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ENGLISH LANGUAGE DEPARTMENT

TITLE

THE ROLE PLAY TECHNIQUE TO DEVELOP SPEAKING SKILLS AMONG STUDENTS IN SECOND YEAR OF BACHILLERATO "A" AFTERNOON SESSION AT UNIDAD EDUCATIVA JOSE ANGEL PALACIO IN THE CITY OF LOJA, DURING THE 2018 – 2019 SCHOOL YEAR

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

AUTHOR

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CERTIFICATION

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Loja, March 18th, 2019



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THE AUTHOR

DEDICATION

Firstly, I want to dedicate this work to God, who gave me enough wisdom and intelligence to develop this work.

To my entire family, my parents and my siblings, especially my father Angel Medina and my mother Rosa Guamán, who have always been with me in the good and bad times of my life. They are my main support in all aspects on my life. Definitely, they are a model to follow during my life.

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CLAUDIA MEDINA

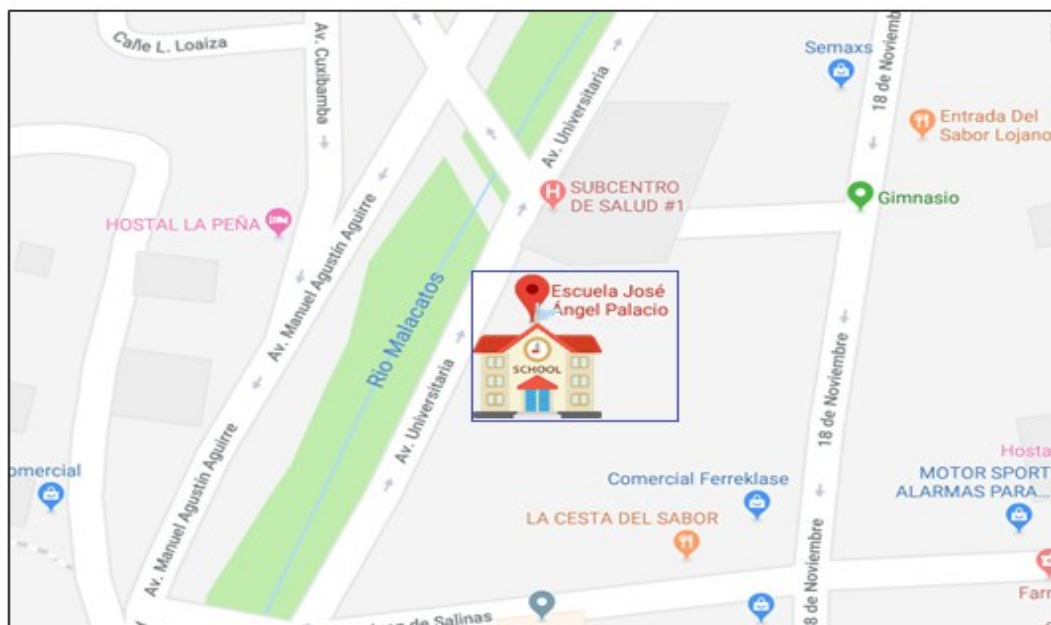
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a.TITLE

THE ROLE PLAY TECHNIQUE TO DEVELOP SPEAKING SKILLS AMONG
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SESSION AT UNIDAD EDUCATIVA JOSE ANGEL PALACIO IN THE CITY
OF LOJA, DURING THE 2018 – 2019 SCHOOL YEAR

b. RESUMEN

El objetivo general del trabajo de investigación fue desarrollar las habilidades del habla mediante la técnica de juego de roles en los estudiantes del segundo año de Bachillerato “A” sección vespertina en la Unidad Educativa José Ángel Palacio en la ciudad de Loja durante el año escolar 2018- 2019. Los métodos utilizados fueron: científico, descriptivo, estadístico, y sintético-analítico, los cuales fueron utilizados para recolectar, describir, representar e interpretar los datos obtenidos. Hojas de observación y notas de campo fueron utilizadas para registrar el comportamiento de los estudiantes. Dos pruebas y dos cuestionarios fueron aplicados a doce estudiantes para diagnosticar su conocimiento. Los resultados mostraron que los estudiantes desarrollaron sus habilidades del habla en los siguientes aspectos: gramática, vocabulario, pronunciación, fluidez y comprensión. En conclusión, el uso de la técnica de juego de roles ayudo a los estudiantes a disminuir sus miedos al expresar sus ideas en inglés oralmente.

ABSTRACT

The general objective of this research work was to develop speaking skills through the Role Play Technique in the students of second year of Bachillerato “A” afternoon session at Unidad Educativa José Angel Palacio in the city of Loja during the 2018-2019 school year. The methods used were: scientific, descriptive, statistical and synthetic-analytical, which were used to gather, describe, represent, and analyze the data obtained. An observation sheet and field notes were used to register students’ behavior. Two tests and two questionnaires were applied to twelve students to record their knowledge. The results showed that students developed their speaking skills in the following aspects: grammar, vocabulary, fluency, pronunciation, and comprehension. In conclusion, the use of Role Play Technique helped students to reduce their fear of expressing orally their ideas in English.

c. INTRODUCTION

Speaking is one of the most important English Language skills, because it gives people the ability to communicate effectively. Speaking is not just about the pronunciation of words, it also involves some components such as grammar, vocabulary, pronunciation, fluency, and comprehension. People who learn the English Language make mistakes when they have to express their ideas and feelings through speaking. To be an excellent speaker, it is necessary to form the habit of participating in speaking activities daily. Unfortunately, in some educational institutions speaking is not the main skill that is focused on. One of the reasons that students do not use the language to communicate between themselves is the lack of the speaking activities in the classrooms. As a result, learners do not have an opportunity to practice and enhance their English.

Although, speaking is a productive skill that needs to be mastered by students who study the English Language, at Unidad Educativa José Angel Palacio it was detected that students in second year of Bachillerato “A” afternoon session face some difficulties when speaking. Consequently, students do not use the language, they speak only when they repeat the words after the teacher or when they read short sentences from their book. Another problem is that students are not motivated enough to speak, and most of them feel shy or afraid of making a mistake when speaking.

After analyzing the students' situation, it has been necessary to formulate the research question; How does the role play technique develop speaking skills among students in second year of Bachillerato "A" afternoon session at Unidad Educativa José Angel Palacio in the city of Loja, during the 2018 – 2019 school year?

As a solution to the current problem that the students have with speaking skills, the Role Play technique was chosen to help them to improve their grammar, vocabulary, pronunciation, fluency and comprehension, because this technique gets students highly motivated, engaged and gives learners an opportunity to practice communicating in different social contexts and different social roles. Through role play activities the students learn how to express ideas, opinions, or feeling to others by using words; therefore, they produce the English language.

To achieve the main objective of this research work, five specific objectives were set up. These include: to research theoretical and methodological references about Role Play Technique to develop the speaking skills; to identify the issues that limit the development of the speaking skills; to elaborate an intervention plan that help the current issues to achieve a satisfactory outcome on developing speaking skills; to apply the most appropriate activities of Role Play Technique to develop speaking skills, and to validate the results obtained after the application of Role Play Technique to develop the speaking skills among students in second year of Bachillerato "A" Afternoon session at Unidad Educativa José Angel Palacio during the 2018-2019 school year.

Four methods were used during the research: the scientific method helped to gather information about role play technique and speaking skills. The descriptive method was suitable for describing the different phases of this research and the authentic materials applied. The statistical method was helpful to make the quantitative statistical analysis of the data received from the tests and qualitative analysis of the data received from questionnaires. The analytic-synthetic method allowed the researcher to analyze the information and interpret the obtained results from the instruments applied.

The research work includes the following parts: first, the abstract contains the general objective of the research, methods, instruments, population, main result and conclusion. Second, the introduction includes the contextualization of the problem, the reasons why the technique was chosen, specific objectives, the methodology and the content of the thesis. Third, the literature review provides the specific information about two variables speaking skills and role play. The materials and methods section contains the design of the research, methods and instruments that were used during the investigation and the population who is part of this research.

In the results section, the findings of the research are described and analyzed. These findings are presented in tables and figures with the corresponding analysis. Another part is the discussion that shows the major findings of the research, their importance and why the information obtained is relevant to this study. After that, the conclusions show the findings and the growth students had when the intervention plan was concluded. Finally, the recommendations provide suggestions for the future action research works.

d. LITERATURE REVIEW

Role Play

Role-Play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Role play is an educational technique in which people spontaneously act-out problems of human relations and analyze the enactment with the help of other role players and observers. (Jaibunisha, 2016)

According to Lucantoni (2002) (as cited in Ashock, 2015) “Role-play is an effective technique which, arouses the interest of learners, and makes the language acquisition impressive. Role-play can be a very enjoyable for learners and provide excellent opportunities for using language in real life situations” (p.5).

Ments (1999) (as cited in Ashok, 2015), mentions “Role Play is a communicative activity where learners can use spontaneous language, thus they develop the communicative skills. Role play can also require the learners to use their imagination, background knowledge and communications skills” (p.15).

According to Holmes (2004) (as cited in AYU, 2014), role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person’s place for a while (p. 20).

Hasan (2015) says role play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive. Role play has a creative aspect of the exercise that makes it seem more like play than like work. It also pressures students to solve a problem or to resolve a conflict for their character that can motivate a student far more than the sort of pressure that they usually face while preparing for an exam, and it is far more typical of the pressure that will be on them in real life. Furthermore, Role-play exercises are particularly useful in courses for non-majors to emphasize the intersection between science and daily life. (p.44)

Types of Role Play

Byrne (1986) (as cited in Hurtado,2015) states the role play can be grouped in two types, scripted and unscripted role play (p. 117).

Scripted Role Play

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

Unscripted Role Play

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

Group Work

Cohen & Lotan (2014) define “group work as students working together in a group small enough so that everyone can participate on a clearly assigned learning task. Moreover, students are expected to carry out their task without direct and immediate supervision of the teacher”. (p.1)

Features of group work

According to Cohen & Lotan (2014), when the teacher gives students a group task and allow them to struggle on their own and make mistakes, she has delegated authority . This is the first key feature of groupwork. Delegating authority in an instructional task is making students responsible for specific parts of their work; students are free to accomplish their task in the way they decide is best, but are still accountable to the teacher for the final product. Delegating authority does not mean that the learning process is uncontrolled; the teacher maintains control through evaluation of the final product and of the process by which the students arrived at the final product. The teacher also holds a group of members accountable a short written report completed individually after the work in groups.

In contrast to delegation of authority is the more common practice of direct supervision. The teacher exercising direct supervision tells students what their task is and how to do it. She monitors the students closely to prevent them from making mistakes and to correct any errors right away.

A second key feature of group work is that members need each other in some degree to complete the task, they cannot do it all by themselves. Students take over some of the teaching function by suggesting what other people should do, by listening to what other people are saying, and by deciding how to get the job done within the time and resource limitations set by the instructor.

Students in a group communicate about their task with one another. They ask questions, explain, make suggestions, criticize, listen, agree, disagree, and make joint decisions. Interaction may also be nonverbal, such as pointing, showing how, nodding, frowning, or smiling.

This process of group interaction can be enormously interesting to students. Some students who usually do anything but what they are asked to do become actively involved with their work and are held there by the action of the group. There are several reasons why this is so. Face to face interaction with other group members demands a response or, at least, attentive behavior. In addition, students care about evaluations by classmates; often, they do not want to let the group down by refusing to participate. Last, peers provide assistance so a student does not become hopelessly confused about what he is supposed to do. Students who are disengaged from their work in the classroom are often students who do not understand the assignments.

A third key feature of groupwork is the nature of the task. If the teacher wants students to communicate in the ways just described, they need something to communicate about. If the teacher wants students to engage in substantive, high-

quality talk, the task needs to pose complex problems or dilemmas, have different potential solutions, and rely on students' creativity and insights.

Although group work has potential for supporting learning, talking and working together with peers is the source of a whole series of problems. Neither children nor adults necessarily know how to work successfully in a group setting, so learning how to work in groups becomes necessary. These problems can be overcome with proper preparation on the task and of the students (pp. 2-3).

How to make role play successful?

According to Richards (2008) (as cited in Bustan, 2015), there are some steps in order to perform role-play in a successful way:

- **Model:** If you are having the students write their own script or dialogue, be sure to model this process with the students. If they are using an existing dialogue or script, model that dialogue with another student or classroom aid. It is important that students are comfortable with the process before attempting it for themselves.
- **Language Support:** If you are having the students write their own dialogues, provide an example or words/phrases that might be helpful. Provide student friendly definitions of any new words they might want to use (or that might be in the dialogue if you provide one for them). Encourage them to use familiar words and phrases too.
- **Have realistic goals:** Make sure that you assign roles that students of varying ability levels can make successful. Also assign roles that the students can be comfortable with – not something completely off the wall or strange to them.

- **Use realistic scenarios:** Give them scenarios they may actually encounter in their lives outside the classroom. This will give them motivation to learn and practice and will also be the most helpful to them in the long run. If you know your students are taking the class so they can get a better job, role playing a job interview would be very beneficial to them and will help them to be invested in the activity.
- **Use real and visual aids:** To make the scenario as realistic as possible, give the students props and visual aids to work with. If you are role playing a restaurant scene, give them menus, a table, etc. The less they actually have to pretend and the more realistic the role play experience the more seriously they will take the activity.

How to Conduct a Role Play Exercise?

There are three stages to a standard role play exercise (Dino, 2013).

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 work debut 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".

Advantages of Role-play

Ladousse (2011) states that Role Play is a technique that has several advantages for learners who study English Language. (p. 6)

- A very wide variety of experience can be brought into the classroom through the role play. The range of functions and structure, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities

such as conversation, communication games, or humanities exercises. Through role play we can train or students in speaking skill in any situation.

- Role play helps many shy students by providing them with a mask. Some reticent members of a group may have a great deal of difficulty participating in conversation about themselves, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality is implicated.
- Role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses. Many students believe that language is only to do with the transfer of specific information from one person to another. They have very little small talk, and in consequence often appear unnecessarily brusque and abrupt. It is possible to build up these social skills from a very low level through role play.
- Perhaps the most important reason for using role play is that it is fun and motivating. Once students understand what is expected for them. They thoroughly enjoy letting their imagination flow. They feel free to express their ideas and feelings through taking a role.
- Role play is one of the communicative techniques which develop fluency in language students, which promotes interaction in the classroom, and which increases motivation. Not only is peer learning encouraged by it. But also, the

sharing between teacher and student of the responsibility for the learning process. (Ladousse, 2011)

The Role of a Teacher

According to Hasan(2015) some roles of a teacher are:

Facilitator: The students may need a new language to be fed in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage. As students practice the role-play, they might find that they are stuck for words and phrases. In the practice stage, the teacher has a chance to feed in the appropriate language. This may need the teacher to act as a sort of 'walking dictionary', monitoring the class and offering assistance when necessary.

Spectator: The teacher watches the role-play and offers the comments and advice at the end.

Participant: It is sometimes appropriate for the teacher to get involved and take part in the role-play.

Error Corrector: There are many ways to correct mistakes when using role-play. It is rarely appropriate for the teacher to jump in and correct every mistake. This could be incredibly de-motivating! Some students do like to be corrected straight after a role-play activity, while the language is still fresh in their minds. Sentences with errors can be written on the board for the group to correct together.

Self-correction: If you have the equipment to record the role-plays either on audio-cassette or on video, the students can be given the opportunity to listen to the dialogue again and reflect on the language used. They may find it easy to spot their own mistakes.

Observer of Peer-Correction: Fellow students may be able to correct some mistakes made by their peers. Students could be asked to listen out for both great bits of language they'd like to use themselves, and some mistakes they hear. Be careful to keep peer correction a positive and profitable experience for all involved. Making a note of common mistakes yourself and dealing with them in future classes ensures that the students don't lose motivation by being corrected on the spot or straight after the role-play. It is of great importance that the teacher negotiates with students and asks them how they would like to be corrected.

Speaking

Speaking skill is the ability to produce the language in a spoken way, which is demonstrated through the production of auditory signals designed to produce differential verbal responses in a listener. "It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances" (Bygate, 2003).

Speaking is the productive skill in the oral mode, it is like any other skill, but speaking is more complicated than it seems because it involves more than just pronouncing words. "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information through specific sounds" (Grugeon, Hubbard, Smith , & Dawe, 2012).

Language is a tool for communication, it means to express ideas, and to know others' ideas. Indeed, speaking is the most important skill for the learners of any

language, without speech, a language is reduced to a mere script. To speak correctly and effectively guarantee a good communication with people.

An effective speaker gets 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.

Based on the definition and importance of speaking, it can be concluded that speaking is the ability to express opinions, thoughts, and ideas. Speaking skills need to be mastered for English learners because it helps students to interact with others as well as they produce the language, it makes easier the learning language.

Rueda (2015) states that speaking is the most important skill that learners can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into

account who is speaking to whom, in what circumstances, about what, and for what reason.

Components of speaking skills

Grammar

According to Nelson (2002) (as cited in Ayu, 2014) “Grammar refers to the set of rules that allows to combine words in language into larger units” (p.8). Moreover, Nunan (2005) states that “Grammar refers to the fundamental principles and structures of the language, including clear and correct sentence construction and the proper forms of words”.

Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, learners will be unable to use the structure and function we may have learnt for comprehensible communicative. (Ayu, 2014)

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies will be easier to express ideas, feeling and thoughts both in oral or written form.

Fluency

Pollard (2008) (as cited in Rora, 2015) defines Fluency as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students’ fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease.

The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation.

According to National Curriculum Guidelines (2014), the spoken production EFL focuses on the principle of fluency over accuracy. Students will learn the sounds of English through motivating and engaging tasks aimed to increase their confidence levels in regards to the language. The focus on fluency over accuracy (or we could say meaning over form) will also increase learners' self-confidence and motivation and, in turn, lower the affective filter, thus leading to motivation to continue learning and producing L2.

Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. (Ayu, 2014)

According to the document established from National Curriculum Guidelines (2014) spoken production is closely related to pronunciation and intelligibility. For instance, learners will practice the individual sounds of English and speaking strategies aimed to improve clarity and effective expression.

Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be

inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks.

Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speaker. (RORA, 2015)

Objectives of speaking Proficiency level

According to National Curriculum Guidelines (2014) there are specific objectives per school year.

- Sustain a straightforward description of a (or a variety of) subject matters within the personal and educational domains rather fluently, presenting it as a linear sequence of points.
- Communicate with some confidence on familiar routine and non-routine matters related to their interests and educational field.
- Enter unprepared into conversations on topics that are familiar, of interest, or pertinent to everyday life within the personal and educational domain (e.g. family, hobbies, travel, etc.).

Assessment indicators of Speaking.

Essential assessment indicator per school year (B1.1: 2nd year Bachillerato) for spoken production and spoken interaction. (National Curriculum Guidelines, 2014)

Production

- Give detailed accounts of experiences by describing feelings and reactions within the personal and educational domains.
- Relate details of unpredictable occurrences (e.g. a real or imaginary event) within the corresponding domains.
- Reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
- Briefly give reasons and explanations for opinions, plans, and actions within the corresponding domains.
- Connect phrases in a simple way in order to describe experiences and events, their dreams, hopes, and ambitions within the corresponding domains.
- Within the personal and educational domains, give a prepared straightforward presentation—clear enough to be followed without much difficulty and whose main points are explained with reasonable precision—on a familiar topic.
- Within the personal and educational domains, take follow-up questions, but may have to ask for repetition if speech was too fast.

Interaction

- Follow the main points in an informal discussion with friends/ peers provided speech is clearly articulated in standard dialect.
- Give or seek friends / peers' personal views and opinions in discussing topics of interest within the corresponding domains.
- Use repair procedures and use the language produced by the interlocutor as a reference for an answer.

- Make brief comments on friends / peers' views.
- Ask for repetition or clarification if their friends'/peers' talk is rapid or extended.
- Intervene in a discussion on a familiar topic within the personal and educational domains by using a suitable phrase to get the floor.
- Maintain and close face-to-face conversations on topics that are familiar or of personal interest within the personal and educational domains (e.g. family, hobbies, school events, etc.), but may sometimes be difficult to follow when trying to convey exact meaning.
- Express the main point they wish to make comprehensibly.
- Express and respond to feelings such as surprise, happiness, sadness, interest, and indifference within the personal and educational domains.
- Cope with less routine situations in shops, post offices, or banks (e.g. returning an unsatisfactory purchase or making a complaint).

e. MATERIALS AND METHODS

Three kinds of materials were used during this research work: first, the human resource which were conformed for the students in second year of Bachillerato “A”, the teacher of the subject who helped to monitor students and the thesis advisor who guided the research process and gave some accurate suggestions. Second, the material resources that were used are: flashcards, which were used to introduce the new vocabulary in each lesson; worksheets, which were used to practice and improve their knowledge, the notebook which was used to write sentences and script role play and the English book B1.1.

Finally, the technical resources used during the research work were: computer was used to elaborate materials, the internet was used to investigate additional information about the topics of the book, the printer, and the speakers to listen to short dialogues and songs in order to practice their listening and speaking skills.

Design of the research

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. The action research has as main aim to solve a problem which researcher is the first participant.

Action research could be participatory and practical. “Action research strategy's purpose is to solve a particular problem and to produce guidelines for effective practices”. (Denscombe, 2014)

Methods

To carry out this research work was important to consider the most appropriate methods, which were applied by the researcher, in the different action research steps. They were the following:

The Scientific Method: it was used to obtain and analyze the theoretical references about The Role Play Technique and speaking skills. Moreover, the data was useful to design the plans, the data collection instruments, and interpret the results.

The Descriptive Method: it was used to describe the different stages of the study and the kind of resources used by the research.

The Statistical Method: which was helpful to the researcher to tabulate the information in tables and figures and apply the formula to obtain the media.

The Analytic-Synthetic Method: allowed the researcher to analyze and interpret the main results obtained from the tests and the qualitative data from questionnaires, observation sheets and field notes. It also helped to draw up the conclusions.

Techniques and instruments

To collect the data, tests, questionnaires, observation sheets and field notes were designed, taken and applied at the beginning, during and after intervention plan.

Tests

A pre-test of five questions was 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.

Questionnaire

Pre-questionnaire with five multiple choice questions was applied to obtain information from students' attitude about the use of role play technique in the English class. This instrument was applied at the beginning and at the end of the intervention plan.

Observation Sheet

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.

Field Notes

The researcher recorded the activities or events during the class, and also the participants' attitude about the use of the Role Play Technique to develop speaking skills.

Population

The participants of this research work were students of second year of Bachillerato "A" at Unidad Educativa José Angel Palacio afternoon session, who were all between 15 and 16 years old. There were 12 students, 9 girls and 3 boys, and also the researcher who took important part in the intervention plan.

f. RESULTS

This section presents and explains how the five objectives of this research were accomplished.

The first objective was to research theoretical and methodological references about Role Play Technique to develop the speaking skills. It was helpful in designing the intervention plan and instruments.

The second objective was to identify the issues that limit the development of speaking skills. This objective was accomplished through the application of the pre-test. These results allowed the researcher to diagnose the students' limitations in speaking skills.

The third objective was to elaborate an intervention plan in order to help the students to achieve a satisfactory outcome in speaking skills. This aim was accomplished through designing the intervention plan which contained eight lessons, each one with different types of role play that were developed throughout two months.

The fourth objective was to apply the most appropriate types of Role Play Technique to develop speaking skills. This aim was accomplished through the application of the pre and post questionnaire.

The fifth objective was to validate the results obtained after the application of Role Play Technique to develop speaking skills. This aim was accomplished

through the application the post-test. It was helpful to know the students' progress and how effective the role play technique was in developing speaking skills.

Pre-Test Results

Objective two: To identify the issues that limit the development of the speaking skills among students in second year of Bachillerato” A” Afternoon session at Unidad Educativa José Angel Palacio during the 2018-2019 school year.

a. Table 1

Pre-test Scores of the Second year of Bachillerato “A” students in Speaking Skills.

Students' code	G <i>/2</i>	V <i>/2</i>	F <i>/2</i>	P <i>/2</i>	C <i>/2</i>	TOTAL <i>/10</i>
UEJAP001	0.5	2.0	0.5	0.5	0.0	3.5
UEJAP002	1.0	1.0	1.0	0.5	0.5	4.0
UEJAP003	0.5	0.5	0.5	0.5	0.0	2.0
UEJAP004	0.5	0.5	0.5	0.5	0.0	2.0
UEJAP005	1.0	1.0	0.5	0.5	0.5	3.5
UEJAP006	0.5	1.0	1.0	1.0	1.0	4.5
UEJAP007	1.0	1.0	0.5	0.5	0.5	3.5
UEJAP008	1.0	1.0	0.5	0.5	0.5	3.5
UEJAP009	0.5	1.0	0.5	0.5	0.5	3.0
UEJAP010	0.5	2.0	1.0	1.0	0.5	5.0
UEJAP011	1.0	2.0	0.5	0.5	0.5	4.5
UEJAP012	0.5	1.0	0.5	0.5	0.5	3.0
Mean	0.7	1.2	0.6	0.6	0.4	3.5

Note. UEJAP= Unidad Jose Angel Palacio; 001= Students' code; G= Grammar; V= vocabulary; F= Fluency, P= Pronunciation; C= Comprehension.

b. Interpretation and Analysis

According to the results shown in Table 1, students got low scores in speaking skills, which is reflected in the total mean score 3.5/10, corresponding to category needs improvement level (see grading scale p.130). These results indicate that

students had problems in the five components of speaking: grammar, vocabulary, fluency, pronunciation and comprehension.

The highest mean score obtained was in vocabulary 1.2/2, which displays that the students were able to recognize the most common adjectives related to personality traits and understand their meaning. However, they made mistakes at least in two options of the question. On the other hand, the lowest mean score obtained was in comprehension 0.4/2, which shows that students did not understand what sentences express and they were unable to associate words with the sentences; nevertheless, they could complete at least one sentence correctly.

In conclusion, students had limitations in speaking skills, especially in comprehension, they did not understand what other people say due to the lack of vocabulary, they did not comprehend the meaning of the words, they had problem in pronunciation, they did not know how words are pronounced, and another trouble is in the correct use of the grammar structures. Finally, they had difficulty in expressing their ideas and feelings fluently. Therefore, students cannot communicate effectively.

Grugeon, Hubbard, Smith , & Dawe (2012) state that speaking is the productive skill in the oral mode. It is like any other skill, but speaking is more complicated than it seems because it involves more than just pronouncing words. “Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information through specific sounds”

Comparison of the Pre and Post Questionnaire Results.

Objective four: To apply the most appropriate types of Role Play Technique to develop speaking skills among students in second year of Bachillerato” A” Afternoon session at Unidad Educativa José Angel Palacio during the 2018-2019 school year.

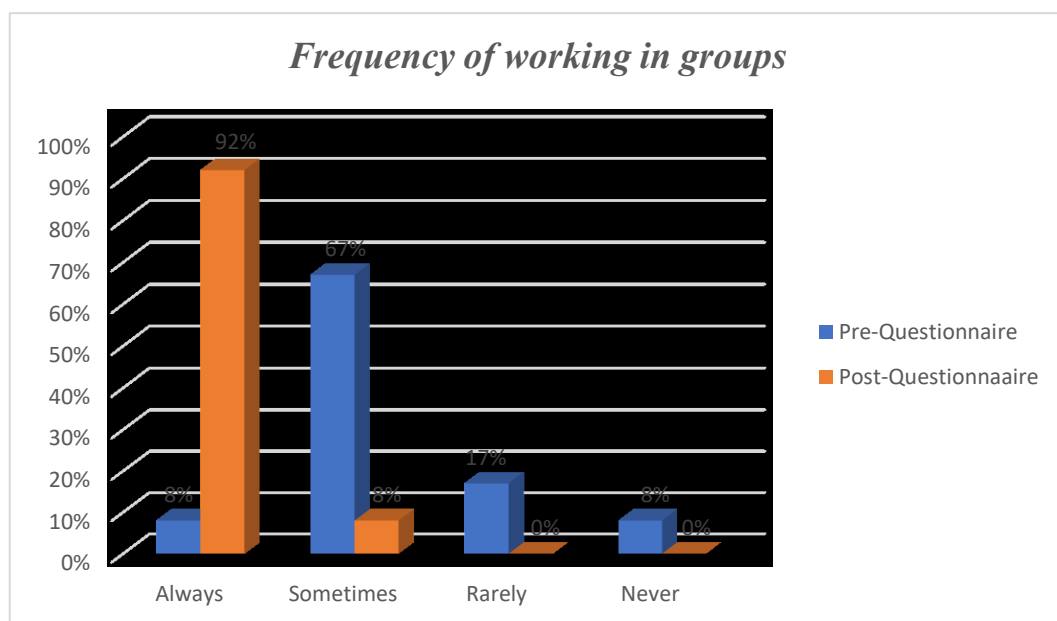
Question 1: How often do you work in groups in the classroom?

a. Table 2

Frequency of Working in Groups

Options	Pre- Questionnaire		Pre- Questionnaire	
	f	%	f	%
Always	1	8	11	92
Sometimes	8	67	1	8
Rarely	2	17	0	0
Never	1	8	0	0
Total	12	100	12	100

b. Figure 1



c. Interpretation and Analysis

The results of Table 2 show that before the intervention plan, 67% of students answered that they sometimes worked in groups. This indicates students did not interact among themselves, they could not give their opinions or receive feedback on their performance orally. But, after the application of the intervention plan 92% of students answered that they always work in groups in the classroom, which indicates students worked in group effectively, they could communicate about their tasks with each other. They were able to ask questions, explain, make suggestions, make joint decisions using grammatical structure correctly, and producing clearly sounds of the words. They developed stronger communication skills.

Cohen & Lotan (2014) define group work as students working together in a group small enough so that everyone can participate on a clearly assigned learning task. Moreover, students are expected to carry out their task without direct and immediate supervision of the teacher. Students in a group communicate about their task with one another. They ask questions, explain, make suggestions, criticize, listen, agree, disagree, and make joint decisions. Interaction may also be nonverbal, such as pointing, showing how, nodding, frowning, or smiling.

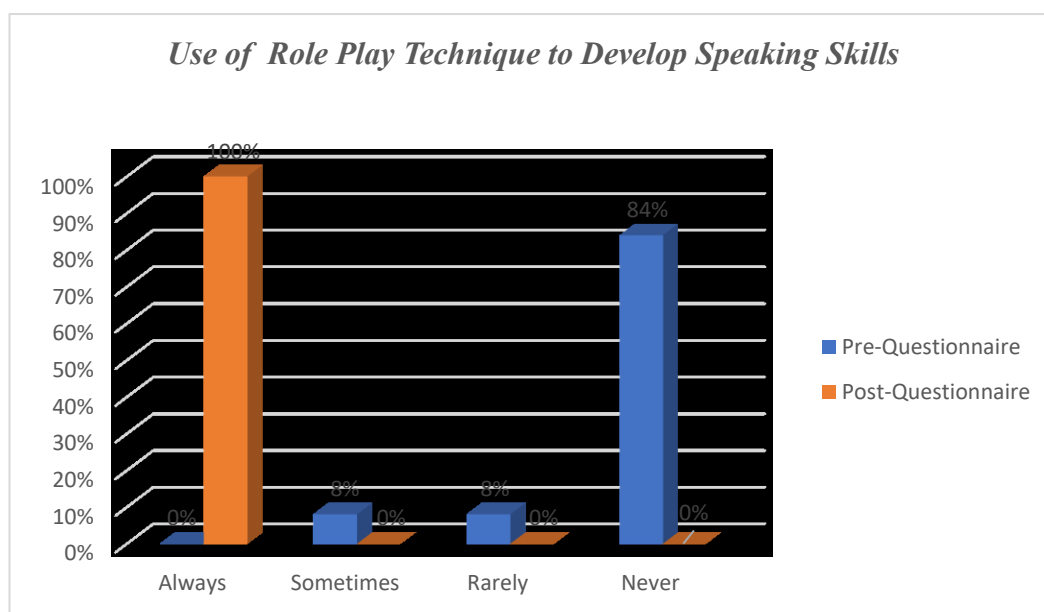
Question 2: How often does your teacher use Role Play Technique to develop speaking skills?

a. Table 3

Use of Role Play Technique to develop speaking skills

Options	Pre- Questionnaire		Pre- Questionnaire	
	f	%	f	%
Always	0	0	12	100
Sometimes	1	8	0	0
Rarely	1	8	0	0
Never	10	84	0	0
Total	12	100	12	100

Figure 2



c. Interpretation and Analysis

The results in Table 3 show that 84% of students answered that their teacher never use Role Play Technique to develop Speaking Skills. This indicates students did not have the opportunity to communicate among themselves and practice the vocabulary and grammar structures correctly. However, after the application of the

intervention plan, 100% of students affirmed that they always use role play to develop speaking skills. This demonstrates, they used frequently Role Play to communicate in real world context and different social roles. Moreover, it allowed students to increase their interest in learning English. As Ayu (2014) points out role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while.

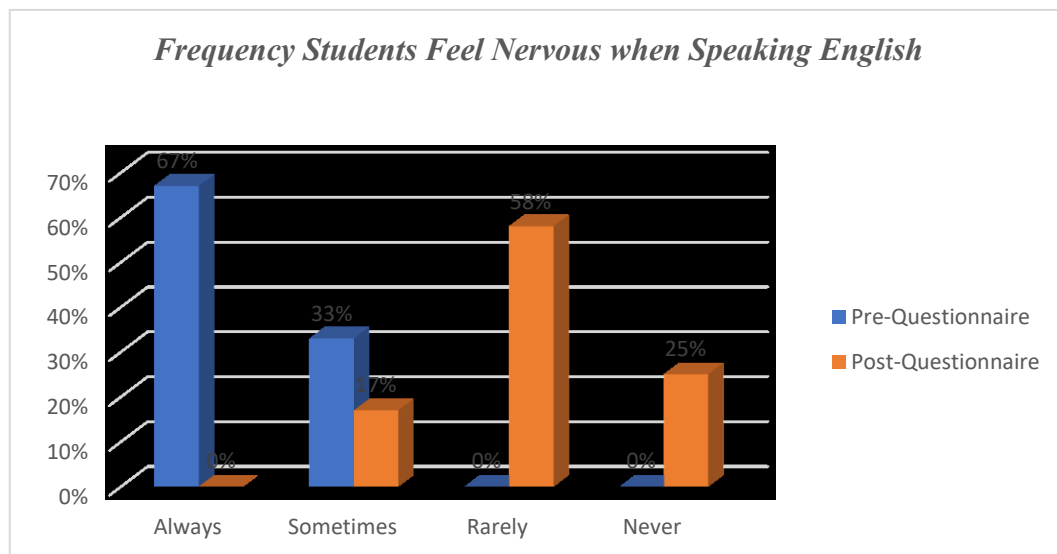
Question 3: Do you feel nervous when you have to speak in English?

a. Table 4

Frequency Students Feel Nervous when Speaking English

Options	Pre- Questionnaire		Pre- Questionnaire	
	f	%	f	%
Always	8	67	0	0
Sometimes	4	33	2	17
Rarely	0	0	7	58
Never	0	0	3	25
Total	12	100	12	100

b. Figure 3



c. Interpretation and Analysis

The results in table 4 show that 67% of students always feel nervous when speaking English. Students were uncomfortable when they had to express their ideas with others and they felt scared of making mistakes while speaking. However, after the application of intervention plan, 58% of students said that they rarely feel nervous when they speak in English. This means, role play helped them to felt confident to express their ideas fluently without fears, furthermore, this technique motivated students to practice their pronunciation, use the vocabulary and use of the correct grammatical structures in a short dialogues. According to Ladousse (2011) Role play helps many shy students by providing them with a mask. Some reticent members of a group may have a great deal of difficulty participating in conversation about themselves, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality is implicated.

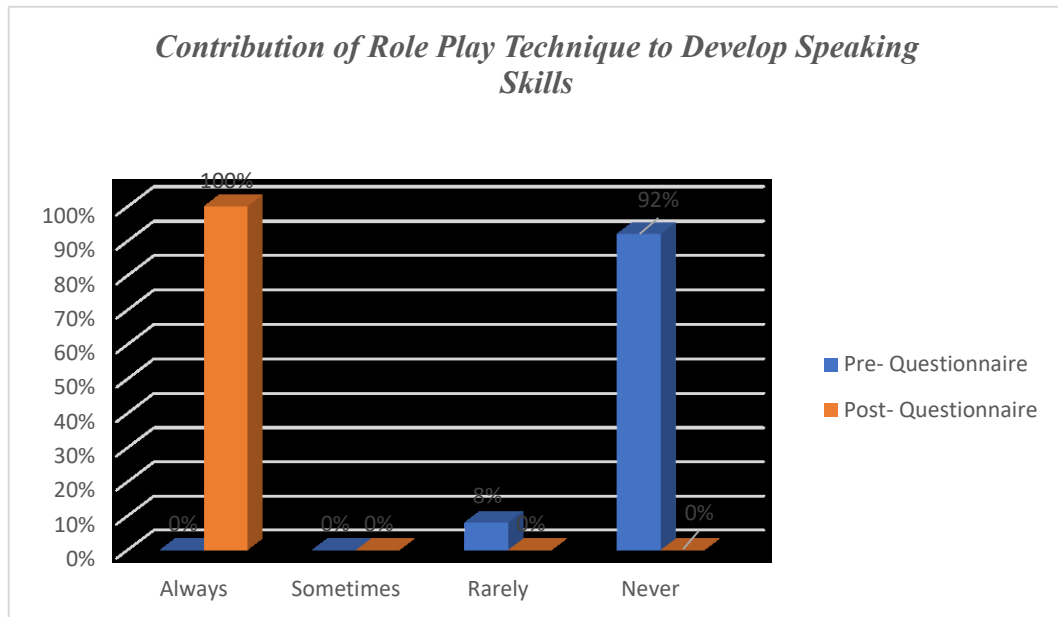
Question 4: Does the Role Play Technique contribute to develop speaking skills in the English language class?

a. Table 5

Contribution of Role Play Technique to Develop Speaking Skills

Options	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
Always	0	0	12	100
Sometimes	0	0	0	0
Rarely	1	8	0	0
Never	11	92	0	0
Total	12	100	12	100

b. Figure 4



c. Interpretation and Analysis

The results gathered from Table 5 show that before the application of the intervention plan, 92% of students answered that Role Play Technique never contributes to develop their speaking skills. This indicates students did not produce the language orally, they did not speak and shared their ideas with others improving communication skills. However, after the application of this technique 100% of students agreed that it provided them excellent opportunities to practice the language orally, and it also offered students a friendly environment where they could interact with their classmates. According to Ashok (2015)“Role-play is an effective technique which arouses the interest of learners, and makes the language acquisition impressive. Role-play can be a very enjoyable for learners and provide excellent opportunities for using language in real life situations”.

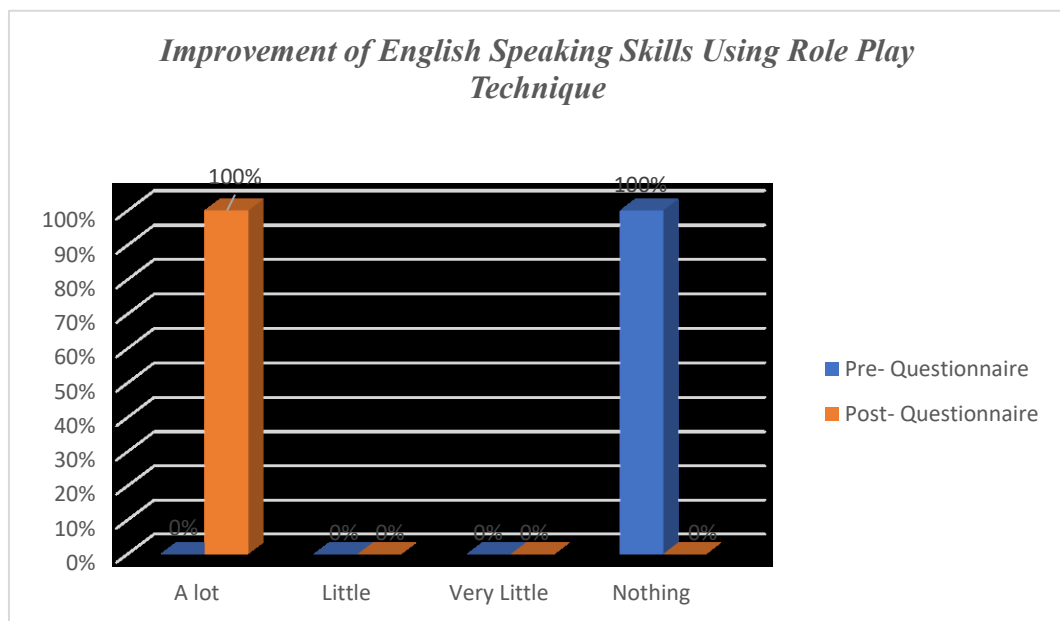
Question 5: How much have you improved your English speaking skills using Role Play Technique?

a. Table 6

Improvement of English Speaking Skills Using Role Play Technique

Options	Pre- Questionnaire		Pre- Questionnaire	
	f	%	f	%
A lot	0	0	12	100
Little	0	0	0	0
Very Little	0	0	0	0
Nothing	12	100	0	0
Total	12	100	12	100

b. Figure 5



c. Interpretation and Analysis

The results in the table 4 demonstrate that 100% of students think that Role Play Technique did not help them to improve their English speaking skills. This means

that students did not communicate effectively, they made a lot of mistakes in pronunciation, in the use of grammar structures, and they could not comprehend the messages in order to respond or maintain a conversation. But, after the application of this technique they totally agreed that they have improved their speaking skills using role play due to the fact that it gave students opportunities to express their ideas, thoughts and feelings by interacting with others. Ments (1999) (as cited in Ashok, 2015) points out Role Play is a communicative activity where learners can use spontaneous language and give students opportunities to practice the language to develop communication strategies. Role play can also require the learners to use their imagination, background, knowledge and communications skills (p.5).

Post-Test Results

Objective five: To validate the results obtained after the application of Role Play Technique to develop the speaking skills among students in second year of Bachillerato “A” Afternoon session at Unidad Educativa José Angel Palacio during the 2018-2019 school year.

a. Table 7

Post-test Scores of the Second year of Bachillerato “A” students in Speaking Skills.

Students’ code	G	V	F	P	C	TOTAL
	<i>/2</i>	<i>/2</i>	<i>/2</i>	<i>/2</i>	<i>/2</i>	<i>/10</i>
UEJAP001	2.0	2.0	1.0	1.5	2.0	8.5
UEJAP002	2.0	2.0	2.0	1.5	2.0	9.5
UEJAP003	2.0	2.0	1.5	1.5	1.5	8.5
UEJAP004	2.0	2.0	1.5	1.5	2.0	9.0
UEJAP005	1.5	1.0	2.0	2.0	2.0	8.5
UEJAP006	2.0	2.0	2.0	2.0	2.0	10.0
UEJAP007	2.0	0.5	2.0	1.5	2.0	8.0
UEJAP008	2.0	2.0	1.0	1.5	2.0	8.5
UEJAP009	2.0	2.0	1.0	1.5	2.0	8.5
UEJAP010	2.0	2.0	2.0	2.0	2.0	10.0
UEJAP011	2.0	2.0	1.5	1.5	2.0	9.0
UEJAP012	2.0	2.0	1.5	1.5	2.0	9.0
Mean	2.0	1.8	1.6	1.6	2.0	9.0

Note. UEJAP= Unidad Jose Angel Palacio; 001= Students’ code; G= Grammar; V= vocabulary; F= Fluency, P= Pronunciation; C= Comprehension.

b. Interpretation and Analysis

As it can be seen in Table 7, the findings show that the students’ mean score was 9.0 /10, which means that students got a good level (see grading scale, p. 130) in the development of speaking skills. However, the most important increase students gained was in grammar and comprehension, they achieved 2/2. This indicates, students were able to communicate using appropriate grammar structures and understood what other people say in order to maintain a short conversation. On the other hand, the lowest score was in pronunciation and fluency, students achieved the score of 1.6/2. This demonstrated that students had increased their level in pronunciation and fluency. But, they continued making mistakes when pronouncing

some words, and also they expressed their ideas with few pauses, although they could communicate and interact with other people.

Therefore, the role play was an effective technique, it helped students to develop speaking skills, and this is an appropriate technique to teach speaking, because it offers to students an opportunity to practice language in a real world. Thus, learning through role play means working in a dynamic and active way because students are the main actors in the classroom.

Hasan (2015), states that role play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive. Role play has a creative aspect of the exercise that makes it seem more like play than like work. It also pressures students to solve a problem or to resolve a conflict about their attitude that can motivate a student to overcome the kind of pressure that they usually face when they are preparing for an exam, and it is for more typical of the pressure that will be on them in real life.

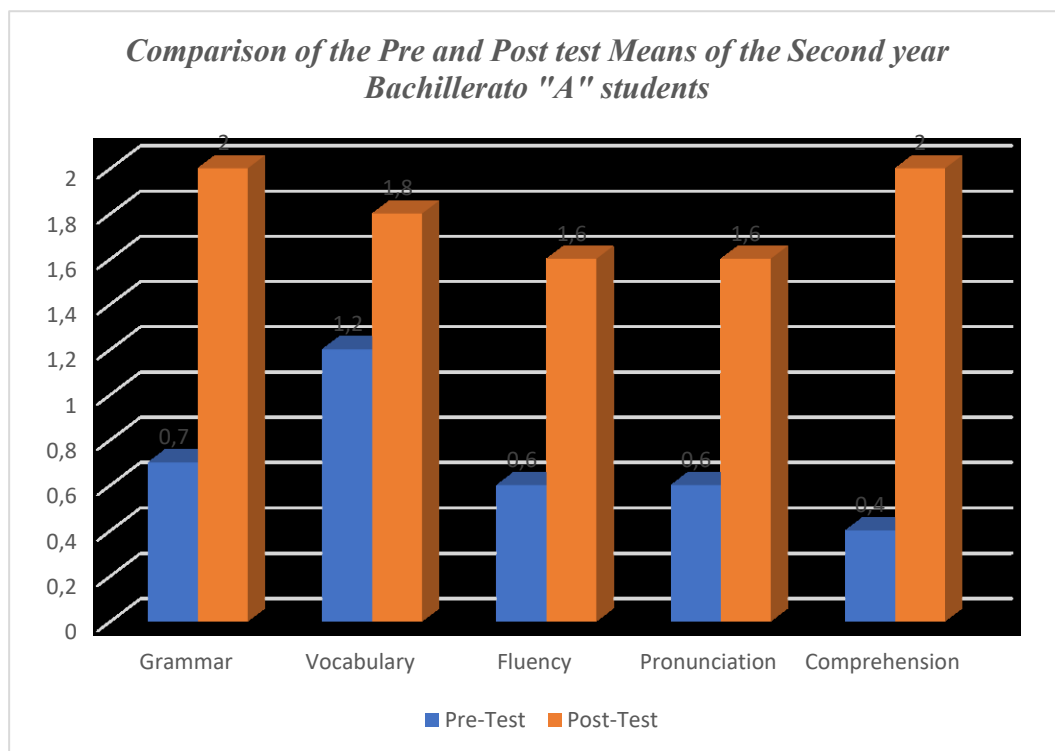
Comparison the Pre and Post Test Means

a. Table 8

Comparison of Pre- and Post-Test Means of the Second year of Bachillerato “A” students.

	Pre-test	Post-test
Grammar	0.7	2.0
Vocabulary	1.2	1.8
Fluency	0.6	1.6
Pronunciation	0.6	1.6
Comprehension	0.4	2.0
Total mean	3.5	9.0

b. Figure 7



a. Interpretation and Analysis

The data of Table 8 reflects some problems that students faced at the beginning of the intervention plan in speaking and the students' progress after it. The application of Role Play technique had a notable impact in the development of students' speaking skills. In the case of grammar students achieved the highest growth from 0.7/2 to 2/2. Likewise, in vocabulary they increased their scores from 1.2/2 to 1.8/2; in fluency students increased their scores from 0.6/2 to 1.6/2. In pronunciation students improved their score from 0.6/2 to 1.6/2, and finally, in comprehension they reached the highest score from 0.4/2 to 2/2. The results demonstrated that the application of Role Play Technique offered students a friendly environment to learn English especially speaking skills. It helped students

to feel comfortable and free to express their ideas, thoughts and feelings by interacting with other people. In addition, it gave students opportunities to practice the knowledge learned immediately in a real world contexts. Finally, this technique allowed students work in groups, they developed activities in a cooperative way, they could make joint decisions, sharing ideas with the members of the group in which they encouraged and facilitated the work of others in order to complete the tasks and activities assigned to achieve the intended objectives as well as they developed their communicative skills.

g. DISCUSSION

The theme of this research work was The Role Play Technique to develop Speaking Skills among students in second year of Bachillerato “A” Afternoon Session at Unidad Educativa José Angel Palacio in the city of Loja, during the 2018 – 2019 School Year. The use of Role Play Technique had an acceptable effect on the development of students’ speaking skills. This positive effect is reflected in the findings obtained from the pre - tests and the post-test, where the students increased their scores from 3.5 to 9.0, which means Role Play technique helped students to develop speaking skills by interacting each other.

According to Ashok (2015) “Role-play is an effective technique which arouses the interest of learners, and makes the language acquisition impressive. Role-play can be a very enjoyable for learners and provide excellent opportunities for using language in real life situations”.

The aspects considered to evaluate students’ English speaking skills were grammar, vocabulary, fluency, pronunciation, and comprehension. Students faced some difficulties in the correct use of grammar structures, lack of vocabulary, pronunciation of the words, repetitions and pauses using the language, and misunderstanding the messages when speaking. After the application of the intervention plan, students improved on these five components. In case of grammar students were able to express their ideas using correct grammar structures. In vocabulary students enriched vocabulary and they were able to identify the meaning

of the words. In the case of pronunciation they were able to pronounce words correctly, in fluency they were able to express their ideas without pauses, and finally, in comprehension they were able to comprehend the message and answer questions.

At the beginning of intervention plan, students did not use Role Play Technique to develop speaking skills, they did not like to work in groups, they felt very shy when they expressed their ideas and they made a lot of mistakes in the five aspects of the speaking. However, during the application of the intervention plan, the students' attitude towards Role Play Technique changed, they worked better in groups, and they felt free to express their ideas acting in a role play. They developed speaking skills, by interacting and playing roles. After the application of the intervention plan, they enjoyed working in groups and shared their ideas with others. The role play technique allows students to talk in an enjoyable way in a comfortable environment, this technique is suitable for the development of speaking skills.

In the intervention process, there were some strengths like these; students enjoyed working on Role Play Technique in a dynamic way, and the material used helped them to understand better the classes. The number of the students was convenient, they were just twelve. On the other hand, the weaknesses presented by the students were: some of them usually arrived late, they did not like the English language. Additionally, classroom size was a negative factor because they could not have enough space to develop the role play activity. But, this experience was good for most of the students.

The application of the Role Play technique contributed to the development of speaking skills in the second year of Bachillerato students. It helped students interact among themselves, introduce themselves, share their experiences and give their opinions freely, they could learn in a friendly environment. In conclusion, learners developed their communication skills they were able to speak without fear and fluently.

h. CONCLUSIONS

Students of Second Year of Bachillerato of the Unidad Educativa Jose Angel Palacio afternoon session faced difficulties in developing their speaking skills. Students did not use the language to express their ideas, thoughts and feeling using grammatical structures correctly, nor did they use appropriate vocabulary or pronounce words clearly; therefore, they did not understand what other people said in order to maintain a short conversation.

The application of Role Play Technique, minimized the students' limitations regarding their speaking skills. This technique helped students develop their communicative skills, engaged students to work in groups and provided them opportunities to interact among themselves using language in real world contexts.

The use of Role Play Technique was effective because students obtain a good level in speaking skills. It helped to develop students' speaking skills. They felt more comfortable and relaxed when performing speaking activities in the classroom. Consistently, learners could communicate with few hesitations and pauses using correct grammatical structures; and also they could pronounce words correctly.

i.RECOMMENDATIONS

Teachers should diagnose and determine the weaknesses that limit the development of the students' speaking skills in order to design a lesson plan based on the students' needs and age, including techniques to overcome their difficulties to communicate with others, and also give students a friendly environment to learn in.

English teachers should include Role Play Technique in their classes. This technique is the most suitable because it offers students opportunities to communicate with others freely using language in a real world context. And also Role Play Technique improves relationship between students and teachers.

Teachers should use Role play technique in English classes, since it allows students to develop their speaking skills by playing a role, where they can feel more comfortable and relaxed to express their ideas. This technique is perfect for shy students because it reduces their fears when speaking in English.

j. BIBLIOGRAPHY

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k.ANNEXES



1859

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

THE ROLE PLAY TECHNIQUE TO DEVELOP SPEAKING SKILLS AMONG STUDENTS IN SECOND YEAR OF BACHILLERATO "A" AFTERNOON SESSION AT UNIDAD EDUCATIVA JOSE ANGEL PALACIO IN THE CITY OF LOJA, DURING THE 2018 – 2019 SCHOOL YEAR

AUTHOR

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LOJA–ECUADOR

2018

a. THEME

THE ROLE PLAY TECHNIQUE TO DEVELOP SPEAKING SKILLS AMONG STUDENTS IN SECOND YEAR OF BACHILLERATO “A” AFTERNOON SESSION AT UNIDAD EDUCATIVA JOSE ANGEL PALACIO IN THE CITY OF LOJA, DURING THE 2018 – 2019 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

The present action research will be carried out at Unidad Educativa Jose Angel Palacio afternoon session during the 2018 – 2019 school year. It is located at Universitaria avenue and Juan de Salinas street, Loja. This prestigious school was founded in October 1938, under the name “Indo América”, by Dr. José Riofrío. The first Director of this school was Mr. Professor Honorio Cabrera.

In January 1940, Mr. Miguel Ángel Carrion Cueva took over the direction of the school until September 1941, and Mr. Luciano Lazo assumed the position of headmaster and the name "Indo-America" was changed to JOSÉ ÁNGEL PALACIO.

In 1957, on March 1st, the Illustrious Provincial Council, chaired by Dr. Adriano Ojeda and the counselors Mr. Carlos Cueva, Arturo Armijos, and Clotario Espinoza, donated for the first time the sum of 700 sucres for school furniture. In 1958, the Ministry of Education and Culture celebrated the contract for the construction of the building of the school.

From November 5th, 2015, through Resolution No. 0603-15, of the Zonal Coordination of Education “Zone 7”, it has become part of the educational Unit Jose Angel Palacio, consolidating the three sessions Morning (Julio Ordonez Espinoza), Afternoon (Jose Angel Palacio) and Nightly (Manuel Enrique Rangel).

Nowadays, the Unidad Educativa Jose Angel Palacio operates in the afternoon section with more than 300 students, 20 teachers, rector and special teachers for Natural Science Laboratory, Computer, English language and Practical Options. Due to the enthusiasm and pedagogic labor of its teachers, the center has acquired prestige and respectability within the educational community of Loja.

Current situation of the research problem

These days, English is the most spoken language around the world. In many countries English is learnt as a foreign language; therefore, it is considered as a universal language. Furthermore, it is important to learn English Language because it offers to people a lot of benefits like job opportunities, travel around the world, and knowledge about other cultures; as it can be seen English opens the door in the world.

In Ecuador, the Ministry of Education plans to reach the highest level of English in the education; it takes as a reference the Common European Framework Reference CEFR because it describes what language learners should be able to do at different stages of the learning process and what knowledge and skills they need to develop to communicate effectively in the target language. In addition, CEFR offers guidance for teachers, examiners, textbook writers, teacher trainers, and educational administrators to train students in a high level of English.

In the institution where the action research will be carried out, the researcher detected through a non-participant observation that students in second year of

Bachillerato currently present deficiency at the moment of speaking because they do not use the English Language to express ideas neither their thoughts.

The main problem detected is the lack to develop speaking activities during the class, the English teaching is based on completing written tasks on their books, whilst oral interaction is only applied when students repeat words after the teacher or when they read short sentences from their book. Speaking is not a skill in which teacher focuses on enhancing at all. Consequently, learners cannot orally practice during classes what they have learned in a real-world context.

The research will be focused on applying the Role Play Technique to develop the speaking skills due to Role Play is a dynamic technique to develop the ability to speak effectively because it offers a hundred percent students' participation in a friendly environment. As a result, learners produce and enhance their English.

Speaking is a productive skill that belongs to the English Language. Speaking skill is an interactive process of constructing meaning that involves producing, receiving and processing information. Moreover, speaking is the most important skill that has to be mastered by students in learning English.

In conclusion, Role play is one of the most appropriate technique to develop the speaking skills because it helps students interact among them and arouse their interest. Moreover, the participation of learners is totally active as a result they produce the English language.

Research Problem

HOW DOES THE ROLE PLAY TECHNIQUE DEVELOP THE SPEAKING SKILLS AMONG STUDENTS IN SECOND YEAR OF BACHILLERATO “A” AFTERNOON SESSION AT UNIDAD EDUCATIVA JOSE ANGEL PALACIO IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR?

Delimitation of the research

Timing

This present research work will be carried out during the 2018 – 2019 school year.

Location

The research work will be carried out at Unidad Educativa Jose Angel Palacio which is a High school located in the city of Loja at Universitaria avenue and Juan de Salinas street.

Participants

The participants of this research work will be students in second year of Bachillerato “A” afternoon session at Unidad Educativa Jose Angel Palacio High school, who are between sixteen and seventeen years old, there are fourteen students, nine girls and five boys and the teacher of the subject who is going to take part in this research work as a monitor.

Subproblems

- What theoretical and methodological references about Role Play Technique to develop the speaking skills among students in second year of Bachillerato “A”

afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year?

- What are the issues that limit the development of the speaking skills among students in second year of Bachillerato “A” afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year?
- What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing speaking skills among students in second year of Bachillerato” A” afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year?
- Which Role Play activities are implemented to develop speaking skills among students in second year of Bachillerato” A” afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year?
- How successful was the application of the Role Play Technique to develop the speaking skills among students in second year of Bachillerato” A” afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year?

c. JUSTIFICATION

The purpose of this research work is to develop Speaking skills using The Role Play Technique among students in Second year of Bachillerato “A” Afternoon session at Unidad Educativa Jose Angel Palacio.

Speaking is one the main English language skills that needs to be mastered by learners. This research work will contribute to solve the detected problem because it will be developed and applied in students through the Intervention plan in order to find a solution.

Since the social point of view, this work is necessary because teachers are significant facet in the society, their main role is to give a valuable contribution for learners, as a result, teachers need to apply a specific, exactly, and adequate teaching method to ease the learning process.

From the scientific point of view, it is important to carry out this research project because the researcher will get enough information to give some theoretical elements that will be useful to design the intervention plan that will be about eight weeks - forty hours with the purpose to solve the detected problem about Role play to develop Speaking skills.

Seeing as the educational point of view, this research work is relevant because it will help learners to develop the speaking skills through Role Play Technique. This Teaching Technique is any speaking activity that is excellent to engage students and allow them to interact with their partners and work as cooperative way. For instance, when learners try to complete a task, they talk among them, and have the

opportunity to use and practice the English language. The strength of role play is that gives learners an opportunity for authentic and spontaneous communication. As a result, Role Play is the most adequate technique to develop the productive speaking skills effectively.

This project will be useful for the researcher because it gives the opportunity to gain practice and learn more from the experience. It is also an important point because nowadays is essential to have a professional view in relation to the reality of students that they have about English as a foreign Language.

Finally, the development of this research is a requirement for the teacher candidate to get the Bachelor's Degree in Sciences of Education, English Language Specialization, established in the regulations of the Facultad de Education, el Arte y la Comunicación of the Universidad Nacional of Loja.

d. OBJECTIVES

General

- To develop the speaking skills through Role Play Technique among students in second year of Bachillerato “A” Afternoon session at Unidad Educativa Jose Angel Palacio in the city of Loja during the 2018 – 2019 school year.

Specific

- To research theoretical and methodological references about Role Play Technique to develop the speaking skills among students in second year of Bachillerato “A” Afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year.
- To identify the issues that limit the development of the speaking skills among students in second year of Bachillerato” A” Afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year.
- To elaborate an intervention plan that help to the current issues to achieve a satisfactory outcome on developing speaking skills among students in second year of Bachillerato “A” Afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year.
- To apply the most appropriate types of Role Play Technique to develop speaking skills among students in second year of Bachillerato” A” Afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year.
- To validate the results obtained after the application of Role Play Technique to develop the speaking skills among students in second year of Bachillerato “A”

Afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year.

e. THEORETICAL FRAMEWORK

Role Play

Role- Role-Play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Role play is an educational technique in which people spontaneously act-out problems of human relations and analyze the enactment with the help of other role players and observers. (JAIBUNISHA, 2016)

According to Lucantoni (2002) cited in Ashok (2015) defines “Role-play is an effective technique which arouses the interest of learners, and makes the language acquisition impressive. Role-play can be a very enjoyable for learners and provide excellent opportunities for using language in real life situations”. (p.5).

According to Ments (1999) cited in Ashok (2015) point out Role Play is a communicative activity where learners can use spontaneous language and give students opportunities to practice the language to develop communication strategies. Role play can also require the learners to use their imagination, background knowledge and communications skills. (p.5)

Ments (1999) states “by devising scenes of everyday life, in particular those situations which make use of the vocabulary to be learnt, the students can be encouraged to use language in a free and interesting way” Thus it also helps in developing linguistic competence and also empowers the vocabulary. This enables

them to use language in their real-life situation in a free and interesting way with confidence. (Ashok, 2015, p. 5)

According to Holmes (2004) cited in AYU (2014) point out Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. (p. 20)

Role Play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive. Role play has a creative aspect of the exercise that makes it seem more like play than like work. It also pressures students to solve a problem or to resolve a conflict for their character that can motivate a student far more than the sort of pressure that they usually face while preparing for an exam, and it is far more typical of the pressure that will be on them in real life. Furthermore, Role-play exercises are particularly useful in courses for non-majors to emphasize the intersection between science and daily life. (Hasan,2015)

Types of Role Play

According to Byrne (1986) states the role play can be grouped in two types, scripted and unscripted role play. (Hurtado, 2015, p. 117.)

Scripted Role Play

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

Unscripted Role Play

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

Tinitana (2016) states there are several kinds of role play, however the most common kinds of Role Play are the following:

Character role-play

Character role play works with self-made characters, where students decide their personalities, looks, names, habits and abilities on your own.

Story role-play

This role play is like a story: It continues until the end or when they quit the role play. It is a role play that can continue the next day. This role play is played most of the time with a self-made character. When learners do not have a self-made character, they play with the name where they are known with.

Real life role-play

In this kind of the role play the students use yourself as your character. Learners act out their real life, however they can use others names.

Fantasy role-play

It is especially based on myths and mythical creatures like gods, angels, demons, fairies, etc. It contains all kind of magical creatures. The learners use their imagination.

Drama Role Play

Drama role play contains drama, such as accidents, cheating, kidnapping, traumatic events, etc. This type of role play can be mixed with others types of Role Play.

Advantages of Role-play

Role Play is a technique that has several advantages for learners who study English Language. (Ladousse, 2011)

- A very wide variety of experience can be brought into the classroom through the role play. The range of functions and structure, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities such as conversation, communication games, or humanities exercises. Through role play we can train or students in speaking skill in any situation.
- Role play helps many shy students by providing them with a mask. Some reticent members of a group may have a great deal of difficulty participating in conversation about themselves, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality is implicated.

- Role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses. Many students believe that language is only to do with the transfer of specific information from one person to another. They have very little small talk, and in consequence often appear unnecessarily brusque and abrupt. It is possible to build up these social skills from a very low level through role play.
- Perhaps the most important reason for using role play is that is fun and motivating. Once students understand what is expected for them. They thoroughly enjoy letting their imagination flues. They feel free to express their ideas and feeling through taking a role.
- Role play is one of the communicative techniques which develop fluency in language students, which promotes interaction in the classroom, and which increases motivation. Not only is peer learning encourage by it. But also, the sharing between teacher and student of the responsibility for the learning process. (Ladousse, 2011)

How to make role play successful?

According to Richards (2008) expresses that there are some steps in order to perform role-play in a successful way:

- **Model:** If you are having the students write their own script or dialogue, be sure to model this process with the students. If they are using an existing dialogue or script, model that dialogue with another student or classroom aid. It is important

that students are comfortable with the process before attempting it for themselves.

- **Language Support:** If you are having the students write their own dialogues, provide an example or words/phrases that may be helpful. Provide student friendly definitions of any new words they might want to use (or that might be in the dialogue if you provide one for them). Encourage them to use familiar words and phrases too.
- **Have realistic goals:** Make sure that you assign roles that students of varying ability levels can make successful. Also assign roles that the students can be comfortable with – not something completely off the wall or strange to them.
- **Use realistic scenarios:** Give them scenarios they may actually encounter in their lives outside the classroom. This will give them motivation to learn and practice and will also be the most helpful to them in the long run. If you know your students are taking the class so they can get a better job, role playing a job interview would be very beneficial to them and will help them be invested in the activity.
- **Use real and visual aids:** To make the scenario as realistic as possible, give the students props and visual aids to work with. If you are role playing a restaurant scene, give them menus, a table, etc. The less they actually have to pretend and the more realistic the role play experience the more seriously they will take the activity. (Bustan, 2015, p. 26-27)

How to Conduct a Role Play Exercise?

There are three stages to a standard role play exercise. (Dino, 2013).

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 work debut 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 are 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".

Speaking Skill

Speaking is one of the skills that has to be mastered by students in learning English. Speaking learners tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English fluently that can help them to easy communicate and also explore their idea. Speaking English well also helps students to access up-to-date information in fields including science, technology and health. (AYU, 2014)

Speaking is the productive skill in the oral mode. It is like any other skill, but speaking is more complicated than it seems because it involves more than just pronouncing words. "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information through specific sounds" It means that in speaking people have to express their opinions; feelings and ideas correctly in order to every single person can understand the message. (Grugeon, Hubbard, Smith , & Dawe, 2012).

Nunan (2005) cited in Leon (2014) says Speaking is generally used as a means of communication in daily interaction. The presence of speaker and listener must to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something called communication. Communication is the way

individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other. (p.11)

According to Rueda (2015) point out speaking is the most important skill that learners can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Qureshi (2001) cited in Leon (2014) Language is a tool for communication. Communicating means to express ideas, and to know others' ideas. Speaking is the most important skill for the learners of any language. Without speech, a language is reduced to a mere script. To speak correctly and effectively guarantee a good communication with people.

An effective speaker gets 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. (Quituizaca, 2016)

Baker & Westrup (2003) argue that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion. In the other hands, Speaking is not just to say words with good pronunciation, it means transmit the messages and interact with the listener; therefore, if students produce language orally in a correct way, they gain a skill that will enrich their life, and also, they can get skillfully communicate." (Quituizaca, 2016, p.98).

Types of Speaking

According to Nunan (2005) there are some ways to express the Language, thus he says that three types of spoken language.

Monologue

Monologue is the speaking where one speaker uses the language for any length of time, such as in speeches, lectures, reading, news broadcasts, and the like, then the listener have to process the information without interruption and speech will go on whether or not the listener comprehends what the speaker means.

Dialogue

It is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker says. It is essential to make a difference between speaking, that is planned (such as

lecture or wedding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

Speaking as a skill

Firstly, it is important to understand that knowledge and skill are not the same. By giving learner speaking practice it is recognized that there is a difference between knowledge about a language, and skill in using it. Learner do not merely know how to assemble sentences in the abstract: students have to produce them and adapt them to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting the conversation as unexpected problems appear in their path (Bygate, 2003).

Speaking skill is the ability to produce the language in a spoken way, which is demonstrated through the production of auditory signals designed to produce differential verbal responses in a listener. "It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances"

English Language Speaking sub-skills

Accuracy

Spratt, Pulverness & Williams (2005) cited in Ashour (2014) state "accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation. Speakers express themselves with the correct sociolinguistic competence". (p. 8)

Accuracy refers to the quality to be precise. In linguistics, accuracy is the ability to be free from errors while using English to communicate". Even though, that

accuracy is important at the moment learners communicate with other people, it is not included at all in the context of learning and teaching a foreign language. (Schroeder, 2013)

Fluency

According to Baker & Westrup (2003) “fluency is the ability to get across communicative intent without too much hesitation and too many pauses or causes barriers or a breakdown in communication. In agreement with this definition, fluency is defined as speaking with ease and without thinking about possible errors. (Ashour, 2014, p. 8)

Appropriacy

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. (Tinitana, 2016)

Components of speaking skill

Grammar

According to Nelson (2005) cited in AYU (2014) “Grammar refers to the set of rules that allows to combine words in language into larger units. Moreover, grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words”. (p,7.)

Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, learners will be unable to use the structure and function we may have learnt for comprehensible communicative. (AYU, 2014)

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies will be easier to express ideas, feeling and thoughts both in oral or written form.

In spoken language, the vocabulary tends to be familiar and every day. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced.

Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation. (RORA, 2015)

According to National Curriculum Guidelines (2014) the spoken production EFL focuses on the principle of fluency over accuracy. Students will learn the

sounds of English through motivating and engaging tasks aimed to increase their confidence levels in regards to the language. The focus on fluency over accuracy (or we could say meaning over form) will also increase learners' self-confidence and motivation and, in turn, lower the affective filter, thus leading to motivation to continue learning and producing L2.

Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. (AYU, 2014)

According to the document established from National Curriculum Guidelines (2014) Spoken production is closely related to pronunciation and intelligibility. For instance, learners will practice the individual sounds of English and speaking strategies aimed to improve clarity and effective expression.

Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that

participants fully understand the nature of the research project, even when procedures are complicated and entail risks.

Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speaker. (RORA, 2015)

Objectives of speaking Proficiency level

According to National Curriculum Guidelines (2014) There are specific objectives per school year.

- Sustain a straightforward description of a (or a variety of) subject matters within the personal and educational domains rather fluently, presenting it as a linear sequence of points.
- Communicate with some confidence on familiar routine and non-routine matters related to their interests and educational field.
- Enter unprepared into conversations on topics that are familiar, of interest, or pertinent to everyday life within the personal and educational domain (e.g. family, hobbies, travel, etc.).

Assessment indicators of Speaking.

Essential assessment indicator per school year (B1.1: 2nd year Bachillerato) for spoken production and spoken interaction. (National Curriculum Guidelines, 2014)

Production

- Give detailed accounts of experiences by describing feelings and reactions within the personal and educational domains.
- Relate details of unpredictable occurrences (e.g. a real or imaginary event) within the corresponding domains.
- Reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
- Briefly give reasons and explanations for opinions, plans, and actions within the corresponding domains.
- Connect phrases in a simple way in order to describe experiences and events, their dreams, hopes, and ambitions within the corresponding domains.
- Within the personal and educational domains, give a prepared straightforward presentation—clear enough to be followed without much difficulty and whose main points are explained with reasonable precision—on a familiar topic.
- Within the personal and educational domains, take follow-up questions, but may have to ask for repetition if speech was too fast.

Interaction

- Follow the main points in an informal discussion with friends/ peers provided speech is clearly articulated in standard dialect.
- Give or seek friends / peers' personal views and opinions in discussing topics of interest within the corresponding domains.
- Use repair procedures and use the language produced by the interlocutor as a reference for an answer.

- Make brief comments on friends / peers' views.
- Ask for repetition or clarification if their friends'/peers' talk is rapid or extended.
- Intervene in a discussion on a familiar topic within the personal and educational domains by using a suitable phrase to get the floor.
- Maintain and close face-to-face conversations on topics that are familiar or of personal interest within the personal and educational domains (e.g. family, hobbies, school events, etc.), but may sometimes be difficult to follow when trying to convey exact meaning.
- Express the main point they wish to make comprehensibly.
- Express and respond to feelings such as surprise, happiness, sadness, interest, and indifference within the personal and educational domains.
- Cope with less routine situations in shops, post offices, or banks (e.g. returning an unsatisfactory purchase or making a complaint).

f. METHODOLOGY

Design of the research

Action research is applied in education because it solve the problem and let work as part of a "community of practice" to improve the way they address issues and solve problems. In education often uses action research, as an interactive method of collecting information that is used to explore topics of teaching, curriculum development and student behavior in the classroom. The main characteristic traits of action research relate to collaboration between researcher and member of organization in order to solve organizational problems.

The action research has as main aim to solve a problem which researcher and research are the first participant. The action research could be participatory and practical. (Denscombe, 2014) mentions that an action research strategy's purpose is to solve a particular problem and to produce guidelines for effective practices.

The present Research work is based on the Action Research as a constructive inquiry, which will carry out in order to find the solution of the problem detected. Consequently, to change a situation and accomplish the planted objectives. Finally, this research is conducting to improve educational practice.

This study is an educational research that will allow the participants to study and practice a variety of aspects making use of Role Play as a technique with the purpose to develop the speaking skill.

Methods, Technique and Instruments

Methods

To carry out this research work is important to consider the most appropriate methods, which will guide the researcher to use and apply them, in the different action research steps. They are the following:

The Scientific Method

Scientific method is an approach to seeking knowledge that involves forming and testing a hypothesis. It provides a logical, systematic way to answer questions and removes subjectivity by requiring each answer to be authenticated with objective evidence that can be reproduced. The scientific method is a process for experimentation that is used to explore observations and answer questions.

For developing this project of research, the researcher will use scientific method, it will allow her to give concepts, definitions, laws or general norms to get conclusions, consequences, that she will examine particular cases based on general affirmations presented.

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

The Descriptive Method

Descriptive method is widely used in education. Its value is based on the premise that problems can be solved and practices improved through observation, analysis,

and description. The most common descriptive research method is the survey, which includes questionnaires, personal interviews, phone surveys, and normative surveys. The main purposes of descriptive studies can be explained as describing, explaining and validating research findings.

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

The statistical Method

Statistical methods are mathematical formulas, models, and techniques that are used in statistical analysis of raw research data. The application of statistical methods extracts information from research data and provides different ways to assess the robustness of research outputs.

The statistic method will be used to make the quantitative statistical analysis of the data received from the test and the qualitative text analysis of the data received from the questionnaires and teacher's diary.

The Analytic/ Synthetic Method

The Analytic Method proceeds from unknown to known, 'Analysis' means 'breaking up' of the problem in hand so that it ultimately gets connected with something obvious or already known. It is the process of unfolding of the problem or of conducting its operation to know its hidden aspects. Start with what is to be found out. Then think of further steps and possibilities which may connect the unknown with the known and find out the desired result.

Synthetic Method starts like induction from the observed facts and the inferred theory (but it can also start like deduction from a set of assumptions). On this basis, the synthetic method engineers an artificial system, the objective being that, while operating, this system will behave like the real one, thus confirming the tested theory.

The researcher will use the analytic-synthetic method, which will serve to analyze the empiric information and interpret the obtained results from the applied instruments. It also will help to draw up the conclusions.

This action research will follow this process to get a great and successful results from applied these methods.

This research work also will follow the process of and action research which includes planning, acting, observing and reflective suggests.

Furthermore, this process will help the researcher to see if any necessary modification of amendment would be necessary to develop the speaking skill.

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

Technique and Instruments

Data Collection

Tests: The tests will refer a numerical score by which the researcher will calculate the mean to compare the pre-test and post- test results.

Pre-test / Post-test: They will be applied at the beginning and at the end of the intervention plan. Pre-test will be applied at the beginning of the intervention plan to collect students' answers, in order to diagnose the level of students' speaking skill. The Post-test will be applied at the end of the intervention plan to obtain formation about students' progress on speaking skill during the intervention.

Questionnaires

A questionnaire with five multiple choice questions will be used to obtain information about Role Play Technique at the beginning of the intervention plan. The same pre-questionnaire will be used as a post-questionnaire and applied at the end of the intervention plan to obtain information about students' perception and attitudes about Role Play Technique used in the classroom.

Observation

The researcher will observe the student's performance during the application of the intervention plans. It will be useful to record what happened in the classroom and lessons. She will use Observation sheets to record what has happened in class that helps them investigate, analyze and reflect upon their findings when the project comes to an end.

Non participant Observation

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

supported through the participant observation. The instrument for the nonparticipant observation is the observation sheet.

Observation Sheet

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

Participant Observation

In the participant observation the researcher is totally involved. The researcher will participate actively in order to use Role Play Technique to develop speaking skills in the setting under the study.

Field Notes

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

Population

The students in second year of Bachillerato, will be who participate in the development of this action research. The participants of the research are 12 students three boys and nine girls. They are between sixteen and seventeen years old. The students receive five hours of English per week with a certificate teacher.

Intervention Plan

The intervention plan is designed based on a lesson plan model that contains three stages: Activation (before), Connection (during), and Affirming (after). These

lesson plans will be cover 40 hours of instruction in 8 consecutive weeks of treatment.

Activation

In the activation phase, some activities will be done to identify the students' prior knowledge such as cultural and linguistic that permit teacher to make their instruction more relevant to learners making use of Role Play. In this phase students can interact with each other and debate their knowledge with peers in pairs or small groups. While students will perform these tasks, the teacher will listen and document background knowledge. The teacher is then in the position to maximize this knowledge in building a bridge between what is known and what is unknown about the new concepts, vocabulary, and processes to be taught (Herrera, Kavimandan, & Holmes, 2011).

Connection

In the connection phase, teacher will act as facilitator, to guide students in having better understanding of knowledge, where the teacher must be transparent teaching. In this phase students will connect from what they already know to the new. As students share their experiences and get their knowledge, prior knowledge, and academic knowledge into the classroom and look to their pairs or to the teacher for assurance that what they know is important to build significant meaning. Also, the learners will be provided with activities that connect the relationship between teacher-student where the teacher will organize groups to get benefits of collaborative peer. Even though, there will be time for individual work and whole group instruction, pairs and small groups. Learners will have experiences for

interpreting the curriculum and applying learning to real world issues (Herrera, Kavimandan, & Holmes, 2011).

Affirming

The last phase of the lesson plans will be the affirmation one. In this phase, students will recognize their progress and keep in mind the varying linguistic and academic starting points of the learners in the classroom. The teacher will affirm the progress made at both the individual and collective levels. In this context, every aspect of content-area learning and language acquisition is worthy of celebration in the classroom (Herrera, Kavimandan, & Holmes, 2011).

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

INTERVENTION AND OBSERVATION PLAN WEEK 1

INFORMATION DATA

INSTITUTION: Unidad Educativa José Ángel Palacio

TEACHER: Licda. Maria Alexandra Salinas

TEACHER CANDIDATE: Claudia Medina

PARTICIPANTS :2nd A "BGU"

SCHOOL YEAR: 2018-2019

TOPIC: Character and Personality traits

RESEARCH PROBLEM: HOW DOES THE ROLE PLAY TECHNIQUE DEVELOP THE SPEAKING SKILLS AMONG STUDENTS IN SECOND YEAR OF BACHILLERATO “A” AT UNIDAD EDUCATIVA JOSE ANGEL PALACIO IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR?		
GOAL: By the end of the intervention plan students will be able to develop the speaking skills through Role Play Technique in order to emphasize in grammar, vocabulary, fluency, pronunciation, and comprehension.		
LEARNING OBJECTIVES: By the end of this lesson students will be able: To describe people’s characters and personality. To use the specific vocabulary related to the characters and personalities. To use prefixes to figure out the meaning of adjectives.		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
Grammar Phrasal Verbs Prefix Key Words Character: ambitious, analytical, competitive, humble, impatient, indecisive, irresponsible, reliable, reserved, sensible, sensitive, sociable, curious, unpredictable, vain)..	Activation <ul style="list-style-type: none"> • Warm up Activity: Teacher candidate invites students to get in small groups. Give them a photo about someone famous, they try to imitate them or say something common phrase that 	Teacher’s Book Student’s Book Flashcards Audios

	<p>he/she say and the rest of the class guess who famous is.</p> <ul style="list-style-type: none"> • Teacher candidate explains a few instructions about the Pretest and Pre questionnaire • Teacher candidate presents some flashcards about adjectives (sociable, sensible, vain, impatient, ambitious, unpredictable, curious, competitive, reliable, analytical, indecisive, humble, sensitive, reserved, irresponsible). Next, she reads the adjectives with the correct pronunciation. • Teacher candidate explains how prefixes are formed using: Im, In, Ir, Un. • Teacher candidate explains how phrasal verbs are composed by using flashcards (bring in, find out, get on, go for, hold back, look after, look into, turn down, draw on) <p>Connection</p> <ul style="list-style-type: none"> • Students develop the pre-test and pre-questionnaire. • Students repeat after teacher the vocabulary related to characters and personality. Then, they 	
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	<p>listen to the conversation and check What is true about Paulina Rubio? and circle the best option to complete statements. In addition, they read and discover the character and personality traits from each sign using the word bank. After, Students match the phrasal verbs with their meaning. Finally, they form words by using the appropriate prefix: Im, In, Ir, and Un.</p> <p>Affirming</p> <ul style="list-style-type: none"> • Students write the correct preposition in each phrasal verbs and match with the correct meaning. Then, they match the correct prefixes in each adjective. Finally, Students put in pairs to talk about: how his/her partner is. 	
<p>MONITORING PLAN: Data source 1: Pre- test, Pre-questionnaire Data source 2: Students’ speaking practice samples and Field Notes</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: November 19th to November 23rd, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Ladousse, G. (2011) *Role Play*: Oxford, England: Oxford University Press.

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ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN WEEK 2

INFORMATION DATA

INSTITUTION: Unidad Educativa José Ángel Palacio

TEACHER: Licda . Maria Alexandra Salinas

TEACHER CANDIDATE : Claudia Medina

PARTICIPANTS : 2nd A "BGU"

SCHOOL YEAR : 2018-2019

TOPIC : Posting your feelings and Emotions.

RESEARCH PROBLEM: HOW DOES THE ROLE PLAY TECHNIQUE DEVELOP THE SPEAKING SKILLS AMONG STUDENTS IN SECOND YEAR OF BACHILLERATO “A” AT UNIDAD EDUCATIVA JOSE ANGEL PALACIO IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR?		
GOAL: By the end of the intervention plan students will be able to develop the speaking skills through Role Play Technique in order to emphasize in grammar, vocabulary, fluency, pronunciation, and comprehension.		
LEARNING OBJECTIVES: By the end of this lesson students will be able: To express feelings, attitudes, and mood. To use the appropriate characters to describe themselves in an event of their life.		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
Grammar Gerunds and Infinitives Key Words Annoyed, disappointed, doubtful, excited, hopeless, interested, pleased, resistant, skeptical.	Activation <ul style="list-style-type: none"> • Presents some photocopy or faces (emoticons) on the board and students try to identify the feelings. • Teacher candidate presents to the class flashcards of the vocabulary related feelings and emotions (annoyed, disappointed, doubtful, 	Teacher’s Book Student’s Book Flashcards Worksheets

	<p>excited, hopeless, interested, pleased, resistant, skeptical)</p> <ul style="list-style-type: none">• Teacher candidate explains the usage of the gerunds and infinitives using clear examples.• Teacher candidate gives students the rubric that will be considered in speaking activity. <p>Connection</p> <ul style="list-style-type: none">• Students take the test and then complete the grammar chart. Then students practice in worksheet about gerunds and infinitives. After, they Classify the verbs in the Word Bank into the appropriate categories. Finally, students read the news posted in this personal blog and fill in the gaps with the correct form of the verbs in parentheses.• Students make an unscripted role play. They work in small group, make a short dialogue using gerunds and infinitives, then present in front of the class.	
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	<p>Affirming</p> <ul style="list-style-type: none"> • Students do the assessment sheet about gerunds and infinitives. • Students prepare a scripted role play, the topic is about the one important event in their life, describe their feelings and emotions that they felt in this event. 	
<p>MONITORING PLAN: Data source 1: Assessment sheet. Data source 2: Students' speaking practice samples.</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: November 26th to November 30th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Ladousse, G. (2011) *Role Play*: Oxford, England: Oxford University Press.

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ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN WEEK 3

INFORMATION DATA

INSTITUTION: Unidad Educativa José Ángel Palacio
TEACHER: Licda. Maria Alexandra Salinas
TEACHER CANDIDATE: Claudia Medina

PARTICIPANTS : 2nd A "BGU"
SCHOOL YEAR : 2018-2019
TOPIC : People's Highlights

RESEARCH PROBLEM: HOW DOES THE ROLE PLAY TECHNIQUE DEVELOP THE SPEAKING SKILLS AMONG STUDENTS IN SECOND YEAR OF BACHILLERATO "A" AT UNIDAD EDUCATIVA JOSE ANGEL PALACIO IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR?		
GOAL: By the end of the intervention plan students will be able to develop the speaking skills through Role Play Technique in order to emphasize in grammar, vocabulary, fluency, pronunciation, and comprehension.		
LEARNING OBJECTIVES: By the end of this lesson students will be able: To understand words formation and use of suffixes. To identify how biographies are typically organized To synthesizes information from a biography, identifying the key content To write a synopsis based on information collected.		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
Grammar Suffix	Activation <ul style="list-style-type: none"> • Warm up activity: Have students related occupations to typical personalities. Divide the classroom in two groups. Give a marker to each 	Teacher's Book Student's Book Flashcards Worksheets

	<p>group. Tell students, a volunteer from each group will race to the board and write an occupation and personality characteristic of that occupation. (Comedian-funny, Soccer player-strong).</p> <ul style="list-style-type: none"> • Teacher candidate presents to the class flashcards of the vocabulary (charming, successful, producer, administrator, sociable, rapper, turntablist, ambitious, competitive, energetic.) • Teacher candidate explains the suffixes (-ist, -or,-er) giving clear examples. • Teacher candidate gives a feedback at the end of the class. <p>Connection</p> <ul style="list-style-type: none"> • Students complete the chart whit how much do you know about this celebrity? Next, they read a short text and find examples of words made with the suffixes: er -or, and ist). Then, students make a synopsis of the text by identifying the key content. 	
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	<ul style="list-style-type: none"> • Students practice doing the worksheet about suffix. • Students do the character role- play. They decide their personalities, look, habits and abilities. They present in front on the class. <p>Affirming</p> <ul style="list-style-type: none"> • Students write a short biography about a famous person or a member of their family. Then pass front of the class and say it. 	
<p>MONITORING PLAN: Data source 1: Speaking practice samples.</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: December 3rd to December 7th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Ladousse, G. (2011) *Role Play*: Oxford, England: Oxford University Press.

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ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN WEEK 4

INFORMATION DATA

INSTITUTION: Unidad Educativa José Ángel Palacio

TEACHER: Licda. Maria Alexandra Salinas

TEACHER CANDIDATE: Claudia Medina

PARTICIPANTS : 2nd A "BGU"

SCHOOL YEAR : 2018-2019

TOPIC : Grinning from Ear to Ear

RESEARCH PROBLEM: HOW DOES THE ROLE PLAY TECHNIQUE DEVELOP THE SPEAKING SKILLS AMONG STUDENTS IN SECOND YEAR OF BACHILLERATO “A” AT UNIDAD EDUCATIVA JOSE ANGEL PALACIO IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR?		
GOAL: By the end of the intervention plan students will be able to develop the speaking skills through Role Play Technique in order to emphasize in grammar, vocabulary, fluency, pronunciation, and comprehension.		
LEARNING OBJECTIVES: By the end of this lesson students will be able: To use idiomatic expressions to talk about emotions. To associate words and expressions with a particular context.		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
KEY WORDS Grin from ear to ear Head over heels in love Make your blood boil Your heart sinks.	Activation • Warm up activity: Students listen an audio with the correct pronunciation of a word and then try to fill in the gaps after they match the idiom with the definition and practice the pronunciation.	Teacher’s Book Student’s Book Flashcards Worksheets

	<ul style="list-style-type: none"> • Teacher candidate presents some flashcards about idiomatic expression (Grin from ear to ear, Head over heels in love, Make your blood boil, Your heart sinks.) Next, she reads the idioms with the correct pronunciation. Then, teacher candidate explains the meaning of the idioms and when you can use it and continue explaining the meaning of the idioms. After, she gives students the rubric that will be considered in speaking activity. • Teacher candidate gives a feedback at the end of the class, all the activities will be monitored by teacher candidate. <p>Connection</p> <ul style="list-style-type: none"> • Students listen and complete the expressions in bold using the Word Bank. Then, match them with their meaning. After, they use the previous idiomatic expressions in the situations. • Gap activity: Invite to get into pairs. Assign roles A and B. Explain that the pairs will have to share information in order to complete a dialogue between a journalist and famous 	
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	<p>singer. Remind students to read the complete interview and decide what kind of information they already have and what kind they need to get.</p> <p>Affirming</p> <ul style="list-style-type: none"> • Students do the Unit written Test; it is prepared with all the topics studied. • Students prepare a role play about situations in which their feeling and reactions come to play and important role by using the idioms previous learned. 	
<p>MONITORING PLAN: Data source 1: Written Test Data source 1: Oral test.</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: December 10th to December 14th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Ladousse, G. (2011) *Role Play*: Oxford, England: Oxford University Press.

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ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN WEEK 5

INFORMATION DATA

INSTITUTION: Unidad Educativa José Ángel Palacio
TEACHER: Licda. Maria Alexandra Salinas
TEACHER CANDIDATE: Claudia Medina

PARTICIPANTS : 2nd A "BGU"
SCHOOL YEAR : 2018-2019
TOPIC : **Appeal of Traditions.**

RESEARCH PROBLEM: HOW DOES THE ROLE PLAY TECHNIQUE DEVELOP THE SPEAKING SKILLS AMONG STUDENTS IN SECOND YEAR OF BACHILLERATO “A” AT UNIDAD EDUCATIVA JOSE ANGEL PALACIO IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR?		
GOAL: By the end of the intervention plan students will be able to develop the speaking skills through Role Play Technique in order to emphasize in grammar, vocabulary, fluency, pronunciation, and comprehension.		
LEARNING OBJECTIVES: By the end of this lesson students will be able: To talk about changes over time. To ask for and gives information about old traditions and customs. To describe activities carried out to celebrate traditions. To use the passive voice in simple present To use the passive voice in simple present.		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
Grammar Passive Voice in Simple Present Tense Passive Voice in Simple Past Tense	Activation <ul style="list-style-type: none"> • Warm up activity: Teacher encourages students to play Hangman with words related to celebrations. 	Teacher’s Book Student’s Book Flashcards Worksheets

<p>Key words parade, livestock, crops, beast, lantern, fireworks, envelope, spring.</p>	<ul style="list-style-type: none"> • Teacher candidate presents some flashcards (parade, livestock, crops, beast, lantern, fireworks, envelope, spring). • Teacher explains the Passive Voice in Simple Present tense and Passive Voice in Simple Past Tense by using clear examples. <p>Connection</p> <ul style="list-style-type: none"> • Students do activities on their book. They look the picture with the words in the in the Word Bank then they fill the blanks with words from the previous exercise. Next, Complete the sentences using the past participle form of the verbs in parentheses. After, they complete the grammar chart. • Students practice in the worksheet about passive voice in simple present and past tense. • Students work in pairs. They talk about traditions that are celebrated in their families, including places where those traditions are commemorate, activities done to celebrate the tradition and so forth. 	
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	<p>Affirming</p> <ul style="list-style-type: none"> • Students do the assessment sheet about the passive simple present tense and Simple past tense. • Get students in small groups. They make a small script about what is the most interesting traditions that they have in their families and represent it in front of the class. 	
<p>MONITORING PLAN: Data source 1: Assessment sheet.</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: December 17th to December 21st, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Ladousse, G. (2011) *Role Play*: Oxford, England: Oxford University Press.

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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN WEEK 6

INFORMATION DATA

INSTITUTION: Unidad Educativa José Ángel Palacio

TEACHER: Licda. Maria Alexandra Salinas

TEACHER CANDIDATE: Claudia Medina

PARTICIPANTS : 2nd A "BGU"

SCHOOL YEAR : 2018-2019

TOPIC : **Past Echoing in the Present.**

RESEARCH PROBLEM: HOW DOES THE ROLE PLAY TECHNIQUE DEVELOP THE SPEAKING SKILLS AMONG STUDENTS IN SECOND YEAR OF BACHILLERATO “A” AT UNIDAD EDUCATIVA JOSE ANGEL PALACIO IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL year?		
GOAL: By the end of the intervention plan students will be able to develop the speaking skills through Role Play Technique in order to emphasize in grammar, vocabulary, fluency, pronunciation, and comprehension.		
LEARNING OBJECTIVES: By the end of this lesson students will be able to: To talk about remarkable historical people and events.		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p>Grammar Present Perfect Passive Used to.</p> <p>Key words Quoted Portrayed Considered Cited Printed published.</p>	<p>Activation</p> <ul style="list-style-type: none"> Warm up Activity: Teacher presents some pictures about remarkable people then ask their students (Who are the remarkable people in the pictures, why are they famous? Do you think any of these historical character is remarkable? What have they done to benefit our society? 	<p>Teacher’s Book Student’s Book Flashcards Worksheets Audios</p>

	<ul style="list-style-type: none"> • Teacher candidate presents some flashcards (quoted, portrayed, considered, cited, printed, published). • Teacher explains the Present Perfect Passive and the usage of USED TO using clear examples. <p>Connection</p> <ul style="list-style-type: none"> • Students develop activities on their books: they match the verbs (a-f) with their synonyms. Then, listen and complete with verbs from the previous exercises. After, complete the statements using the present perfect Passive. • Students practice in worksheet about Present Perfect Passive and complete the dialog. • students develop the worksheet about USED TO. Then, listen and check. • Teacher encourage students to work in pairs to complete the conversation about Lady Gaga's life. Call on two volunteers to read the dialogue to check as a class; or play the audio for students 	
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	<p>to confirm. Then, students give ideas related to her personal life and professional career.</p> <p>Affirming</p> <ul style="list-style-type: none"> • Teacher invite students to role play the dialogue the interviewer and Lady Gaga while teacher go around, listening to them. Correct pronunciation and intonation if it necessary 	
<p>MONITORING PLAN: Data source 1: Speaking practice samples.</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: January 7th to January 12th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Ladousse, G. (2011) *Role Play*: Oxford, England: Oxford University Press.

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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN WEEK 7

INFORMATION DATA

INSTITUTION: Unidad Educativa José Ángel Palacio

TEACHER: Licda. Maria Alexandra Salinas

TEACHER CANDIDATE: Claudia Medina

PARTICIPANTS : 2nd A "BGU"

SCHOOL YEAR : 2018-2019

TOPIC : **Old times and Modern World**

RESEARCH PROBLEM: HOW DOES THE ROLE PLAY TECHNIQUE DEVELOP THE SPEAKING SKILLS AMONG STUDENTS IN SECOND YEAR OF BACHILLERATO “A” AT UNIDAD EDUCATIVA JOSE ANGEL PALACIO IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR?		
GOAL: By the end of the intervention plan students will be able to develop the speaking skills through Role Play Technique in order to emphasize in grammar, vocabulary, fluency, pronunciation, and comprehension.		
LEARNING OBJECTIVES: By the end of this lesson students will be able to: To identify communication differences between the past and the present.		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p>Connectors Although, however, While, But.</p> <p>Key words Text messaging, Pigeon Post Fire Signals Video Conference Word of Mouth</p>	<p>Activation</p> <ul style="list-style-type: none"> Warm up Activity: Teachers and students discuss the concept of communication. She starts the class by asking them to guess the real concept, write on the board clue words or ideas, 	<p>Teacher’s Book Student’s Book Flashcards</p>

<p>Online Chat</p>	<p>then a group of five students have to write simple and different means of communication.</p> <ul style="list-style-type: none"> • Teacher candidate presents to the class some flash card in order to present the new topic (text messaging, pigeon post, fire signals, video conference, word of mouth, online chat). Next, she reads the words with the correct pronunciation. • Teacher candidate explains the usage of connectors (Although, however, While, but) by writing a short sentence. <p>Connection</p> <ul style="list-style-type: none"> • Students develop activities on their books: They fill the blanks using the Word Bank. Then, classify the communication means into (M) modern or (A) ancient. After, they read the essay and circle the words that show contrast (Although, however, While, but) among ideas and complete the sentences using the words in the Word Bank (Although, however, While, but) 	
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	<ul style="list-style-type: none"> • Students write a short paragraph about a comparison and contrast essay about the ways their families used to communicate in the past and nowadays using the connectors. Then, they read in front of the class and teacher listen and correct pronunciation and grammar mistakes. <p>Affirming</p> <ul style="list-style-type: none"> • Students develop the assessment sheet about usage of connectors. • Teacher invite students to role play the short paragraph written by them and present it in front of the class the previously. 	
<p>MONITORING PLAN: Data source 1: Assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: January 14th to January 18th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Ladousse, G. (2011) *Role Play*: Oxford, England: Oxford University Press.

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN WEEK 8

INFORMATION DATA

INSTITUTION: Unidad Educativa José Ángel Palacio
TEACHER: Licda. Maria Alexandra Salinas
TEACHER CANDIDATE: Claudia Medina

PARTICIPANTS : 2nd A "BGU"
SCHOOL YEAR : 2018-2019
TOPIC : **Breaking with**

RESEARCH PROBLEM: HOW DOES THE ROLE PLAY TECHNIQUE DEVELOP THE SPEAKING SKILLS AMONG STUDENTS IN SECOND YEAR OF BACHILLERATO “A” AT UNIDAD EDUCATIVA JOSE ANGEL PALACIO IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR?		
GOAL: By the end of the intervention plan students will be able to develop the speaking skills through Role Play Technique in order to emphasize in grammar, vocabulary, fluency, pronunciation, and comprehension.		
LEARNING OBJECTIVES: By the end of this lesson students will be able to: To use informal language to describe traditions, achievements and how to break bad habits.		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p>Grammar Present Perfect Passive Used to.</p> <p>Key words A crowning achievement To break with tradition To break the habit</p>	<p>Activation</p> <ul style="list-style-type: none"> • Warm up Activity: Write the words, traditions, achievements and habits on the board using different colors. Encourage students to think of words related to the three issues and to write them on the board. • Teacher candidate presents some flashcards about idiomatic expressions (A crowning, to 	<p>Teacher`s Book Student`s Book Flashcards Worksheets Audios Mock Test.</p>

	<p>break with tradition). Next, she reads them with the correct pronunciation.</p> <ul style="list-style-type: none">• Teacher explains the meaning of the idioms.• Then, teacher candidate invites students to get into small groups and gives students a rubric about what she is going to assess. <p>Connection</p> <ul style="list-style-type: none">• Students develop activities on their books: they listen and complete the conversations with the expressions in the Word Bank. Then check the correct meaning of the idioms learned previously.• Students read and understand the short conversations and make some comments about them.• Students present and search their final project in written way.• Students develop the worksheet sheet related to the vocabulary learned in the unit.• Students practice in a mock test all the topics studied in the units.	
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	<p>Affirming</p> <ul style="list-style-type: none"> • Teacher invite students to role play with script they can choose the any topic about the unit 4 Eg. (communication have changed over time). • Students develop: - Post-Test and -Post questionnaire. 	
<p>MONITORING PLAN: Data source 1: Post Test, Post Questionnaire.</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: January 21st to January 25th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Ladousse, G. (2011) *Role Play*: Oxford, England: Oxford University Press

g. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

Resources

Human

- The teacher candidate
- The students in second year of Bachillerato "A" afternoon session
- The thesis advisor

Material

- Flash cards
- Book
- Sheet of paper
- Mp3 player
- Charts
- Notebook

Technical

- Computer
- Projector
- Printer
- Internet

h. TIMELINE

ACTIVITIES	2018												2019																													
	MONTHS												MONTHS																													
	OCT	NOV	DIC	JAN	FEB	MAR	APRIL	MAY	JUN	JULY	AUG	SEP	OCT	NOV	DIC	OCT	NOV	DIC	JAN	FEB	MAR	APRIL	MAY	JUN	JULY	AUG	SEP	OCT	NOV	DIC												
PHASE I: PROJECT	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Presentation of the Project		X																																								
Designation of the Project Advisor			X																																							
Project revision and Approval				X																																						
Designation of Thesis Advisor				X																																						
PHASE II: ACTION PLAN																																										
Application of instruments					X	X	X	X	X																																	
Act and observe																																										
PHASE III: THESIS PROCESS																																										
Tabulation and elaboration of tables and Graphs									X	X																																
a. Theme	X									X																																
b. Introduction										X	X																															
c. Summary										X	X																															
d. Review of Literature		X	X							X	X																															
e. Material and methods											X																															
f. Results (interpretation and analysis)										X	X	X	X																													
g. Discussion											X	X																														
h. Conclusions												X																														
i. Recommendations												X																														
j. Bibliography and Annexes												X	X	X																												
PHASE III: REVISION AND APPROVAL																																										
Thesis revision													X																													
Thesis presentation														X	X	X																										
Thesis approval															X																											
PHASE IV: PHASE OF INCORPORATION																																										
Presentation of documents															X	X	X	X	X	X	X	X																				
Private review																							X	X																		
Corrections																										X	X															
Public sustentation and incorporation																																							X	X	X	X

i. BUDGET AND FINANCING

RESOURCES	COST
Internet connection	\$200
Print of reports	\$50
Print of the project	\$80
Print of the final report and thesis	\$120
Unexpected expenses	\$100
Total	\$550

The financing of the expenses derived from the present research work will be assumed by the researcher author. All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

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k. ANNEXES

Annex 1: Observation sheet



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT
DATA COLLECTION SOURCE: OBSERVATION SHEET**

Researcher: Claudia Maritza Medina Guaman

Year: Second year Bachillerato “A” (fourteen – fifteen years old)

Date:

Code:

OBSERVATION SHEET					
Observation #:	Date/Time:				Role of the researcher:
Topic:	Participants: Students of				Nonparticipant observer
Objective of the session:	Second year of Bachillerato “A” & The researcher				Duration of the observation:
	Levels of Acceptability				Remarks
Things to be observed	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Grammar					
Vocabulary					
Fluency					
Pronunciation					
Comprehension					

Annex 2: Field notes



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

DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES		
Observation #: Topic: Objective of the session:	Date/Time: Class size: Participants: Students of Second year of Bacillerato “A” & The researcher	Role of the researcher: Participant observer Duration of the observation:
Description of the event		Reflective Notes

Annex 3: Pre and Posttest & Scoring Guide (Rubric)



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

DATA COLLECTION SOURCE: PRE TEST / POST TEST

Student's code:

Date:

Dear student, concentrate, read and analyze each question carefully.

Good luck.

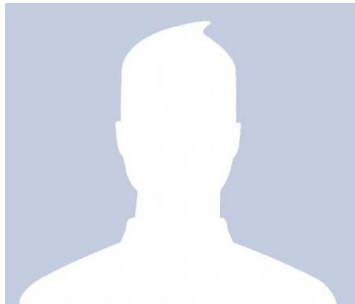
1. Choose the correct option to complete the sentences about gerunds and infinitives. (2 P) (Grammar)
 - a) Carlos considers **to study / studying** harder to get better grades.
 - b) Spain people are interested in **to learn/ learning** English Language.
 - c) Oscar and Maritza avoid **to talk/ talking** about their family problems in public.
 - d) I prefer **to eat / eating** sea food at pirate's restaurant because it has low prices.

2. Choose the correct characters and personality traits in each description about the sign. (2p) (Vocabulary)

Impatient analytical irresponsible reliable.

SIGN DESCRIPTION	PERSONALITY TRAITS
Virgo	
a) You can trust them.	_____
Pisces	
b) They look into things deeply.	_____
c) They become angry or upset easily.	_____
d) They do not care about their consequences of their actions.	_____

3. Describe your personality using four adjectives? (2p) (Fluency)



4. Read these words?.(2p) (Pronunciation)

	Excellent	Very Good	Satisfactory	Below Average
a) Irrational				
b) Insensitive				
b) Unreliable				
c) Immature				

5. Complete the sentences using the words in the box. (2p) (Comprehension)

parades	traditions	fireworks	paper cutouts
---------	------------	-----------	---------------

- a) To celebrate Patron`s day they used to have school _____ on the streets.
- b) People used to decorated their doors with white _____ and they raised the flag.
- c) There used to be a _____ display in the evening.
- d) Many old _____ that people used to celebrate have been forgotten or changed now.

.....
Students's Signature
THANK YOU FOR YOUR COLABORATION

Test Scoring Guide (Rubric)

1. Complete the sentences about gerunds and infinitives by choosing the correct option. (2P) (Grammar)

a) Carlos considers studying harder to get better grades.	(0.50)
b) Spain people are interested in learning English Language.	(0.50)
c) Oscar and Maritza avoid talking about their family problem in public.	(0.50)
d) I prefer to eat or eating sea food at pirate's restaurant because it has low prices.	(0.50)

2. Choose the correct characters and personality traits in each description about the sign. (2p) (Vocabulary)

a) Impatient	(0.50)
b) Reliable	(0.50)
c) Analytical	(0.50)
d) Irreponsible	(0.50)

3. Describe your personality using four adjectives? (2p) (Fluency)

a) I am irresponsible.	(0.50)
b) I am very sociable	(0.50)
c) I am impatient.	(0.50)
d) I am ambitious.	(0.50)

4. Read these words .(2p) (Pronunciation)

a) Irrational	(0.50)
b) Unreliable	(0.50)
c) Insensitive	(0.50)
d) Immature	(0.50)

5. Complete the sentences using the words in the box (2p) (Comprehension)

a) Parades	(0.50)
b) Paper cutouts	(0.50)
c) Fireworks	(0.50)
d) Traditions	(0.50)

Oral Test Scoring Guide (Rubric)

1. Choose the correct option to complete the sentences about gerunds and infinitives. (2 P) (Grammar)

GRAMMAR	GRADE	CHECK
Students were able to express their ideas and responses with ease in proper sentence structure and tenses.	Excellent	
Students were able to express their ideas and understand the sentences, but they make mistakes, however they were able to correct themselves.	Very Good	
Students were able to understand sentences but they often make several mistakes with the grammar structure.	Satisfactory	
Students were not able to express their ideas correctly, they make a lot of grammar mistakes.	Below Average	

2. Choose the correct characters and personality traits in each description about the sign. (2p) (Vocabulary)

VOCABULARY	GRADE	CHECK
Students had excellent control of language features; a wide range of well-chosen vocabulary.	Excellent	
Students had good language control; good range of relatively well-chosen vocabulary.	Very Good	
Students had an adequate language control; vocabulary range is lacking	Satisfactory	
Students had weak language control; basic vocabulary choice with some words clearly lacking.	Below Average	

3. Describe your personality using four adjectives? (2p) (Fluency)

FLUENCY	GRADE	CHECK
Students were able to communicate freely and clearly without hesitation.	Excellent	
Students were able to express their ideas with little difficulty, but the message was understandable.	Very Good	
Students took a long time to express their ideas.	Satisfactory	
Students were unable to express complete ideas, they just say single words.	Below Average	

4. Read these words .(2p) (Pronunciation)

PRONUNCIATION	GRADE	CHECK
Students` pronunciation were very clear and easy to understand.	Excellent	
Students` pronunciation were very good and it did not interfere with communication.	Very Good	
Students were slightly unclear with pronunciation at times, but generally is fair.	Satisfactory	
Students had difficulty to pronounce words, their pronunciation was unclear.	Below Average	

5. Complete the sentences using the words in the box (2p) (Comprehension)

COMPREHENSION	GRADE	CHECK
Students were able to comprehend and respond to all of the questions and the topics that were being discussed with ease.	Excellent	
Students were able to comprehend and respond to most of the questions and topics that were being discussed.	Very Good	
Students just understood some of the questions and topics that were being discussed.	Satisfactory	
Students had difficulty understanding the questions and topics that were being discussed.	Below Average	

Annex 4: Pre and Post Questionnaire



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

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

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

Student's code:

Date:

1. How often do you work in groups in the classroom?

ALWAYS (.....)

SOMETIMES (.....)

RARELY (.....)

NEVER (.....)

2. How often does your teacher use Role Play Technique to develop speaking skills?

ALWAYS (.....)

SOMETIMES (.....)

RARELY (.....)

NEVER (.....)

3. Do you feel nervous when you have to speak in English?

ALWAYS (.....)

SOMETIMES (.....)

RARELY (.....)

NEVER (.....)

4. Does the Role Play Technique contribute to develop speaking Skills in the English Language classroom?

ALWAYS (.....)

SOMETIMES (.....)

RARELY (.....)

NEVER (.....)

5. How much have you improved using the Role Play Technique?

A LOT (.....)

LITTLE (.....)

VERY LITTLE (.....)

NOTHING (.....)

THANK YOU FOR YOUR COLABORATION

Annex 5: Research Matrix

RESEARCH MATRIX

THEME: HOW DOES THE ROLE PLAY TECHNIQUE DEVELOP THE SPEAKING SKILL AMONG STUDENTS IN SECOND YEAR OF BACHILLERATO “A” AFTERNOON SESSION AT UNIDAD EDUCATIVA JOSE ANGEL PALACIO IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR?

PROBLEM	OBJECTIVES	THEORETICAL FRAME	METHODOLOGICAL DESIGN (ACTION RESEARCH)	THECHNIQUES AND INSTRUMENTS
<p>General How does the Role Play Technique develop the speaking skills among students in second year of Bachillerato “A” afternoon session at Unidad Educativa Jose Angel Palacio in the city of Loja during the 2018 – 2019 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological 	<p>General To develop the speaking skills through Role Play Technique among students in second year of Bachillerato “A” afternoon session at Unidad Educativa “Jose Angel Palacio” in the city of Loja during the 2018 – 2019 school year.</p> <p>Specific</p> <ul style="list-style-type: none"> • To research theoretical and methodological 	<p>INDEPENDENT VARIABLE Role Play Technique</p> <ul style="list-style-type: none"> • Definition • Types • Advantages • How to make role play successful? • How to conduct a Role Play exercise? <p>DEPENDENT VARIABLE Speaking Skill</p> <ul style="list-style-type: none"> • Definition 	<p>PRELIMINAR INVESTIGATION</p> <ul style="list-style-type: none"> • Observing the English classes • Interviewing teacher and students • Reviewing literature • Stating background of the research problem • Describing the current situation • Locating and reviewing the literature 	<ul style="list-style-type: none"> • Observation sheet • Observation checklist • Pre and Post test • Pre and Post questionnaire • Field Notes

<p>references about Role Play Technique to develop the speaking skills among students in second year of Bachillerato “A” afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the development of the speaking skills among students in second year of Bachillerato” A” afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year? • What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing speaking skills among students in second year of Bachillerato” A” afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year? • Which Role Play activities are 	<p>references about Role Play Technique to develop the speaking skills among students in second year of Bachillerato “A” Afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year.</p> <ul style="list-style-type: none"> • To identify the issues that limit the development of the speaking skills among students in second year of Bachillerato” A” Afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year. • To elaborate an intervention plan that help the current issues to achieve a satisfactory outcome on developing speaking skills among students in second year of Bachillerato “A” Afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year. • To apply the most appropriate activities of 	<ul style="list-style-type: none"> • Types of speaking <ul style="list-style-type: none"> - Monologue - Dialogue - Speaking as a skill • Speaking skill Sub-indicators <ul style="list-style-type: none"> - Accuracy - Fluency - Appropriacy • Components of Speaking Skills <ul style="list-style-type: none"> - Grammar - Vocabulary - Pronunciation - Fluency - Comprehension • Objectives of Speaking Proficiency level. • Assessment indicators of speaking. <ul style="list-style-type: none"> - Production - Interaction 	<ul style="list-style-type: none"> • Design a methodological framework for the research • Designing an intervention plan <p>Intervention and Observation</p> <ul style="list-style-type: none"> • Design and administering test and questionnaires • Observing, monitoring and analysing student’s performance according to the intervention plan. • Interpreting data. • Presentation of the research findings • Reflecting, analysing and answering the proposed inquires. • Organizing the final report. 	
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<p>implemented to develop speaking skills among students in second year of Bachillerato” A” afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • How successful was the application of the Role Play Technique to develop the speaking skills among students in second year of Bachillerato” A” afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year? 	<p>Role Play Technique to develop speaking skill among students in second year of Bachillerato” A” Afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year.</p> <ul style="list-style-type: none"> • To validate the results obtained after the application of Role Play Technique to develop the speaking skills among students in second year of Bachillerato “A” Afternoon session at Unidad Educativa Jose Angel Palacio during the 2018-2019 school year. 			
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Annex 6. Grading Scales

Speaking Skills

Quantitative score range	Qualitative score range
10	Excellent
9	Good
7-8	Average
5-6	Below average
1- 4	Needs improvement

Role Play Technique

Quantitative score range	Qualitative score range
81-100	High level of Role Play Technique acceptance
61-80	Expected level of Role Play Technique acceptance
41-60	Moderate level of Role Play Technique acceptance
21-40	Unexpected level of Role Play Technique acceptance
01-20	Low level of Role Play Technique acceptance

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