “Why?”) In this example, students are practicing and repeating simple forms and also adding extra information. For more advanced students, teachers can provide discussion topics to partners or small groups.

Fluency

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

Activities to promote speaking:

- Discussions
- Role play
- Simulations
- Information gap
- Brainstorming
- Storytelling
- Interviews
- Storycompletion
- Reporting
- Picture describing
- Findthedifference

Components of speaking skill

According to Syakur (2007), there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

Grammar

It is the student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

Principles for teaching speaking

Nunan (2003: 55, 56) proposes four principles for teaching speaking. Below are the descriptions:

Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

It is important for language teachers to be aware of how much they are talking in class so they don't take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

Plan speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Assessment of speaking skill.

In order to objectively assess one's speaking skill, there has to be a basic understanding of the speaking assessment criteria, which are enumerated below. measure your speaking skill based on these.

Pronunciation- This refers to the way each word is uttered correctly and clearly.

Stressing and Intonation - This refers to how certain words and phrases are given emphasis, as well as the correct rise and fall of pitch.

Correctness-This refers to grammar, syntax, and construction. These aspects need to be correctly used; errors and mistakes can give a negative impression on the listeners and create confusion.

Vocabulary - This refers to the choice of words; the speaker must have a wide vocabulary to effectively verbalize thoughts and ideas.

Voice Quality - Aside from the speaker's physical appearance, the quality of his voice also affects the impression of the listener on him. The voice must be clear, crisp, and full because it is the medium by which the message is relayed to the listener.

Fluency- This refers to the ability to use the required language in a manner that is smooth and spontaneous.

Appropriateness– The speaker must be able to measure the audience properly, in terms of what type of audience they are and match the message to this classification. For example, if the listener is a top-level executive, then the tone and content of the message should be appropriate to this person. Ideas and information must be relevant and interesting to the audience.

Role play- Simulations

Definition of Role play - Simulation?

According to Scarcella and Crookall (1990) Role playing/simulation is an extremely valuable method for L2 learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur and how it facilitates second language acquisition. Also Role play simulation is a form of experiential learning that allows you to “cover” the same sort of topics as you would in a lecture course while moving your students from passive to active learners (Dr. Laure Paquette,2012).

Angelica and Brad affirm (Wednesday, November 7, 2012) that Simulations and role-plays are very useful for speaking activities, where the emphasis is on fluency and not so much on accuracy. They can be fun and your students could really grow to like them if you adapt them to their age and level of knowledge.

Role-play and simulation are common activities in the classroom. Although role-play and simulation are separate activities, they are often conducted at the same time. The distinction between the two may not be as clear cut as it appears. They in fact complement each other.

Role-play

Role-play is a structured set of circumstances that mirror real life and in which the participant acts as instructed. The participant is asked to play the part of someone else. He is given details about the person and situation that he is supposed to be in. The activity the student is given is in fairly controlled scenarios. The student interacts in small groups or pairs taking the part of different characters. In extended role-playing, improvisation is included. According to Hodgson and Richard (1974), improvisation is a spontaneous response to the unfolding of an unexpected situation. This activity is less guided and allows more room for spontaneous response. The tension or conflict in role-play creates unpredictability and this is a key element in language use and something students should be prepared for.

Simulation

Simulation is a problem-solving activity where the student brings his own personality, experience and opinions to the task (Livingstone, 1983). It involves discussion of a problem which is presented by the teacher. The students normally bring their own experience to the portraying of the roles in simulation. The situation need not be a real life situation like a board meeting but can be

imaginary like being stranded in a desert island. Simulation was originally used as a learning technique in business and military training. The outcome of the simulation was of paramount importance. In language learning however, the end product of the decision reached is of less importance than the language used to achieve it.

Role-play is often included within simulation. This allows for extended interaction between the students. These two activities help to recreate the language used in different situations. This is the type of language the students are most likely to use outside the classroom. The main benefit is that it enables a flow of language to be produced that might otherwise be difficult to produce or create. (lee boon hua,1991)

However, Simulations and role-playing allow the student to learn through the experience of a character or personality they assume in the role play environment. Used extensively in education as a means of providing active and experiential learning in realistic situations, simulations can recreate or model either physical systems or social systems through another means. Simulations can be useful in creating a bridge between the learning environment and the “real” world, and can vary in nature from basic human actions such as role-playing to technology-supported events such as computer simulations. Simulated learning activities

- develop context-specific problem-solving skills;
- provide personally tailored and highly motivational instruction;
- promote student-directed learning, free inquiry, and exploration; and

- support constructivist environments conducive to various forms of social learning (Neville & Shelton, 2009).

Simulations teach students to make a decision within its context, adapting to issues and impasses arising from their simulated scenario, gaining an awareness of the distinctive circumstances that exist within the parameters of the simulation. The learner acts, the simulation reacts, the learner learns from both this feedback and discussions during and/or after the simulation. Simulations can promote critical, creative, and evaluative thinking, and enhance student appreciation of the more subtle aspects of a concept, principle, or situation.

Kinds of Roleplays

Character role-play

With a character role play you play with selfmade characters. You decide their personalities, looks, names, habits and abilities on your own. It's a person from your fantasy.

Anime role-play:

In an anime role play, you play with characters from an anime. You can't decide their looks or names, but you can change their personalities and habits in the role play.

Story role-play:

Contrary to the other role plays, this role play continues for a while, even when it stopped. This role play is like a story: It continues until the end when you quit

the role play. It's a role play you can continue the next day. This role play is played most of the time with a selfmade character. When people don't have a selfmade character, they play with the name where they're known with.

Real life role-play

You are playing the roleplay online, but you use yourself as your character. You still play online, but then with your real name.

Demon role-play

Demon RPs contain dark powers, (half) demons and monsters. It's usually played with half demons, sons or daughters of demons and a human, as characters.

Fantasy role-play

Fantasy RPs are especially based on myths and mythical creatures like gods, angels, demons, fairies, et cetera. The difference with demon RPs is that fantasy RP contains all kind of magical creatures, not just demons.

Normal Roleplay

Normal RPs are based on real life, so no magic, powers or anything like that.

War Role-play

The name already says what War RPs are about. You play that your characters are in a time of war. You can base it on historical wars, or ones that don't exist of haven't happened yet.

Romantic Role-play

Romantic RPs contain love. This type of RP can be played in combination with all the other types.

Action Role-play

Action RPs are like Action Movies, with missions and a certain goal.

Sci-Fi Role-play.

Sci-Fi RPs are RPs which are a genre of fiction with imaginative but more or less plausible content such as settings in the future, futuristic science and technology, space travel, parallel universes, aliens, and paranormal abilities.

Adventure Roleplay

Adventure RPs are RPs in which a character or more characters take upon a journey and grow up with it, such as Pokémon.

Comedy Roleplay

Comedy Roleplays are RPs which can be very funny and hilarious. This type of RP can be used with other types to be more hilarious. Example: with ecchi.

Drama Roleplay

Drama RPs contain drama, such as accidents, cheating, kidnapping, traumatic events, et cetera. This type of RP can be played with all other types of RPs.

EcchiRoleplay

Ecchi is a type of Japanese anime. It contains perverted boys, and a light form of sexual behavior or scenes. This type of RP can be played with all other types of RPs.

Horror Roleplay

Horror is a type of Roleplay that can be very scary, such as using a scary story with ghost or horror plots.

How to teach using Role play- Simulation.

Role-plays give students the opportunity to demonstrate how to use English in real life situations and make them focus more on communication than on grammar. Role-play activities can be a lot of fun however a class full of shy students may be reluctant to participate so it is important to know your students.

Regardless of what type of role-play you intend to do, it is imperative that students feel comfortable with the necessary structures and vocabulary.

This makes role-plays ideal for the final lesson on a particular topic. If students perform well, move on to the next chapter and if students struggle, address any mistakes in the following lesson. The feedback given in any role-play lesson should be primarily positive and focus on pronunciation, acting, and creativity. Role-plays are about encouraging your students and building their self - confidence.

Rather than just practice the model dialogue in pairs or groups, encourage students to be creative and use props to better reflect a real life situation. Students should have some space to move about the classroom and be given extra time to practice. If the model dialogue is four to six sentences total, a practice activity in pairs may take five minutes with only two or three demonstrations while a mini-role play of the same length may take ten to fifteen minutes to prepare with about ten minutes for performances. This activity can even be done in the same lesson as the introduction and drilling of a new topic if your students have a good understanding of the new material.

Role-plays can also take an entire lesson especially if students are put in groups instead of in pairs.

A lesson such as this would be ideal after several lessons on the same topic. A directions themed role play might be best in groups of three or four where each student must say a minimum of three or four lines. Structuring the activity in this way will give your students some easy guidelines to follow. You can prepare your students by explaining the activity at the end of a class, placing them in their groups, and asking them to think about what they would like to do. Tell them to bring in any props they would like to use and try to provide some if possible. In the next class, quickly review the target material before splitting the class into groups and dedicate half of the time to practice with the remaining half being for performances. If your students are really eager to perform, ensure that every group gets an opportunity to present their role-play to the class even if it means performing during the next lesson as well. If students are reluctant, then have only the groups that volunteer present.

Advantages of using Role play- Simulation.

For role-play and simulation to be successful, 100% participation from the students should take place. The discussions require a great deal of mental activity as each student tries to express himself to show his understanding and to relate what is being said with his own opinions. Thus opportunities to generate language use arise. This is one of the main concerns of language teaching.

The problems of discipline and motivation can also be reduced. Learning is active and not passive when role-play and simulation are used. They require mental and physical activity e.g. gesturing to put forward a point. The students have to concentrate in order to participate effectively. This would leave little room for playing tricks or getting into mischief. In fact such negative behavior can be diverted into the role-play and simulation activities, which ironically can make the situation more interesting. Since the situations in these activities are often related to real life, the students will see the relevance and they may be more motivated to participate and to use the target language. Hence, relevance would increase the motivation to learn, which in turn will increase student involvement, thus reducing discipline problems which often arise from boredom and lack of motivation.

These dramatic activities can be graded to suit a whole range of abilities since no learning group is homogeneous. The roles can be designed for faster or slower learners. The dominant roles can be taken by the fluent students and the shy students can take a less active role but their participation is still required. For lower level classes cue cards can be given to the students to encourage them. Peer learning and peer helping will also be encouraged suggested by (Boon, 1991)

Disadvantages of using Role-play and Simulation.

Role-play and simulation take a lot of time especially if they include preparation and follow-up work. It also depends on the ability of the class to perform the tasks. The teacher thus has to know the class well so as to assign the

students activities to suit their abilities. Time constraints are especially felt in examination classes which have a set syllabus to follow and to complete.

The lack of space and the large number of students can make the organization of the activities difficult. Noise level will also be high especially, if the size of the classroom is small thus making concentration difficult. Monitoring of the different groups may also be a problem. The teacher thus has to adapt and improvise accordingly, for instance looking for an alternative place or even carrying out the activity outdoors.

When students are encouraged to produce spontaneous speech, mistakes are bound to appear especially in L2 classes. The question on how to correct and when to correct could be a problem to the teacher. The teacher must bear in mind that fluency rather than accuracy is more important. However, it does not mean that the teachers do not correct mistakes at all. This should be done during the discussion and feedback sessions at the end of the activity and not while the students are preparing or carrying out the tasks. Suggested by (Boon 1991).

Why is Role play useful?

Phil Bartle (2011) assumes that Role-playing, or "learning through acting", is a technique that requires participants to perform a task in a realistic situation simulating "real life". This type of exercise is an effective means to take in and absorb the content and substance of new ideas. It facilitates an active understanding of the information and gives participants the opportunity to apply new skills and abilities. The simulation serves as a rehearsal on how to conduct

future activities. By recreating models of real situations, which "play out" a problematic scenario, the participants are given the opportunity to see the situation from perspectives other than those they might be taking in reality. Both the participants and the facilitators have an opportunity to see "hidden obstacles" that may arise in dealing with the problem and can then explore alternative ways of addressing them.

The participants not only rehearse their own behavior in a particular situation, but also have the opportunity as a group to evaluate how effective the staged resolution of the problem actually was.

Role-playing is one of the effective methods to learn and gain experience. An individual is likely to remember their personal feelings more intensely and for a longer period of time. The role game helps to analyze how people behave in a certain situation, how to evaluate and predict their reactions. Therefore, to gain the maximum effect from the role game, proposed situations should be as close to reality as possible.

How to Conduct a Role Play- Simulation Exercise?

According to Phil Bartle (2007) there are three stages to a standard role-play exercise: (1) the set-up, (2) the play stage, (3) the follow up:

Setting up:

In the set up stage, the training team describes the scenario and assigns roles to the participants. If the participant plays a particular role in reality, it would be

more effective to assign a different role to that participant during the role-play exercise.

Another option is to put together a single page description of the scenario to be worked out by the role-play participants.

Alternatively, it may be useful to write one-paragraph descriptions of the key role players. A description can include the main objectives and concerns of the person in that role, perhaps can include some key dialogues or a statement to be read by the person playing the role.

The Play Stage:

During the play stage, the participants act out their roles and the play is carried out. If the role-play becomes too long, then the facilitators can give the participants a time warning of one or two minutes, and then end the play after that.

The Follow Up:

It is important for all the participants to discuss what happened during the role-play. They may question individual role-players to ask why they took a particular position, made a certain statement, or undertook an action. The explanation and the resulting discussion is important for the participants to obtain a greater understanding of the social dynamics related to a particular "real life" situation. Sometimes a role-play session may generate strong emotions (anger, dismay, disagreement), especially if some role-players take the play too seriously, and take extreme positions. The follow-up discussions offer the facilitators an opening to explain that these reactions were caused by the structure of the situation, not by the stubbornness of the individuals playing the roles. It is not necessary to avoid

strong emotions; rather, it is an opportunity to reveal the nature of some "real-life" situations, and to encourage participants to be sensitive to the different assumptions, values, goals and positions that may be taken by different persons actually in "real life".

Using role-plays and simulations to motivate ESL students in a grammar

class: A case study

Sarkissian McPhilomy, & Susanna, Ed.D (2014) realized that role-playing and simulation techniques could be used in teaching grammar to learners of English as a Second Language (ESL). The study focused on exploring the effects of these interactive techniques on students' learning experiences and used them as tools to build their confidence and increase motivation in the process of learning grammar. I reflected on their experiences and feelings while they played with and acted upon the grammar categories taught to them. The study was conducted using a classical content analysis approach. The participants were videotaped during the interviews. Classroom observations and after-class discussions were conducted and documents were reviewed to collect data. This research study was necessary to contribute to knowledge that might help ESL learners and practitioners in their practices. The main concept that emerged from the interview data based on participants' descriptions and insights was that role-plays and simulations have essential meanings for the second language learners in the process of studying grammar. These interactive techniques increased learners' motivation, confidence, and use of language structures in meaningful contexts. The themes were important

to understanding the participants' perceptions of being comfortable in the target language environment and not fearing grammar, which contributes to student achievement. The study contains recommendations and practical suggestions to the ESL community in reflecting on an alternative approach to grammar instruction and making the process of teaching and learning grammar a more meaningful and enjoyable experience.

How to design a Role Play- Simulation?

According to Prepared by Mary Pettenger (2009) Role-play simulations can be complex or simple, and can be designed to cover many different topics. The simulation can push students to learn about issues at a deeper level because they must learn positions and then play them in a public setting. It can also increase class interaction due to the social nature of the exercise. In addition, simulations can promote student learning due to peer pressure, increased interest and hopefully learning retention due to the active nature of the exercise.

One downside for the instructor however is the loss of autonomy over the class. The simulation is turned over to the students who can make it succeed or fail based on their efforts or lack thereof. You can use techniques to minimize the risk such as requiring graded assignments, and activities that require a personal commitment from the student (such as a public speech, etc.).

As with all learning processes, the most important first steps are determining who needs to learn what, and how best to facilitate the process. Questions you will need to consider:

How much time can be devoted in the class to the simulation?

In class time usually consists of preparatory lectures, the simulation as well as a debrief. The length will determine the scope of the simulation and the amount of deep learning that can occur. This will also include how much time you have to prepare the simulation. Much of your work on the simulation will be on the front-end in designing the simulation and pre-lectures. However, you will need to time for grading assignments, etc., and for evaluation and re-work if you use the simulation again.

What are the learning outcomes of the simulation?

Designing the simulation must fit to your goals for the course. It is useful to integrate the simulation into the broader themes of a course to provide students with hands-on understanding of the material. Areas to consider are the areas and skills you want students to develop such as greater topic knowledge, negotiations skills and strategy, public speaking skills, and research and writing skills. Further discussion of simulation structure below may help you in this area as well.

Why would we use Role play- Simulation?

It is because in both simulations and role-plays, students are able to:

- Interact with content in a meaningful way.
- Have an opportunity to become emotionally engaged with the content.
- Have a chance to practice or learn new skills.
- Although not “the real thing,” role-plays and simulations have the potential to illicit deep emotions and feelings, both of which make learning “stick.”

f. METHODOLOGY.

Desing of the research

The present research work is based on the Action Research as a enquiry, which is carried out in order to understand, to evaluate and then to change a situation, at the time the research in conducting and improve educational practice. This study is an educational research that will allow the participant to study and practice a variety of aspects making use of Role Play and Simulations as strategies with the purpose to improve the speaking skill.

Methods, techniques and instruments.

Methods.

The following general methods will be applied along the Research.

The scientific method; will facilitate the study of appropriate resources to improve the speaking skills. Also, it will help in the observations done before and during the intervention. This one will support with gathering data to make relevant predictions about the possible solution.

The Descriptive method; will be useful to describe the different stages of study and the kind of resources used by the researcher. It will serve to explain and analyze the object of investigation.

The Analytic-Synthetic method; will be used to analyze and interpret the obtained results through the test. It also will help to draw up the conclusions.

The Statistics method; will be useful to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the observations and teacher's diary.

This research also will follow the process of an action research which includes planning, acting, observing and reflecting suggests, proposed by (Kemmis, 2000). This Process will help the researcher to see if any necessary modification or amendment would be necessary to improve speaking skills.

The process of the research will be carried out systematically, by collecting data on the practice, analyzing it in order to draw conclusions about how future practice should be.

Techniques and Instruments.

To collect the data, test, observation and diary will be design and applied at the beginning, during and after the application of the intervention plan.

Test.

Two kinds of test will be used. A pre-test will be used to collect students' answers, in order to diagnose the level of students' speaking skills, at the beginning of the intervention plan. The same pre-test will be used as a post-test and applied at the end of the intervention plan, to obtaining formation about students' progress on speaking skills during the intervention. The test will be conducted in class and the researcher will give students a clear explanation and clarify all queries raised.

Observation Sheet.

Through the observation sheet the researcher will observe the students' performance during the lessons. It also will be used to determine what has happened in class and then analyze and reflect upon the findings when the plan ends.

Field Diary and notes.

The researcher will use a dairy to record what happens in each lesson. It will help to write up the findings during the intervention, relevant events during the observation or particular situations that happen.

Questionnaire.

A questionnaire with seven closed and multiple choice questions will be applied to obtain information from students about the development of speaking skill inside the classroom. This instrument will be applied at the beginning and at the end of the intervention. The post questionnaire will be used to collect student's progress about the development of speaking skill during the intervention.

Procedures.**Tabulation.**

The tabulation of data will be done with the results obtained in the tests. A logical analysis will be done with the information received.

Organization.

The research will organize the work based on the information received in all the strategies applied to compare and analyze the impact of the intervention plan.

A report of the intervention plan will be disseminated with the findings and ideas among the teachers, partners and the high school.

Description.

The obtained data will be described in graphics considering the information pre and post intervention. The description of each question will be completed to facilitate the interpretation of the information shown, and also do logical analysis of the data received.

Population.

The students of second year of bachillerato are who will participate in the development of this action research. The totals of participants for this research are 30students between boys and girls. The students are between sixteen and seventeen years old. The students receive five hours of English per week with a certified teacher.

Intervention Plan

Alternative

Improvement of speaking skill through the use of Role Play and Simulations with the second year of Bachillerato at 27 de Febrero high school in Loja city, during the academic period 2014-2015.

Objective:

To improve the speaking skill through the use of Role Play and Simulations with the second year students of Bachillerato at 27 de Febrero high school.

Introduction

The intervention plan is a two month program that will prepare students of second year of bachillerato at 27 de Febrero high School to speak English properly. The goal of the intervention plan is to make speaking skill enjoyable and unforgettable through six kinds of role play and simulation activities:

The performing of real life situations, life stories, drama, character stories, and acting out comedies.

Also it includes 9 lessons with different role play and simulations activities, each lesson is developed considering three steps: Setting up, the play stage and the follow up, taken from Phil Bartle, (2007).

Setting up: This step will be developed;

- Explaining the procedure to be follow.
- Giving the scripts.
- Describing the scenary

- Teaching the vocabulary
- Emphazasing the pronunciation

The play stage: Will be done through;

- Assingning roles.
- Performing the scripts in groups.

The follow up: will be developed through;

- Discussing what happen during the performance.

Period.

This intervention plan will be developed during the months of april and may of 2015, with 30 students, two hours per week.

INTERVENTION PLAN

RESEARCH PROBLEM: How do role play and simulations improve the English speaking skill?

DATA COLLECTION INSTRUMENTS: Pre-Test, questionnaire, observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
WEEK ONE	To collect data in order to know the level of speaking knowledge that students have. To answer the questionnaire	Previews Units Advbbers of frequency. There is and there are with some and any Questions with how much and how many International treats Sports useful expressions	Pre-test Researcher. tells students that they are going to take a test about what they have been studied in previous units. Researcher. Gives students the pre-test and explains question by question and answer all the doubt that students have.	Pre-test Questionnaire

Support: Coaching and guidance from the university professor

Observation notes: _____

RESEARCH PROBLEM: How do role play and simulations improve English speaking skill?

DATA COLLECTION INSTRUMENTS: Observation Sheet and Diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
WEEK TWO Three hours	Students will be able to: Talk about their daily routine.	Unit 4. Adverbs of frequency. Expressions of frequency. How often do you?	<p>Role play-simulation. Normal Roleplay and simulation. (real life routines)</p> <p>Setting up: Researcher explains what the normal role play is. Researcher gives students the scrip about real life routines. Researcher divides the class in groups of three. Researcher provides students the description of the scene through pictures. Researcher presents the new vocabulary and emphasizes on the correct pronunciation using flash cards. Students repeat the pronunciation of the new vocabulary</p> <p>The play stage: Students are given their roles. Students study their roles Students practice their roles in groups. Researcher gives help if students need. Students perform their roles.</p> <p>The follow up: The researcher and students will discuss what happen during the performance. The researcher gives students feedback about the mistakes they made during the performance at the end of each role play.</p>	Brochure Script Pictures Flash cards

Support: Coaching and guidance from the university professor

Observation notes:

RESEARCH PROBLEM: How do role play and simulations improve English speaking skill?

DATA COLLECTION INSTRUMENTS: Observation Sheet and Diary Field.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
WEEK THREE Threehours	To talk about expressions of quantity.	There is and there are with some and any	<p>Real life Situation: (Food at the supermarket)</p> <p>Setting up: Researcher explains what the Real life simulation role play is. Researcher gives students the scrip about real life Situation. Researcher divides the class in groups of three. Researcher provides students the description of the scene through pictures. Researcher presents the new vocabulary and emphasizes on the correct pronunciation using flash cards. Students repeat the pronunciation of the new vocabulary</p> <p>The play stage: Students are given their roles. Students study their roles Students practice their roles in groups. Researcher gives help if students need. Students perform their roles.</p> <p>The follow up: The researcher and students will discuss what happen during the performance. The researcher gives students feedback about the mistakes they made during the performance at the end of each role play.</p>	Brochure. Script. Flash cards

Support: Coaching and guidance from the university professor

Observation notes: _____

RESEARCH PROBLEM: How do role play and simulations improve English speaking skill?

DATA COLLECTION INSTRUMENTS: Observation Sheet and Diary Field.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
WEEK FOUR Three hours	To identify expressions of quantity.	Questions with howmuch and how many	<p>Role play-simulation</p> <p>Comdey role play-simulation: (going to the supermarket)</p> <p>Setting up:</p> <p>Researcher explains what the Comedy role play is.</p> <p>Researcher gives students the scrip about goin to the supermarket.</p> <p>Researcher divides the class in groups of three.</p> <p>Researcher provides students the description of the scene through pictures.</p> <p>Researcher presents the new vocabulary and emphasizes on the correct pronunciation using speaking games.</p> <p>Students repeat the pronunciation of the new vocabulary</p> <p>The play stage:</p> <p>Students are given their roles.</p> <p>Students study their roles</p> <p>Students practice their roles in groups.</p> <p>Researcher gives help if students need.</p> <p>Students perform their roles.</p> <p>The follow up:</p> <p>The researcher and students will discuss what happen during the performance.</p> <p>The researcher gives students feedback about the mistakes they made during the performance at the end of each role play.</p>	Brochure. Script.

Support: Coaching and guidance from the university professor

Observation notes: _____

RESEARCH PROBLEM: How do role play and simulations improve English speaking skill?

DATA COLLECTION INSTRUMENTS: Observation Sheet, Diary Field.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
WEEK FIVE Threehours	To talk about extra activities	Extra activities.	<p>Role play-simulation</p> <p>Character role play-simulation: (planning for the show)</p> <p>Setting up:</p> <p>Researcher explains what the Character role play is.</p> <p>Researcher gives students the scrip about planning for the show.</p> <p>Researcher divides the class in groups of four.</p> <p>Researcher provides students the description of the scene through pictures.</p> <p>Researcher presents the new vocabulary and emphasizes on the correct pronunciation using speaking games.</p> <p>Students repeat the pronunciation of the new vocabulary</p> <p>The play stage:</p> <p>Students are given their roles.</p> <p>Students study their roles</p> <p>Students practice their roles in groups.</p> <p>Researcher gives help if students need.</p> <p>Students perform their roles.</p> <p>The follow up:</p> <p>The researcher and students will discuss what happen during the performance.</p> <p>The researcher gives students feedback about the mistakes they made during the performance at the end of each role play.</p>	Brochure. Script

Support: Coaching and guidance from the university professor

Observation notes: _____

RESEARCH PROBLEM: How do role play and simulations improve the English speaking skill?

DATA COLLECTION INSTRUMENTS: Observation Sheet ,Diary Field.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
WEEK SIX Threehours	Students will be able to discuss about strange food.	International treats	<p>Role play-simulation Drama role play-simulation: (planning for the dinner) Setting up: Researcher explains what the Damma role play is through a video. Researcher gives students the scrip about planning for the dinner. Researcher divides the class in groups of three. Researcher provides students the description of the scene through pictures. Researcher presents the new vocabulary and emphasizes on the correct pronunciation. Students repeat the pronunciation of the new vocabulary</p> <p>The play stage: Students are given their roles. Students study their roles Students practice their roles in groups. Researcher gives help if students need. Students perform their roles.</p> <p>The follow up: The researcher and students will discuss what happen during the performance. The researcher gives students feedback about the mistakes they made during the performance at the end of each role play.</p>	Brochure. script projector

Support: Coaching and guidance from the university professor

Observation notes: _____

RESEARCH PROBLEM: How do role play and simulations improve English speaking skill?

DATA COLLECTION INSTRUMENTS: Observation Sheet and Diary..

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
WEEK SEVEN Three hours	Students will be able to employ useful expressions in a conversation.	Useful expressions	<p>Role play-simulation Life’s stories role play-simulation: (meet at the park) Setting up: Researcher explains what the life’s stories role play is. Researcher gives students the scrip about meet at the park. Researcher divides the class in groups of three. Researcher provides students the description of the scene through pictures. Researcher presents the new vocabulary and emphasizes on the correct pronunciation using flash cards. Students repeat the pronunciation of the new vocabulary</p> <p>The play stage: Students are given their roles. Students study their roles Students practice their roles in groups. Researcher gives help if students need. Students perform their roles.</p> <p>The follow up: The researcher and students will discuss what happen during the performance. The researcher gives students feedback about the mistakes they made during the performance at the end of each role play.</p>	Brochure. script Flash Cards

Support: Coaching and guidance from the university professor

Observation notes: _____

RESEARCH PROBLEM: How do role play and simulations improve the English speaking skills?

DATA COLLECTION INSTRUMENTS: Observation Sheet and Diary Field Observation tracking progress.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
WEEK EIGHT Three hours	To talk about exercising using gerunds.	Sports	<p>Role play-simulation Real life role play-simulation: (playing soccer) Setting up: Researcher explains what the real life role play is. Researcher gives students the scrip about playing soccer Researcher divides the class in groups of three. Researcher provides students the description of the scene through pictures. Researcher presents the new vocabulary and emphasizes on the correct pronunciation using flash cards. Students repeat the pronunciation of the new vocabulary</p> <p>The play stage: Students are given their roles. Students study their roles Students practice their roles in groups. Researcher gives help if students need. Students perform their roles.</p> <p>The follow up: The researcher and students will discuss what happen during the performance. The researcher gives students feedback about the mistakes they made during the performance at the end of each role play.</p>	Brochure. Script. Pictures

Support: Coaching and guidance from the university professor

Observation notes: _____

RESEARCH PROBLEM: How do role play and simulations improve the English speaking skills?

DATA COLLECTION INSTRUMENT: post-test.

	TOPIC	LEARNING OUTCOMES	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
WEEK NINE	Units 3 and 4	Students are able to show their improvement on speaking skill.	Researcher. tells students that they are going to take a test and a questionnaire about what they have been studied during these units. Researcher. gives students the post-test and explains question by question and checks students' understanding. Researcher. asks students to complete the test and monitors them during the test.	Post-test Post questionnaire

Support: Coaching and guidance from the university professor.

Observation notes: _____

g. ORGANIZATION AND MANAGEMENT OF THE RESEARCH.

1. RESOURCES

Human

The researcher.

The 2rd year of bachillerato.

Material

Brochure

Worksheets

Technical

Computer , projector

Internet

2. BUDGET

RESOURCES	COST
Internet	\$ 20.00
Print of Reports	\$ 15.00
Print of The Project	\$ 20.00
Print of the Final Report and Thesi	\$ 200.00
Unexpected Expenses	\$ 60.00

The financing of the expenses derived from the present research work will be assumed by the research author.

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

H. TIME LINE

PHASES	ACTIVITIES	2015											2016		
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	De	Jan	Feb	Mar
PROJECT	Project presentation	x													
	Appointment of the teacher advisor		X												
	Project approval		x												
	Appointment of thesis advisor		X												
INTERVENTION / ACTION	Application of the instruments		x												
	Act-observe			XXXX	XXXX										
THESIS PROCESS	data organization and tabulation					XX									
	Interpreting and reflecting					XX									
	Writing up and reporting						XX								
	Presenting the thesis report						X								
	Thesis revision						X								
	Submission of the folder								XXXX	XXXX	XXXX				
	Thesis presentation											XXXX			
	Private review and thesis approval												XXXX		
	Corrections													XXXX	
	Public presentation and incorporation														XXXX

h. BIBLIOGRAPHY

Andrew, J., & Meligrana, J. (2012). *Evaluating the use of Role play and simulations in teaching*. Retrieved

From <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=42&ved=0CCUQFjABOCg&url=http%3A%2F%2Fwww.scirp.org%2Fjournal%2FPaperDownload.aspx%3FpaperID%3D23344&ei=mM3UVIauE4GNgwS21IOIAg&usg=AFQjCNGfcG-f-uZC3WHuxjiEICWv7GxQ1g>

Annette L., Larry J., & William L. Smith (2010). *Course activities scenarios about Role play and Simulations*. Retrieved From, http://eduscapes.com/distance/course_activities/simulations.htm

Ariffansyah, G (2013) *5 Problems in speaking as foreign language*. Retrieved From <http://englishwithgalih.blogspot.com/2013/04/5-problems-in-speaking-english-as.html>

Ariffansyah, G. (2013) *Problems in speaking*. Retrieved From, <http://englishwithgalih.blogspot.com/2013/04/5-problems-in-speaking-english-as.html>

Bartle, P. (2011) *Role play and simulation games*. From http://peoplelearn.homestead.com/module_8.roleplay.simulation.pdf

Blank, E. (1985). *Effectiveness of role playing*. Retrieved From, <http://ageconsearch.umn.edu/bitstream/32523/1/10010055.pdf>

- Boon, L. (1991) *Role play-Simulation*. Retrieved From <http://www.melta.org.my/ET/1991/main5.html>
- Brad, A. & Angelica. (2012) *Simulations and Role plays*. Retrieved From <http://creativeteacherette.blogspot.com/2012/11/simulations-and-role-plays.html>
- Burkart, G. (1998). *Teaching Speaking*. Retrieved From <http://www.nclrc.org/essentials/speaking/spindex.htm>
- Burns, A., & Joyce, H. (1997). *Focus on speaking*. Sydney: National Center for English Language Teaching and Research. Retrieved From, <http://area.dge.mec.pt/gramatica/whatspeakingis.htm>
- Carolyn, M. (2010). *Designing and using simulations Role play exercise*. Retrieved From <http://webs.wichita.edu/depttools/depttoolsmemberfiles/carolynshaw/Shaw%20in%20Compendium.pdf>
- Coghlan, N. (2012) *Role play and simulations*. Retrieved From <http://www.esl-lounge.com/blog/185/role-plays-and-simulations>
- Davies, P. (1996). *Simulations, games and Role play*. vol. 27, no. 3, pp. 217–23. Retrieved From, https://www.economicsnetwork.ac.uk/handbook/printable/games_v5.pdf

Denemark, R. (2010) *Role play Simulation*. Retrieved From <http://webs.wichita.edu/depttools/depttoolsmemberfiles/carolynshaw/shaw%20in%20Compendium.pdf>

E.,Hubbard, L., & Smith, C.(2006) *Teaching Speaking and listening and the primary School*. Retrieved From, <http://www.amazon.co.uk/Teaching-Speaking-Listening-Primary-School/dp/1843122553>

English School New York, activities for Speaking.(2010). Retrieved From,http://www.eslgold.com/speaking/low_beginning.html

Fernández,E. Bravo, J., & Valero, M. *Role play and Simulations*. Retrieved From, http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&ved=0CF0QFjAH&url=http%3A%2F%2Fwww4.ujaen.es%2F~gluque%2FROLE-PLAY%2520AND%2520SIMULATIONS_eva...ppt&ei=fy7UUVL_VLce_nNtOegbgF&usq=AFQjCNGLgCD9gfUYNVLD0mHMd031uX80wQ&bvm=bv.85464276,d.eXY

Jarvis, L. Odell, K.,&Troiano, M. (2002) *Role playing as a teaching strategy*. Retrieved From <http://imet.csus.edu/imet3/odell/portfolio/grartifacts/Lit%20review.pdf>

Kayi, K. Techniques for teaching speaking. Retrieved From, <http://bbutm.weebly.com/uploads/1/3/2/9/13290838/techniqueteachingspeakingnotes.pdf>

Kodotchigova, M.(2001) Role play in a teaching culture. Retrieved From, <http://iteslj.org/Techniques/Kodotchigova-RolePlay.html>

Paquette, L. (2012) Using Role play and simulations to promote active learning. Retrieved From <http://www.facultyfocus.com/articles/instructional-design/using-role-play-simulations-to-promote-active-learning/>

Pettenger, M. (2009) How to design a Role play Simulation. Retrieved From http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CB8QFjAA&url=http%3A%2F%2Fwww.iucnael.org%2Fzh%2Fdocuments%2Fdoc_download%2F807-pettenger-how-to-design-a-role-play-simulation.html&ei=3-HSVN70GIHfgwS-noPYDQ&usg=AFQjCNG87pKVpbTwemAJEpmREAbVSX2mvQ&bv=m=bv.85142067,d.eXY

Sarkissian, S. (2014) Using role play and simulations to motivate ESL students in a grammar class. Retrieved From <http://gradworks.umi.com/35/83/3583312.html>

Schumaecker, P. Role playing in the classroom. Retrieved From, http://www.phschool.com/eteach/social_studies/2001_04/essay.html

Speaking Specialist.How to teach using Role play. Retrieved From <http://busyteacher.org/3694-how-to-teach-role-plays.html>

Tompkins,P.(1998)Role-play simulation. The internet TEST Journal, Vol. IV, No 8. Retrieved From <http://iteslj.org/Techniques/Tompkins-RolePlaying.html>

ANNEXES



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

TEST

A).- Answer the following questions.

1. Introduce Yourself? Name, age, where are you from and how old are you.
2. Can you tell me 3 extra activities do you usually do in your free time?
3. Describe a picture using there is and there are?



4. Can you tell me 5 foods you eat and do not eat?
5. Tell me about your daily routines using the adverbs of frequency?
Always, usually, sometimes, often and never.



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

Name.....Date.....

QUESTIONNAIRE

As an undergraduate of the English language career the research is doing an action research work about the improvement of Speaking skill through the use of role plays and simulations, This study will help you to develop speaking Skill at the English language learning. For that reason I ask you politely the question in real and responsible way.

1) Have you ever worked with Role play and Simulations?

Yes () No ()

2) Do you think that Role play and Simulations help you to improve your speaking?

Yes() No ()

3) Does the teacher use Role play and Simulations activities to motivate you to speak in the classroom?

Yes() No ()

4) How often does the teacher use Role play and simulations to improve your speaking?

Always() Sometimes() Almost always () Hardly ever ()

5) Do you feel nervous when you have to talk in English?

Always() Sometimes() Almost () Hardly ever ()

6) When you have to talk in English, Is it?

easy () a little difficult () difficult() very difficult ()

7) Which activities do you think encourage you to speak?

Discussions () interviews () picture describing () role play()

RESEARCHER FIELD DIARY

Lesson						
Activity						
Objective:						
Materials:						
Timing						
Procedure						
Grouping						
Do the students like it?	Yes		For a while		Not really	
Are they bored?	Yes		No			
Do they make an effort?						
Comments	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>					

OBSERVATION SHEET

Observer:

Date:

Things to be observed	ACTIVITIES	YES	NO	SOMETIMES REMARKS
Have all the students participated during class?				
Was the activity appropriated for the class?				
Were the objectives for the activities accomplished?				
Suggestions to the activities done				

RUBRIC

Pronunciation 2.5	Poor 2-4 0.5 Student's pronunciation was incomprehensible.	Fair 5-6 1 Student's pronunciation made understanding difficult.	Good 7-8 1.5- 2 Student's pronunciation was understandable with some error	Excellent 9-10 2.5 Student's pronunciation was like a native speaker
Fluency 2.5	Poor Student was unable to ask or respond to questions.	Fair Student took a long time to ask and respond to questions.	Good Students were able to ask and answer the questions with little difficulty	Excellent Students were able to communicate clearly with no difficulty.
Comprehension 2.5	Poor Student was unable to comprehend questions. Questions had to be repeated.	Fair The student showed little comprehension of questions. Questions had to be repeated	Good The student understood most of what was asked of him/her.	Excellent The student fully understood the questions asked and answered correctly.
Accuracy 2.5	Poor the student made a lot of mistakes in the word order of the sentences and could not correct these mistakes.	Fair the students made some mistakes in the word order of the sentences.	Good The student gave an answered with few mistakes in the word order of the sentences.	Excellent The student gave an answered without mistakes in the word order of the sentences.

RESEARCH MATRIX

THEME:Improvement of speaking skill through the use of Role Play and Simulations with the second year of Bachillerato, at 27 de Febrero high school in Loja city, during the academic period 2014- 2015

PROBLEM	OBJECTIVES	THEORETICAL FRAME CATEGORIES	METHODOLOGICAL DESIGN (ACTION RESEARCH)	INSTRUMENTS
<p>MAIN RESEARCH PROBLEM</p> <p>How do Role Play and Simulations improve the English speaking skill with the second year of Bachillerato parallel "A",in 27 de Febrero high school in Loja city, during the academic period 2014- 2015?</p>	<p>GENERAL</p> <p>To improve the speaking skill through the use of Role Play and Simulations with the second year of Bachillerato at 27 de Febrero high school..</p>	<p>SPEAKING SKILL</p> <p>What is speaking</p> <p>What a good speaker does</p> <p>Importance of speaking</p> <p>How to teach speaking</p> <p>Components of speaking</p> <p>Strategies for developing</p>	<p>Preliminary investigation</p> <p>Observation of the English classes.</p> <p>Stating the background of problem.</p>	<p>Questionnaires</p> <p>Tests</p> <p>Dairy</p> <p>Observation sheet.</p>

SUB PROBLEMS	SPECIFICS			
What kind of theoretical references about English speaking and Role Play and Simulations are effective to help second year students of Bachillerato?	To investigate the theoretical references about speaking and Role Play and Simulations help second year of Bachillerato.	speaking techniques for teaching speaking how to teach speaking in the classroom.	Describing the current situation Locating and reviewing the literature.	
What are the aspects that limit the English speaking of second year of Bachillerato?	To diagnose the aspects that limit the students speaking skill through a pre-test.	Activities to promote speaking. Role play and simulations What is role play- simulation	Creating a methodological framework for the research.	
What are the important phrases of the intervention plan that address the current issues of speaking skill development with role play and simulations of second year of Bachillerato?	To design an intervention plan which contains Role Play and Simulations activities to improve the speaking skill.	How to teach using role play- simulation Kinds of Role play Advantages of using role play- simulation Disadvantages of using role play- simulation	Preparing an intervention plan. Presentation of Research findings Reflecting, analyzing and answering the proposed inquiries.	
			Organizing the final	

<p>Which role play and simulations are implemented to improve students speaking skill?</p> <p>How do Role Play and Simulations applied in the class solve the problems in the speaking skill of second year of Bachillerato?</p>	<p>To apply Role Play and Simulations in the class to solve the limitation in speaking skill of second year of Bachillerato.</p> <p>To reflect upon the effect of Role Play and Simulations had on grade students speaking skill.</p>	<p>Why are Role play and simulation useful.</p> <p>How to conduct a Role play-simulation exercise.</p> <p>Using role play and simulations to motivate esl in grammar class.</p> <p>How to design a role play-simulation.</p> <p>Why would we use a role play-simulation.</p>	<p>report.</p>	
--	---	--	----------------	--

INDEX

COVER PAGE	i
CERTIFICATION	ii
AUTORÍA	iii
LETTER OF AUTHORIZATION	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
MATRIZ DE ÁMBITO GEOGRÁFICO.....	vii
MAPA GEOGRÁFICO Y CROQUIS.....	viii
THESIS OUTLINE.....	ix
a. TITLE.....	1
b. RESUMEN.....	2
ABSTRACT.....	3
c. INTRODUCTION.....	4
d. LITERATURE REVIEW.....	6
Speaking	7
Definition.....	7
The importance of speaking skill.	8
Components of speaking skill.	8
How to teach speaking skill?	9
Techniques for teaching speaking skill.	10
Activities to promote speaking	11
How to teach speaking in the classroom	12
Form, meaning and fluency	12
Principles for teaching speaking	13
Role play and Simulations	16
Definition.....	16
Kinds of Role-plays.....	18
How to teach using Role play - Simulation	20
Why role play is useful in speaking:	20

How to Conduct a Role Play- Simulation Exercise?.....	21
Advantages of using Role play- Simulation	22
e. MATERIALS AND METHODS.....	23
Techniques and instruments.....	25
f. RESULTS.....	27
g. DISCUSSION.....	45
h. CONCLUSIONS.....	48
i. RECOMMENDATIONS.....	49
j. BIBLIOGRAPHY.....	50
k. ANNEXES	52
a. THEME.....	53
b. PROBLEM STATEMENT.....	54
Background.....	54
Description of the current situation of the research problem.....	55
Research Problem.....	57
Spatial:	57
Observation Unit:	57
Sub problems	57
c. JUSTIFICATION.....	59
d. OBJECTIVE.....	60
General Objective.....	60
Specific Objectives.....	60
e. THEORETICAL FRAME.....	61
Speaking	61
What is speaking?.....	61
What a good speaker does	62
The importance of speaking skill.	63

How to Teach Speaking Skill?.....	64
Strategies for Developing Speaking Skill.....	65
Techniques for teaching speaking skills.....	67
How to teach speaking in the classroom.	67
Form, meaning and fluency.	67
Activities to promote speaking:	69
Components of speaking skill.....	69
Principles for teaching speaking	71
Plan speaking tasks that involve negotiation for meaning.	71
Assessment of speaking skill.	72
Role play- Simulations	73
Definition of Role play - Simulation?	73
Kinds of Roleplays	76
How to teach using Role play- Simulation.	79
Advantages of using Role play- Simulation.	80
Disadvantages of using Role-play and Simulation.	81
Why is Role play useful?.....	82
How to Conduct a Role Play- Simulation Exercise?.....	83
Using role-plays and simulations to motivate ESL students in a grammar class: A case study	85
How to design a Role Play- Simulation?.....	86
f. METHODOLOGY	88
Methods, techniques and instruments.	88
Techniques and Instruments.	89
Procedures.....	90

Description.....	91
Intervention Plan	92
g. ORGANIZATION AND MANAGEMENT OF THE RESEARCH.....	103
h. TIME LINE.....	104
i. BIBLIOGRAPHY.....	105
ANNEXES.....	109
RESEARCH MATRIX	114
INDEX.....	117