



# **UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**

## **LANGUAGE CAREER**

Research presented as a part of the requirements to obtain the degree as “Licenciado en Ciencias de la Educación: Profesor de Idiomas: Inglés”

## **TITLE OF RESEARCHING**

DESCRIPTION OF ROLE PLAYS AS METHODOLOGICAL STRATEGY FOR TEACHING THE SPEAKING SKILL OF ENGLISH LANGUAGE WITH STUDENTS OF EIGHTH LEVEL OF EDUCACION GENERAL BASICA “A” AT UNIDAD EDUCATIVA “ISABEL DE GODIN” IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2018 – 2019.

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**COMITE MEMBERS CERTIFICATE  
UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS**

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## CERTIFICACIÓN

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Riobamba, 17 de febrero de 2020

  
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## THESIS AUTHORSHIP

The content of this research is under the responsibility of the author Miguel Angel Erazo Tapia, student of the Language Career, with the following theme:

“DESCRIPTION OF ROLE PLAYS AS METHODOLOGICAL STRATEGY FOR TEACHING THE SPEAKING SKILL OF ENGLISH LANGUAGE WITH STUDENTS OF EIGHTH LEVEL OF EDUCACION GENERAL BASICA “A” AT UNIDAD EDUCATIVA “ISABEL DE GODIN” IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2018 – 2019”

The contents, thoughts, analysis and conclusions are those of the author and correspond to the Universidad Nacional de Chimborazo.

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## **DEDICATORY**

To god for giving me wisdom, love and the correct knowledge.

To my grandparents Mariana and Miguel for their love and for being always there. To my uncle and aunt Otto and Lorena, thanks for their understanding and support. To my love Belen and Sebastian, they were my inspiration, I did it for them. To my relatives who supported me, in this beautiful journey. Thanks for everything they have given.

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## RESUMEN

El principal objetivo de la investigación realizada, fue analizar el uso del “Role Play” para mejorar la habilidad de hablar de los estudiantes que cursaron el Octavo año de Educación General Básica, paralelo “A”, en la Unidad Educativa “Isabel de Godín” en la ciudad de Riobamba, perteneciente a la provincia de Chimborazo, durante el periodo académico 2018 – 2019. La investigación se propuso, ya que después de la observación de clases se pudo evidenciar y notar que los estudiantes presentaron algunos problemas para iniciar, mantener y concluir una conversación clara utilizando el idioma Inglés. La investigación se enmarca en el enfoque cualitativo, utilizando el método etnográfico. En el proceso de recolección de datos se utilizaron observaciones que se llevaron a cabo durante algunas de las clases, además de una encuesta realizada a la profesora. Los instrumentos fueron construidos teniendo en cuenta las bases teóricas presentadas en el marco teórico. Los resultados muestran que los diferentes factores utilizados para aplicar el “Role Play” en las actividades propuestas por la docente involucrando la expresión oral, fueron descuidados en distintas etapas del proceso, por lo que los resultados no fueron los deseados. Se sugiere tomar cursos pedagógicos que ayuden al estudiante a cumplir el proceso de enseñanza – aprendizaje, ya que las debilidades detectadas en la aplicación de “Role Play” no afectaron solamente el desarrollo del habla, sino también a los objetivos, es recomendable mantener una buena práctica basada en la teoría, ya que esto ayudara al docente a un mejor desempeño y cumplir con los objetivos de aprendizaje de los alumnos.

**Palabras clave:** Role Play, Expresión oral, Habilidad de hablar, Desempeño docente.

## ABSTRACT

The main objective of the research was to analyze the use of “Role Play” to improve the speaking skill of students who studied the eighth level of Educacion General Basica “A”, at Unidad Educativa “Isabel de Godin” in the city of Riobamba, Chimborazo province, during the academic term 2018 – 2019. The research was proposed since after class observation, it was evidenced and noted that students presented some problems to initiate, maintain and conclude a clear conversation using the English language. The research is part of the qualitative approach, using the ethnographic method. For the data collection process it were used observations that were carried out during some classes and a survey applied to the teacher. The instruments were built taking into account the theoretical basis presented in the theoretical framework. The results demonstrate that the different factors used to apply “Role Play” in the activities proposed by the teacher involving oral expression were neglected at different stages of the process, so the results were not the desired. It is suggested to take pedagogical courses that must helped to students to complete the teaching-learning process, since the weaknesses detected in the application of “Role Play” did not affected only the spaking development, but also the objectives, it is advisable to maintain a good theory-based practice, it will help the teacher to improve her performance and complied the learning objectives of the students.

**Keywords:** Role Play, Oral expression, Speaking Skill, Teacher’s performance.

  
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## INTRODUCTION

Communication is an essential aspect of the human being, where the speaking skill is the most used. For being communicated with others it is indispensable a good combination of linguistic skills. “In this era of globalization, the ability to speak English is a huge asset in the increasingly local and global workplace” Gerrish and Lacey (2010). Nowadays, English is an important tool considered as an international language around the world, in which people get knowledge and opportunities for a better future. Learning requires the linguistic skills to be developed together.

In order to help teachers to develop students’ speaking skill into the teaching-learning process, it will be done a useful description about the importance, characteristics and benefits of Role Plays as methodological strategy to teach speaking skill.

For Arham, Yassi, & Arafah (2016), role-play is a strategy categorized as skill orientation development, since when role-playing students play an active role in their own learning and assume part of the responsibility to improve their communication abilities. For Doff (1993), role play provides students a deep learning, since learning through role play involves all senses of human beings: cognitive, affective and motoric aspects are used simultaneously as in real life situations

The purpose of this research was observing role play as a strategy in the development of oral communication at Eighth Level of Educación General Básica “A” at Unidad Educativa “Isabel de Godin”, emphasizing the correct use of this strategy to create an appropriate communicative situation to learn meaningfully by sharing previous knowledge and ideas with other students. The Ethnographic Qualitative method was used to facilitate the understanding of the the research problem at its natural setting. It allowed getting real and significant information at Eighth Level of Educación General Básica “A” at Unidad Educativa “Isabel de Godin”. Data was collected from different observations and instruments like tally sheets to analyze the information.

For a good understanding and organization of the content of this research, the study is constituted by five chapters, which systematically are presented in the research process:

**Chapter I.-** The referential framework which contains the problem statement, objectives and justification of the problem is presented, in which it is explained in detail the significance and the target of the study.

**Chapter II.-** The theoretical-scientific information that supports the research, particularly the analysis, discussion and interpretation of the results are presented.

**Chapter III.-** The design, type and level of the research, methodology and techniques to be used in the data collection, analysis and interpretation process have been included.

**Chapter IV.-** The principal results obtained after the observation process and their analysis and interpretation.

**Chapter V.-** Conclusions and recommendations are presented after performing the study.

## **CHAPTER I**

### **1. REFERENTIAL FRAMEWORK**

#### **1.1 RESEARCH PROBLEM**

Along some observations at Unidad Educativa “Isabel de Godin”, it was observed that students at Eighth Level of Educación General Básica had difficulties to initiate, maintain and conclude conversations at the moment to use the target language in class.

#### **1.2 PROBLEM DEFINITION**

Oral communication skills in classrooms are described as a set of skills that allow the appropriate involvement of students in specific communicative situations that are important to master since they will be required in different places as at home, workplaces, classrooms, etc. Role play is an effective technique to develop students' speaking skill as it provides ample opportunities to the students to take roles of different persons. Several studies have been carried out to find the different aspects of role play techniques in EFL classrooms. The review of some of them has been mentioned in this section. Barbara and Thorntun (2008) add that Role Play also allows students to be creative and become active characters responsible of their own learning process.

The policies set by the Ecuadorian Ministry of Education for the English area supports the aforementioned approach. Today, English must be taught focusing on the development of students' communication abilities. Therefore, the macro, meso and micro curriculum is based in the same use. A clear example is that in the textbooks, for both public and private junior and high schools. There are many speaking activities such as simulations, dialogues, and roleplays, to give students a wide variety of situations to improve and develop their speaking skill.

In Ecuador, role play has been used effectively to help and solve classroom interpersonal problems, demotivation and developing of the speaking skill in the classroom. Role playing also has been used to facilitate subject learning through the dramatization developing student`s

speaking skill. Role play provides the student with a dramatic confrontation and communication with others, and his information about personal life style (Gonzales 2014).

The ability of speech is the most used in spoken language, but at the same time is the less developed skill. In fact, a high percent of students have a low speaking ability level. Due teachers have not paid attention to a significant methodological strategy and only have used traditional methods like repetitions, oral lessons even written dialogues, which have not been enough. For this reason is necessary to use a methodological strategy in the teaching-learning process in order to teach the speaking skill and create a good oral communication.

A high percentage of students' speaking ability is low in Chimborazo province. It has not been applied a significant methodological strategy by means of role play; instead of it, traditional methods such as repetitions, oral lessons with the same content for all students and even bored dialogues, these traditional methods have not been enough creating a good oral communication. Many teachers in some schools and high schools of Riobamba use the role play technique as a methodological strategy for a better oral communication among the students.

Thirty two students are part of the Eighth Level of Educación General Básica "A" at Unidad Educativa "Isabel de Godin". Students from different economic status, which come from rural and urban areas of the city of Riobamba. The teacher at this level used different methodologies to develop the students' speaking ability, for example; oral lessons, repetitions, written dialogues and class presentations. Students did not have a good level on speaking, certain difficulties appeared at the moment of developing communicative activities. It could be due to the lack of self-confidence, which causes shyness at the moment to speak in front of an audience. These speaking difficulties cause an inhibition in students to speak the target language fluently. When the teacher used role play, students started to work and play aside the problems, developing their speaking skill in class.

Role-play is an interactive and fun activity that can develop the ability to speak. Thanks to this study teachers could identify the best and significant methodological strategy to teach speaking skill. Teachers will know the characteristics that a useful role play must contain before to prepare the oral activity. With a correct use of role plays into the classroom, students will

feel motivated to put in practice the oral activity and will have the opportunity to practice English in an appropriate environment.

### **1.3 PROBLEM FORMULATION**

How do role plays as methodological strategy develop the speaking skill in students of Eighth Level of Educación General Básica “A” at Unidad Educativa “Isabel de Godin”?

### **1.4 GUIDING QUESTIONS**

- What must be considered for applying role play as communicative activity?
- How does a communicative activity is carried out in class?
- What do students realize when they practice role play?

## **1.5 OBJECTIVES:**

### **1.5.1 GENERAL OBJECTIVE**

To describe the role play practiced as a methodological strategy for teaching speaking skill of English language, in students at Eighth Level of Educación General Básica “A” at Unidad Educativa “Isabel de Godin”.

### **1.5.2 SPECIFIC OBJETIVES**

- To observe how role play is used in the development of the speaking practices.
- To identify the process followed by students when practicing speaking.
- To compare the observation results with the information obtained from the teacher`s survey.



### 1.5.3 Question Guidelines operationalization

AREA OF STUDY	QUESTIONS		OBJETIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How do role play as methodological strategy develop the speaking skill in students of Eighth Level of Educación General Básica “A” at Unidad Educativa “Isabel de Godin”?	<ul style="list-style-type: none"> <li>• What must be considered for applying role plays as communicative activity?</li> </ul>	To describe the role play practiced as a methodological strategy for teaching speaking skill	<ul style="list-style-type: none"> <li>• To observe how role play is used in the development of the speaking practices.</li> </ul>
		<ul style="list-style-type: none"> <li>• How does a communicative activity is carried out in class?</li> </ul>	of English language, in students at Eighth Level of Educación General Básica “A” at Unidad	<ul style="list-style-type: none"> <li>• To identify the process followed by students when practicing speaking.</li> </ul>
		<ul style="list-style-type: none"> <li>• What do students realize when they practice role play?</li> </ul>	Educativa “Isabel de Godin”.	<ul style="list-style-type: none"> <li>• To compare the observation results with the information obtained from the teacher`s survey.</li> </ul>

Done by: Miguel Erazo

## 1.6 JUSTIFICATION

The research was developed because it was observed that to start, maintain and finish a conversation in English was a little difficult for students, because in previous levels they did not have English class. In this context, the research pointed to analyze how role play was used when students practiced speaking skill to determine the principal factors that do not permit or obstruct the desired teaching – learning process goals.

Within the teaching-learning process, it is necessary to use a meaningful methodology. Therefore, the purpose of this research will be to describe how the correct use of role-plays as a methodological strategy is very useful for teaching the ability to speak. The importance, characteristics and benefits of using role-plays in a correct way will be described in the present research.

Thanks to this research, teachers could identify the best and significant methodological strategy to improve students' speaking skill. Teachers could know the characteristics that a meaningful role-play must contain before preparing the oral activity with a correct use of Role plays into the classroom, students will feel motivated to put in practice the oral activity and will have the opportunity to practice English in an appropriate environment.

The feasibility of the research was reflected in resources as human, bibliographic, technological and economic, which were necessities to carry out the research process. The teacher and students who participated in the research contributed without problem. Based on the presented background, it was proposed the research project entitled “Description of role plays as methodological strategy for teaching the speaking skill of English language with students of eighth level of Educaciòn General Bàsica “A” at Unidad Educativa “Isabel de Godin” in Riobamba city, Chimborazo province, during the academic term 2018 – 2019.”

## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK**

#### **2.1 BACKGROUND INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED**

There are some related studies to this research, in the local and international contexts, studies which are considered to be the scientific base of this research of role play; for instance the research titled, “Communicative activities (dialogues, role plays, simulations and games) as a teaching strategy to develop the speaking skill”; by Yanchaliquín (2015) who affirms that these strategies are dynamic and fun to develop speaking, and suggests that, teachers should always bear in mind students’ needs and interests when practicing this skill.

Also some studies have found around the country, like: Gonzales (2014).Universidad de Cuenca, “Application of Role-Plays to develop conversation skills”; in which affirms that the role-play technique provides students the opportunity to practice English in different situations by interacting among themselves in pair, groups, or with the whole class.

“Improving the ability of speaking”; done by Bolaños 2016 (PUCE-Esmeraldas), in which proposes a group of exercises to develop the oral ability in students. “Effectiveness of Role-play in Enhancing speaking Skills”; done by Shymala Bharathy 2013 (English Department, SSN College or Engineering, India), in which discusses the importance of speaking skills for the technical student and brings forth and analytical perception of how role play emerges as a successful task based learning for all the four skills.

#### **2.2 THEORETICAL FOUNDATIONS/BASIS**

The theoretical framework in this research was built up to provide the necessary scientific information to understand in a good way the principal elements: oral expressions, role play and their relationship in the improvement of students’ speaking skill.

### **2.2.1 ROLE PLAY**

Larsen - Freeman (2000) state that, "... Role Play is important in the communicative approach, as these give students the opportunity to practice communication in different contexts and social roles."

Scrivener proposes another definition: In role-play, learners are usually given some information about a 'role' (e.g. a person or a job title). These are often printed on 'role cards'. Learners take a little preparation time and then meet up with other students to act out small scenes using their own ideas, as well as any ideas and information from the role cards. A simple role card could do nothing more than name the role e.g. mother, detective or alternatively they could offer guidance as to what to do rather than the role itself, e.g. buy a train ticket to Brighton (Scrivener 2005).

Role play is conceived as an activity easy and fun, where all participants, at least two, have the opportunity to develop their speaking skill and say what they think and know, into the classroom, home and, no matter the place. In contrast of dialogues, where the ideas are written and determined previously, instead in role plays learners improvise the ideas and interpret characters. Thus participants feel in confidence at the moment to do it.

### **2.2.2 THE IMPORTANCE OF ROLE PLAYS**

As a kind of guided conversation technique that is essential to the development of the speaking skill, role-playing provides framework in which the students build their own sentences but they may decide by themselves what they want to say (Calette and Disick, 1972).

Role play is important, because the four linguistics skills are combined to let the learner use the language in authentic communication. Students cope with the fear of making mistakes and the fear does not let students to express their own ideas.

Ments (2010) cites that: role-play "enables students to express hidden feelings, discuss private issues and problems, empathize with others and understand their motivations, gives practices in various types of behavior, and portrays generalized social problems and dynamics of group interaction, formal and informal." In a safe environment, students feel confidence. Using role plays, a student will not be one self, rather than will adopt the role of a character, in

this case the learner do not make mistakes, but the character. Moreover, Role-play “is highly motivating and enables students to put themselves in situations they have never experienced before; in particular it opens the way for them to put themselves in others' shoes”

### **2.2.3 TYPES OF ROLE-PLAYS**

According to González (2014) states that there are individual role-plays, and interactive role-plays. Both individual and interactive role-plays can be controlled or free role-plays.

#### **Controlled role-plays**

According to Doff (1990), the term “controlled role plays” refers to textbook dialogues. In this type of role-plays, the learners are asked to practice the dialogue in pairs or groups. In this activity the student have the opportunity to use and practice the target language in a creative way.

Torres (2010) says that: “when they are speaking a dialogue in a role play the teacher must make sure that they look at the person they are addressing and encourage them to use natural expressions and intonation, as well as gestures and not only reading a dialogue aloud”. Littlewood (1975) adds: “this type of role-play offers learners an environment of uncertainty because each learner does not know what the other learner is going to say. For this reason each participant must listen carefully to his or her classmate in order to give an appropriate response.”

#### **Free role-plays**

Thornbury (2016), in his article “Minimal Resources: Role-Plays and Discussion,” stated that free role-plays are the ones that allow learners the possibility to communicate with others in a free and spontaneous form. Thornbury states that: discussions and debates are illustrations of free role plays. Furthermore, Adrian doff asserts that a free role play could be prepared in class or at home. González (2014) mentions that “if the role-play is prepared in class, the teacher should discuss with the whole class what the speakers might say, and write prompts on the board. The teacher must let all the students practice the role play in pairs first. Then ask one or two good pairs to perform the role play in front of the class”.

Furthermore, González (2015) adds: “if the role-play is prepared at home, the teacher should divide the class into groups. Give each group a different situation and roles. Then each group prepares their role play outside the class, in their own time. Groups perform their role in turn, on different days.

### **Individual role-plays**

Individual Role-play assigns a character to each student in order to investigate and learn some important and interesting things about the character to present it orally or report about this in class. Teed (2010) warns that: “The challenge for these exercises is for the student to 'get into characters', to accept and work in the role that they have been assigned, especially if their character is very different from them”. Gonzales (2014) quoted earlier, says that: stories, letters, problem statements, speeches, and reports on findings are some examples of the most used individual role-plays.

### **Interactive Role-plays**

González (2014) says that “this kind of role-play refers to transmitting or exchanging some information or ideas about a topic or issue between two or more people”. Furthermore, she adds that debates are effective illustrations of this kind of role-play.

## **2.2.4 ROLE PLAYS AS METHODOLOGICAL STRATEGY**

“Role play is a way of bringing situations from real life into the classroom” (Doff, 1990). In other words, role play requires a good student’s imagination. It lets students to express what they think, their opinions in their own words. In a role play the personality of a student is not involved. The student adopts a distinct character and who will make mistakes will not be the student who is learning but the character adopted. This will motivate students to act in front of class classmates and practice the target language in real situations.

A way of having learners to express is play. In acting activities, the professor offers material to the students as who they are and what they meditate or have the impression. Therefore, the professor can express them that “You are David, you go to the doctor and tell him what happened last night, and ...” (Harmer, 1984).

In role play, students need to imagine a role, a context, or both and improvise a conversation. The context is usually determined, but students develop the dialogue as they proceed (Doff, 1990). A role-play is not a reading activity where students prepare a dialogue and read during the acting, but rather than, students use their imagination and improvise a context and what words will use. Then, the student interacts with another student, both improvise interacting a conversation.

### **2.2.5 BENEFITS OF ROLE PLAYS**

There are uncountable benefits of using role plays in the speaking learning process. When students interact in a role play, they are exposed to a real learning where they are not statics and passive observers, but they are active participants.

These are some reasons to use it:

- Role-play develops learners' fluency in speaking (Kowalska, 1991). Thanks to role plays, educators may train students' speaking in social situations. It means that students are exposed to use the target language.
- Role plays are interactive and fun.
- Help students to understand that there are casual relationships between people's behavior and the outcomes of events (Drake & Corbin, 1993).
- Role plays prepare the students to act in a real situation. What they practice into the classroom could be also applied outside.
- Students heighten students' self-esteem and improve their a ability to work cooperatively (Amato, 1996)
- Kowalska (1991) remarks that role play develops learners' imagination. Students need a creative thinking, which will be useful to the future and for develop it the best choice is practice it through role plays.
- Students put in practice what they have learnt as a way to testing the speaking skill.
- Enables students to explore their values and appreciate the consequences of their values based actions (Dowing, 1994).
- Another benefit of using role plays is that learners are given a chance to pretend [to be] someone else. Such as a technique may help timid students to overcome their shyness

of speaking. Reticent students often have difficulty talking about their experiences or about themselves. The fact that they are someone else makes them feel that their own personality is not implicated (Porter-Ladousse, 1987).

- Role plays can be useful dress rehearsal for real life. Students learn how interactions might take place in a variety of situations. For example if students expect to be interviewed for a foreign study program, role plays can give the opportunity to practice what they will say. (Torres, 2010).

## **TEACHER'S ROLE**

It should be noted that the teacher must be conscious that role play is an exciting and fun technique to use with students and it will bring many benefits. If the teacher is not conscious about it, the students neither.

One of the teacher's role is to be a **facilitator**. As learners practice role-play they may discover that they lack words or phrases (Budden, 2004). In other words, the teacher must walk around the class such as a "walking dictionary" in order to help learners.

At times, teachers may want to become involved in a speaking activity as **participant**. This way they can prompt the exercise, introduce new information to help the role-play along and ensure continuing student engagement in the speaking (Harmer, 2001). In this case the teacher is not one more participant, only helps the necessary and controls the task.

The third role of the teacher is to be a **spectator**. His or her task is to watch the role-play and then give remarks and advice at the end of the performances (Budden, 2004). The teacher must be walking around the class (work groups) listening what students talk or say and putting down the mistakes and after the presentation these should be discussed.

Another role is to be a **feedback provider**. Teacher gives whole information related about the activity which will be developed in class. The teacher as a feedback provider must be aware of **WHEN** and **HOW** to provide feedback. The teacher must be very carefully for not



inhibiting students and take the activity out the context. The teacher provides feedback, useful to do not create misunderstandings among learners.

## **2.2.6 THE ORGANIZATION OF A ROLE PLAY ACTIVITY**

According to Kusniereck (2015) for a role play to be a successful speaking exercise it is useful to know some basic principles about organizing such an activity. These are some basic principles for a role play to be a successful speaking exercise.

Firstly, it is important to mention that if a teacher is not convinced about the validity of using role-playing the activity itself “will fall flat on its face just as you expected it to” (Porter-Landousse, 1987). A teacher must be convinced that role play is an exciting technique to use and has many benefits for learners. If the teacher is not enthusiastic about the activity, the students will not as well. Any teaching sequence necessitates three vital elements: the engage stage, study stage and activate stage.

### **The engage stage:**

The teacher’s task is to catch and keep learner’s attention and interest in a lesson. Students’ minds have to be involved and emotionally connected with a lesson, for example by a pleasant situation or a nice picture (Harmer, 2012)

To identify aims and objectives for doing a role play should be based on students’ needs and the objectives of a course curriculum. They need to understand why they are participating in that activity and comprehend how the activity will contribute in the learning process.

### **The study stage:**

Learners need to study the new language; it may be grammar or vocabulary exercises. Having known the new item, students are given a possibility to activate both, the new language and the language they have known. Learners do it when they speak freely. Once language was presented students can practice the language in a good way.

### **The activate stage:**

Students make an effort to produce the new language or any language. They put the language into action. Doff (1988) states that if role play is not based on a dialogue in a course book or a text, student themselves have to decide what language to use and how a conversation should be developed. Therefore, in order for role play to be a profitable activity, careful preparation would be essential. The educator made that students work in brainstorming in the classroom on what they may say using role play. In addition, writing prompts on a board and necessary vocabulary may guide students during the role-play. Budden (2004) adds that drilling the structures the players would need to use is very helpful, as learners are equipped with suitable language.

Porter-Ladousse (1987) say that the teacher should make sure that students have understood both the situation to play and also what is on the role cards before the activity begins.

Moreover, role plays which are too difficult should not be used by teacher. Beyond questions, students will need some time to prepare for a performance and they also try out their roles privately (Doff, 1988). Also the amount of planning time may differ.

According to Budden (2004) Realia can help to bring role play to life. For instance, when playing the role of a waiter and a customer, learners might be asked to do or bring to a class menus and aprons. The author also said that rearranging the furniture helps with playing the roles in order to make it more real.

Next, Doff (1988) explains that demonstration of the role play is significant. To tell the students the situation to play is not only the teacher role, but he must be involved in the exercise. Kusniereck (2015) says that the teacher may also elicit some structures that would be used in an activity. Having explained the whole task, the lecturer divides the class into pairs or groups. At the very end, the educator sets a strict time limit and tries to make every effort to stick to it.

Finally, Huang (2008) states that the teacher should assess the effectiveness of the role-play activity and examine if learners have successfully comprehended the meaning of vocabulary, sentences and dialogues. In this part, the teacher's task is to evaluate students' understanding and comprehension while monitoring their role-play performance.

### **2.2.7 SPEAKING SKILL**

Speaking seems intuitively the most important skill, indeed whether for business or pleasure, a primary motivation to learn speaking skill is to be able to converse with native speakers: people who know a language are referred to as “speakers” of that language, as if speaking included all other kinds of knowing; and many if not most foreign languages learners are primarily interested in learning to speak (Ur 1996). Everybody around the world were born with language skills. Speaking skill lets people to interact and communicate with others through sounds produced by vocal chords.

### **2.2.8 TEACHING SPEAKING**

Communication is a special characteristic of human beings. People need to communicate in all moments and places. Learning to speak is an essential aspect into social life, because people are sociable. The environment, context even educational community influences to develop the skill. Speaking is an important factor for acquiring a second language, but many years ago the development of this ability has been undervalued. Even English teachers have used repetition of drills, readings, and memorizations.

Today’s world requires that the goal of teaching speaking should improve students’ communication skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstances (Susanti, 2007). In other words, it is necessary for a learner to have a previous knowledge, in order to think and express something in their own words. Improvise conversation and do not read or repeat what is written in a book or paper.

Some learners seek the opportunity to speak the target language, not only in the classroom. Speaking a foreign language involves being able to interact with people in real and controlled situations. Teaching speaking means to use the language as a means of expressing values and judgments and teaching speaking to use the language quickly and confidently with few unnatural pauses, which is called fluency (Nunan, 2003).

In the majority of schools, however, communicative efficiency is still not a priority. In most classes teachers fail to provide students with activities that would reflect genuine interaction. “Students rarely talk to each other and rarely have the possibility to talk to a teacher as well” (Gołębiowska, 1991).

### **2.2.9 SPEAKING DIFFICULTIES**

According to Rivers (2018), the main goal of teaching speaking is to develop the communicative efficiency. When students try to express their ideas there is a hesitation which do not allow the interaction or even require much time to reorder their ideas and then express it. The main causes of these difficulties can be due the lack of self-confidence and fear to make mistakes, lack of interest in the subject or lack of vocabulary.

#### **Lack of self-confidence and fear of making mistakes**

The lack of self-confidence causes an inhibition at the moment to use or express ideas in the target language. Due this, some of students prefer do not express the ideas and being corrected by teacher in front of their classmates. Littlewood (1999) says that “it is too easy for a foreign language classroom to create inhibition and anxiety”. Ur (2000) states that “learners are often inhibited about trying to speak in a foreign language in the classroom. Students are worried about, making mistakes, fearful or criticism or losing face simple shy of the attention that their speech attracts”.

#### **Lack of interest in the subject**

During the class, the educator can notice the behavior of his students. If they are participating, it is an interactive class. But, in the other hand, if there is silence in class and they stay in silent or distracted, It is a sample that they are not interested in the topic. It can occur due to the lack of motivation to express what they think or can also it be due the chosen topic by the teacher.

Rivers (1968) says that the teacher may have chosen a topic which is uncongenial to him or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language. In addition, Backer and Westrup (2003) support

that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness.

### **Lack of vocabulary**

When most of learners try to express their own ideas, they use a simple or basic grammar of the target language. Learners show that they cannot choose the appropriate words or even the structure for expressing a sentence. They do not know the meaning of some words. Mix them and the sentence does not have sense.

## **2.3 DEFINITIONS OF BASIC TERMS.**

In this section, some specific terms used in the research are defined since the study suggest that these terms have to be understood as follows:

**Context** is the set of circumstances or facts that surround a particular event, situation. (Dictionary.com,LLC.).

**Imagination** is the faculty of imagining or forming mental images or concepts of what is not actually present to the senses. (Dictionary.com,LLC.)

**Language skills** are the abilities involved to communicate such as listening, reading, speaking and writing.

**Role play** is a very successful tool and strategy to develop speaking skill through interaction.

**Speaking skill** is a productive ability through people communicate with others.

**Target language** is a foreign language which a person intends to learn (English Oxford Living dictionaries s.f.)

**Teaching and learning process** is the interaction between teacher and students to acquire knowledge.

## CHAPTER III

### 3. METHODOLOGICAL FRAMEWORK

#### 3.1 RESEARCH DESIGN

The study frames itself to the qualitative approach since the use of Role Play was analyzed, with students at Eighth Level of Educación General Básica at Unidad Educativa “Isabel de Godin” and thus, determined the principal reasons why this academic resource was not being effective; in this context the method used was the ethnographic with its corresponding techniques, a survey which was applied to the teacher and observations to English classes where Role Play was used.

#### 3.2 TYPE OF RESEARCH

**Qualitative.** - because the problem is studied in its natural environment, where it was gathered real and significant information about how role plays are used when practicing speaking with students of Eighth Level of Educación General Básica “A” at Unidad Educativa “Isabel de Godin”, it determined the principal problems presented by the use of role play in the classroom and why this resource was not effective. Even the inductive method will play an important role, it begins of specific parts of the study to the general. Data about the variables (role plays and speaking skill) will be collected to elaborate instruments like tally sheet for establishing effective teaching-learning of speaking skill which will guide to observe students’ development.

#### 3.3 LEVELS OF RESEARCH

**Exploratory.**- this research was based on an exploratory level. It facilitated a greater understanding of the research problem through the observation. It consisted in describing and analyzing the information and data about the characteristics, importance and, benefits of the strategy to improve the speaking ability. In order to students learn in a better way, is necessary that teachers improve the teaching-learning process of speaking ability with an adequate approach combined with a good methodology. For this reason, it was essential to

know, the reality, weaknesses, strengths, capacities, abilities, creativity and relationships join with students of Eight Level of Educación General Básica “A” at Unidad Educativa “Isabel de Godin” in Riobamba city, Chimborazo province, during the academic term 2018 – 2019.

In addition, all this information was interpreted to define problems and potentials solutions to improve the speaking skill in students.

### **3.4 METHODS OF RESEARCH**

**Ethnographic method.**- it is suited for the educational field. This qualitative research method was chosen to learn and describe the classroom practice and what they do specifically, teacher and students in the classroom context. The design depends on the ethnographic method because it analyses in a directly form: observable material items, methodological strategies, individual behaviors and performances as well as ideas and arrangements in people’s mind which are included in social contexts. The research was done in Eighth Level of Educación General Básica “A” at Unidad Educativa “Isabel de Godin”, because in this institution there is a phenomenon the practice of English at the moment of using different methodologies for teaching the speaking skill. The present research was developed in the academic term september 2018 – july 2019. In this time, the investigator developed their observation, collected useful information about how role play is applied as methodological strategy by instructors to teach speaking skill and how students develop the oral activities.

### **3.5 POPULATION AND SAMPLE**

The population chosen for this research were students of Eighth Level of Educación General Básica “A” at Unidad Educativa “Isabel de Godin”. This population is relatively small, for this reason it was not necessary to take a sample. Therefore, 32 students, during the academic term September 2018- July 2019. This group was chosen because it was evidenced during the observation the existence of a low development of speaking skill bad to use communicative activities and use of traditional methodology which is boring for them. Students’ need is feel motivated when practice communicative activities like role play.

### **3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA**

In this research was used the observation technique and its tools. The Observation is a process that allows us to collect reliable and valid information systematically. One of them is Registration features where will allow gather as much information as possible about the student's personality.

**Instrument:** Tally sheet was used as a guide for the teacher because it allow to observe particularly the use of different methods, techniques, strategies and activities that students develop to improve their communicative competence using certain group methodologies. The strange attitude in class students who participated developing their speaking skill. The solidarity shown by a student with a problem toward another partner. The most important about this tools is that serve to find the key problem or reasons why a student acts in a certain way.

### **3.7 PROCEDURE**

Before starting with the observation step, it was necessary to make some administrative procedures in order to get the suthorization to apply the research at Unidad Educativa "Isabel de Godin", located in the city of Riobamba, Chimborazo province, with students at eighth level "A".

The observation endured three months to find if the proposed objectives gotten. The information obtained was contrasted with the theoretical foundations in order to determine the principal causes why the usage of Role Plays is not effective in the development of the speaking skill with students at eighth level at Unidad Educativa "Isabel de Godin". The results evidenced that the poor use of Role play in the observed English classes was not more than a memorizing activity in which students had to repeat what was proposed in the workbook with no purpose and emphasis in developing authentic communication abilities. In consequence, the benefits that many authors affirm role play were not gotten.



## CHAPTER IV

### 4. ANALYSIS AND INTERPRETATION OF RESULTS

The results obtained after applying the survey to the teacher and the observations carried out in some classes at eighth level de Educacion General Basica “A” at Unidad Educativa “Isabel de Godin”, The results helped me to know and identify the principal reasons that stop the better improvement of the students’ speaking skill when using Role Play. The data collection was focus by the specific objective of the research.

The following pages presented the results obtained from the observations and survey. The analysis helped to know and understand deeply the nature of the research.

OBJECTIVES	ITEMS	ANALYSIS OF THE GATHERED RESULTS	CONTRAST WITH THEORY
<p><b>Specific objective 1</b></p> <p>To observe how Role Play is used to improve the speaking practices.</p>	<p><b>Activities used for fostering oral interaction</b></p> <p>Oral Reports</p> <p>Discussions</p>	<p>In the survey, it was stated that for catching students’ attention, it was necessary to propose some topics related to the Oral interaction and speaking skill, activities that could improve the students` speaking skill, obviously students preferred activities in which they could be other person. The students all the time preferred role play, because that activity allowed them to be</p>	<p>Yanchaliquín, (2015) affirms that Role play strategies are dynamic and fun to develop speaking, and suggests that, teachers should always bear in mind students’ needs and interests when practicing this skill. For the author, Role play is the best activity to catch students’</p>

	<p>Presentations</p> <p>Lectures</p> <p>Role Play</p> <p>Simulations</p> <p>Storytelling</p>	<p>active all the time in class and to participate in it. The other activities like oral reports, discussions, presentations, lectures, simulations and storytelling were a little boring for students, because students prefer activities in which they were involved to practice better speaking skill. The teacher presented the activities using Role play from workbook, one of them was “A famous around the world”, it was evident that this topic caught the students’ attention, and it seemed that they performed the activity in a good way, but in the other hand, there were another activities that did not catch the students’ attention, they performed it because they had to. It was observed this kind of problem generally occurs since in the workbooks, the factors previously mentioned have not been updated.</p>	<p>attention and make them practice their speaking skill through activities that fits their interest in the subject.</p> <p>Larsen (2000) states that, "... Role Play is important in the communicative approach, as these give students the opportunity to practice communication in different contexts and social roles." The author explains that practicing role play in class is a good way to give to students the tools for practice communication all the time being other person.</p>
<p><b>Specific objective 2</b></p> <p>To identify students’ performance when practicing speaking.</p>	<p><b>Procedure by which interaction activities are applied.</b></p> <p>New vocabulary and grammar was introduced in the activity planned.</p>	<p>In class, the teacher introduced the vocabulary and grammar from the workbook, that it was a bad idea, the teacher tried to introduce new vocabulary and grammar, but she could not introduce them, because she had not planned. Role play helped to the teacher and students to improving their grammar and vocabulary, because the teacher searched new activities</p>	<p>(Susanti, 2007). In other words, is necessary that a learner have a previous knowledge, in order to think and express something their own words. Improvise conversation and do not read or repeat what is written in a book or paper. In this way the teacher has to introduce all the time new</p>

		<p>based on role play for improving the students' knowledge in real communication. It was noticed that the teacher had to introduce the new vocabulary and grammar all the time, to improve the communication among teacher and students, not only in role play activities, because vocabulary and grammar help to students to improve their speaking skill at the moment of giving role play and other kind of lessons.</p>	<p>vocabulary and grammar at the moment of role play activities, the role play have real communication at the moment to do it.</p>
	<p>The teacher established meaning for the new vocabulary and grammar by using gestures, realia and pictures.</p>	<p>The teacher had to introduce the new vocabulary and grammar, in a real situation making that students practiced their speaking skill, the teacher made the gestures of the vocabulary learned by students. For the next class students had to use role play using gestures, clothes and pictures about the character that they had to interpret. It is necessary to focus that the teacher taught in previous class grammar and vocabulary, that students will use in the next class. The class was interesting at the moment that students presented the gestures, pictures and so on, but they repeated the dialogues by heart. From my point of view, the topics to be role played were not interesting. It is important to know that role play improve the speaking skill the</p>	<p>Livingstone (1983) tells that Students' level of language proficiency should be taken into consideration, in this way the teacher can know if the role play requires more profound linguistic competence than the students possess.</p> <p>Littlewood, (1999) says that “it is too easy for a foreign language classroom to create inhibition and anxiety” The author explains that students only studies for a score, not for the subject, it is necessary that the teacher makes her class interesting, using role</p>

		<p>practicing, but if the teacher did not introduce in a good way grammar and vocabulary, students could have a lack of interest in the class.</p>	<p>play with the topics that students like.</p>
	<p>The teacher made that students listened and repeated grammar and vocabulary.</p>	<p>The teacher used the workbook according to the different activities proposed using role play. The teacher made students listen and repeat the new vocabulary and grammar needed, repeating word by word, sentence by sentence for completing the role play in a good way, because the teacher all the time focused in the pronunciation and production of oral communication of the students. The students learned vocabulary and grammar according to each topic using role play for the different dialogues in the workbook. It was noticed that the teacher could improve her methodology searching all the time different activities based in grammar and vocabulary that students had to know to improve their speaking skill, obviously by the repetition of the words and sentences. It is recommended that the teacher use new dialogues according to the students' needs and interests, with the topics that they want. The correct learning that the teacher have to do is to mix all the different techniques that we know for teaching vocabulary, it makes</p>	<p>Shaw, Corsini, Blake &amp; Mouton (1980) highlight the importance of introducing the grammar and vocabulary to be used in the role-play. This issue helps students to develop successfully the activity. The previous knowledge of the students is important when they use role play, they can form their own dialogues using grammar and vocabulary learned in the different previous levels.</p> <p>For a good application of role-plays Budden (2004) explains that the teacher should be a facilitator, in this regard discover students' language need and be a kind of a "walking dictionary", it is also important to be always evaluating the class and offering help when it is necessary. Another vital teacher's role is to</p>

		that students put in practice and could produce oral communication by using their speaking skill.	watch the role-play and then give remarks and advice at the end of the performances.
<p><b>Specific objective 3</b></p> <p>To contrast the observation results with the information obtained from the teacher's survey.</p>	<p>The topics proposed when doing role play were related to students' lives so they feel emotionally involve in the activity.</p>	<p>In some cases the activities were related to students' lives because when they used the grammar and vocabulary presented by the teacher, they created dialogues using role play according to their lives. In some cases, they did not use topics related to them because there were students that did not like their life style, the lack of interest of different topics and so on.</p>	<p>“Is highly motivating and enables students to put themselves in situations they have never experienced before; in particular it opens the way for them to put themselves in others' shoes, students must use their lives” (Ments 2010). The live of each student is important, it is for that reason the teacher can know how each student works.</p>
	<p>Students decided about the resources they are going to use and how they will present the role play.</p>	<p>The resources like dialogues, clothes, materials and so on used in the different activities using role play were according to each topic and students` need. Role play help students use their natural expressions. Students could present new role plays improving their speaking activities, but they did not like the activities that were in the workbook.</p>	<p>Torres (2010) says that: “when they are speaking a dialogue in a role play the teacher must make sure that they look at the person they are addressing and encourage them to use natural expressions and intonation, as well as gestures and not only reading a dialogue aloud”.</p>

	<p>The teacher expanded students' examples into short personal stories to help them realize the activity.</p>	<p>The teacher asked to the students what kind of dialogues they wanted to do, and they said "dialogues about their personal experiences", it helped to students to improve their speaking skill.</p>	<p>Horner &amp; McGinley (1990) explain that Follow-up means asking every student's opinion about the role-play and welcoming their comments. The aim is to discuss what has happened in the role-play and what they have learned.</p>
	<p>The teacher helped her students to organize and assign the roles they would perform in the role play.</p>	<p>The teacher as a guide had to assign to each student the activity improving students' speaking skill in class, giving them different characters for practice role play. The organization was important because the teacher had a little time to finish her class. It was observed that the teacher has to raffle the different papers based on role play, because students do not like the play with low importance.</p>	<p>González (2014) mentions that "if the role-play is prepared in class, the teacher should discuss with the whole class what the speakers might say, and write prompts on the board. The teacher must let all the students practice the role play in pairs first. Then ask one or two good pairs to perform the role play in front of the class".</p>
	<p>While students performed the role play, the teacher took notes about the</p>	<p>In all the classes observed, the monitoring process was performed in a bad way. It was observed that the teacher in some cases did not take notes because of the time, this</p>	<p>It is also important point out and correct mistakes as a general feedback avoiding to specify who made them. If every mistake is</p>

	mistakes they made to later correct them.	affects a lot the accomplishment of the academic goals.	analyzed students will feel as them work was not well enough. It might also make the students get less confident and less willing to do the other role-plays (Livingstone, 1983).
	The teacher reinforced the features in which her students showed weaknesses and gave them some strategies to overcome those.	It is important to know that feedback must be shown all the time since if feedback is not carried out, reinforcement cannot be developed too. From my point of view, if students do not know their weaknesses and the teacher does not communicate them, the students' level cannot be improved.	

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 CONCLUSIONS**

- The results were not the desired because students did not have a vast vocabulary when they used role play at the moment to improve the speaking skill, but with the necessary help students learned vocabulary and developed the speaking skill by means of role play.
- Speaking process were neglected when the most important factors such as feedback, reinforcement and reflection to apply Role Play were not used for practicing speaking during the academic term.
- The information gathered through the application of the survey and the observation evidence showed a relation in both what was believed about Role Play and how it was used when practicing speaking.

#### **5.2 RECOMMENDATIONS**

- Role Play should be applied effectively considering all the issues involved the pre, while and post stages of an activity at the moment of practice speaking skill by students.
- At the moment of using Role Play, the students must pay attention to the process to improve their speaking skill.
- Theory and practice had better be improved to perform teachers`and students`learning.



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# **ANNEXES**



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y**  
**TECNOLOGÍAS**  
**CARRERA DE IDIOMAS**



**TEACHER'S SURVEY**

**Objective:** To find out the strategies used for encouraging classroom oral interaction.

**Instruction:** Tick the techniques and statements that best fits your opinion

Parameters	Usually	Often	Seldom	Hardly ever
<b>Activities used for fostering oral interaction</b>				
Oral reports				
Discussions				
Presentations				
Lectures				
Role play				
Simulations				
Storytelling				
<b>Procedure by which interaction activities are applied</b>				
I introduce new vocabulary and grammar in the activity planned.				
I establish meaning for the new vocabulary and grammar by using gestures, realia or pictures.				
I make students listen and repeat the grammar and vocabulary.				

<p>The topics that I propose when doing role play are related to my students' lives so they feel emotionally involve in the activity.</p>				
<p>I let my students decide about the resources they are going to use and how they will present the role play.</p>				
<p>I expand students' examples into short personal stories to help them realize the activity.</p>				
<p>I help my students to organize and assign the roles they will perform in the role play.</p>				
<p>While my students perform the role play, I take notes about the mistakes they make for later corrections.</p>				
<p>I reinforce the features in which my students show weaknesses and give them some strategies to overcome those.</p>				



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y**  
**TECNOLOGÍAS**  
**CARRERA DE IDIOMAS**



**OBSERVATION FILL**

**Objective:** To observe how Role Play is used when performing speaking activities.

<b>Parameters</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>Engage stage</b>				
The topics proposed when doing role play easily catch the students' attention				
The teacher fosters students' imagination making them decide about the principal features of the activity (characters, material, settings, etc.)				
The topics proposed when doing role play are related with the students' lives so they feel emotionally involved in the activity				
How the role play is going to be carried out, is discussed and the factors to be considered in the evaluation				
Students decide about the resources they are going to use and how they will present the role play				
<b>Study stage</b>				
The teacher elicits what the students already know about the activity				
Before starting with the activity, the teacher introduces grammar and vocabulary				

Students reflect about how they can use the knowledge they already got and contrast with the new information				
Students are reflected to organize and assign the roles they will perform in the role play				
Along the practice, students are monitored with the language they need for enriching the activity				
<b>Activate stage</b>				
While the students perform the role play the teacher takes notes about the mistakes they made for later correction				
When the activity is finished, the teacher feedbacks and lets students know their blunders				
The weaknesses features are reinforced to overcome them				
Pros and cons are reflected about role play				