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ESCUELA DE LENGUA Y LITERATURA INGLESA

“The Use of Role Play to Develop Speaking Skills in the Tenth Level of Basic Education of “Luisa de Jesus Cordero” High School.”

Trabajo Investigativo del Curso de Graduación previo a la obtención del Título de Licenciadas en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa.

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ABSTRACT

This writing graduation project provides people, especially teachers, with information, material, and activities to teach English and develop the speaking skills through the use of Role Play. The work explains and points out the importance to develop speaking skills during the learning process of English as a second language .Role play is a useful technique to improve speaking skills and it becomes key resource to catch students' attention and get them involved during the communication process. Furthermore, this work, offers material, in the form of a booklet, for improving the speaking skills. If anything is proven in this work project, it is only that there exists interest in the type of methodology and material that is being presented here. Finally, this work pretends to demonstrate students that they are able to achieve an effective communication in real life situations.

Key Words

- Role play
- Techniques
- Speaking
- Skills
- Students



RESUMEN

Este proyecto de grado de escritura proporciona a las personas, especialmente los maestros, con información, material y actividades para enseñar Inglés y desarrollar las habilidades para hablar a través del uso del juego de roles. La obra explica y subraya la importancia de desarrollar habilidades para hablar durante el proceso de aprendizaje de Inglés como segunda lengua. Juego de roles es una técnica útil para mejorar las habilidades de hablar y se convierte en recurso clave para captar la atención de los estudiantes y hacer que se involucren en la comunicación proceso. Además, este trabajo, ofrece materiales, en la forma de un folleto, para mejorar las habilidades de hablar. Si nada se ha demostrado en este proyecto de trabajo, es sólo que existe interés en el tipo de metodología y el material que se presenta aquí. Finalmente, este trabajo pretende demostrar a los estudiantes que son capaces de lograr una comunicación efectiva en situaciones reales.

Palabras clave

- Juego de rol
- Técnicas
- Hablando
- Habilidades
- Los estudiantes



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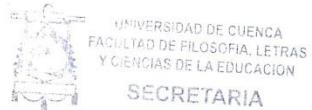
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DEDICATION

To my family and my mother, Esthela, who has continually supported me during this difficult time of study. Also, I want to express my gratitude to God, because he is who allowed me to reach one of my goals in this life. Moreover, I want to show gratitude to my brothers, who have helped me at every opportunity, every day, and who have advised me to fight to get this degree. Finally, I want to dedicate this work to my friend, because she has encouraged me to continue every day in this work

Priscila

Thanks to God by allowing me to achieve my dream. Thanks to my dear parents Rosa and Leopoldo who gave me the opportunity to continue my career although I did not deserve it. To my husband Edwin. To my brother Leopoldo and my sisters Mary and Caty since without their helping I had not reached my goal. However, I want to thanks in an especial way to my loved sons Sebastian, Nicolas and my little Bernardito because they were my strength to crystallize this great dream.

I am sure that “I did what I had to do”

Fabiola



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God gave me the gift of life and He is my Mother my guide, my strength, and my all. You know how essential you are in my life and in the process of reaching this goal. Thanks, Mommy because you made me a good person and woman. At every opportunity, you say the wisest words to help me go on and be the person I am. And last, but not least, special thanks faby. Thank you for being my partner and friend. I hope our friendship lasts forever.

Priscila

My eternal gratitude to all my teachers who were my guide in learning process of my career. Let me name some of them Dr. Ion Youman, Lcda. Kate Youman, Master Catalina Astudillo, Master Lucia Maldonado, Master Sandra Cabrera, Master Pacheco and Ing. Gener Ochoa. They will stay in my mind because they were not just an excellent teachers, but also great human beings.

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Finally, we want to express a general thankfulness to all the teachers that helped us during the university years. Especially to our tutor Lcdo. Diego Ortega for his patience and advice which were very significant in carrying out this work.



INTRODUCTION

In the present monographic work, the topic of the use of role plays to develop the speaking skills is divided into five chapters which provide specific information for using some activities in the teaching and learning of English. The first chapter explains the problem to be solved, as well as the reasons and justification for choosing this theme. The most important points are to improve the speaking skills in learners of English as a second language and give them a new direction in learning it. In the next section, there are theories about teaching and speaking strategies, the importance of it in an ESL classroom, and also, there is a brief detailed explanation of what a role play is, since teachers must give students a reason to speak to fulfill the purpose of learning and teaching English. The third chapter includes theory about the methodology applied to develop this work. Besides, it describes methodologies that must be applied when using role plays in the classroom. The fourth chapter includes the results and analysis of the application with students. It explains if the use of role play works or not with the learners. Finally, in the last chapter, there are conclusions that can be made after this research. Also, there are recommendations that may be helpful for people, especially for teachers who want to use role plays in their classes to develop speaking skills to teach English. Therefore, there are activities that can be applied in classes using different topics or situations that make the class more interesting and fun. There are activities to perform before, during, and after the speaking process. These activities are very helpful in order to know if students have comprehended the role play, have gotten the message of the situation, and have understood the dialogue between them.



CHAPTER I

THE PROBLEM

1.1 Topic

The Use of Role Play to Develop Speaking Skills in the Tenth Level of Basic Education of “Luisa de Jesus Cordero” High School.

1.2 Description of the problem.

The English language is the language of global communication. Most of the people from different countries learn it to use for varied communicative purposes. People have a special interest in learning the English language because of its importance in several fields of our lives such as education, science, politics, medicine, and so on. Julian Edge said,

Since British trade, followed by colonial and imperial expansion, English spread around the world. Then the military and economic dominance of the United States of America has confirmed English as the international language of present historical period. As a consequence, English serves for many times many more people as a barrier between themselves and those some fields of interest, many people in their own countries will not be able to become doctors, for example if they cannot learn enough English. (25)

In the past, students have presented difficulties in communicating in an effective way in English, and today this is not an exception. Speaking is a complex skill to be developed by students because of factors such as pronunciation, lack of vocabulary, grammar structure, or just simply because some students are not motivated enough to learn it.



As a result, teachers need to apply some communicative activities and techniques not only to teach students the speaking skill, but also to get them involved in the teaching- learning process.

Having good speaking skills allows students to express their ideas, feelings, and opinions, and it helps to create a good relationship between the students and the teacher. However, when the teacher asks students to present dialogues, opinions, or suggestions in English, most of them feel they are not able to do so and some even feel shy when speaking in front of their classmates. This is due to a lack of self-confidence and, especially, because they are afraid of making mistakes.

Students feel bored and discouraged as a result of a lack of motivation; nonetheless, many techniques can be applied to motivate students to learn. Role play is a good option and can be used in an interactive and fun way. Many research findings say that this technique is effective to use in developing speaking skills. This activity is practical and entertaining; it gets students to produce authentic English. For these reasons, we are interested in using role play to develop speaking skills of tenth level of basic education of "Luisa de Jesus Cordero" High School.

1.3 Justification.

The reason for choosing this topic is that in most of High School students in Cuenca City are not helped to develop their core language skills in English, especially their speaking skills. Therefore, it would be important to help students speak in class through different teaching techniques such as games and role plays. This way, students would be more motivated and



eager to participate in the teaching- learning process. Using real situations of everyday life in the classrooms to teach English would encourage students to learn it. For example, asking students to role play ordering food in a restaurant will be more meaningful than a student speaking with an alien from Mars. By using real situations, students not only practice their vocabulary and phrases, but also improve their speaking. Role play is one of a whole range of communicative techniques which develops fluency in language, allows interaction in the classroom, and increases motivation.

Many students could be motivated by teachers to speak in the classroom if role plays would be used. Most of the teachers have taught in a traditional way since ancient times. This has neither given students the opportunity to practice their English, nor to improve it. This traditional way of teaching has brought bad consequences such as students' lack of interest to learn the language.

One of the best parts of role plays is that they are adaptable to any situation in real life. If the teachers do similar role plays using the same places, characters, vocabulary, and situation frequently in the classroom, students may get bored and may lose their interest in learning the language. Thus, it is very important to take into consideration variety. By changing the activity slightly, teachers can break the monotonous routine in the classroom. In this regard, Ladousse states the following:

Incorporating role play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun. If the teacher believes that the



activity will work and the necessary support is provided, it can be very successful. However, if the teacher is not convinced about the validity of using role-play the activity will fall flat on its face just as you expected it to. (9)

1.4 Objectives:

General Objective.

- To focus on the contribution of role plays to develop speaking skills of tenth level students of basic education of “Luisa de Jesus Cordero” high school.

Specific Objectives.

- To examine the benefits of role plays to teach speaking skills in the EFL classroom.
- To select role play activities to apply in the EFL classroom.
- To create a booklet of role plays to enhance English language learners' speaking skills.



CHAPTER II

LITERATURE REVIEW

This writing graduation project explains that since English has become the most important language of the world, people from many different countries learn it to communicate. Gillian Porter Ladousse has felt the necessity to apply role play as a very important technique to teach speaking skills because it gives students the opportunity to practice the language in different social contexts and in different social roles. This technique will allow students to produce spoken language to improve their own performance. It must be used in a safe environment, where students feel as encouraged and playful as possible. However, difficulties are always present in the teaching learning process.

For instance, students' native language will cause them difficulty to use their second language properly, in this case English. For this reason, Porter Ladousse is interested in analyzing the use of role play to teach speaking and also wants to examine the advantages and the problems encountered by learners and teachers. This reality makes teachers and parents think that speaking ability should improve in their students and children. Through the use of role plays to develop speaking skills, teachers can use different techniques with students. For example, motivating and encouraging students to learn the target language.



2.1 Speaking

Definition of Speaking

According to the Oxford Advanced Dictionary, speaking means to express or communicate opinions, feelings, ideas, etc., by talking and it involves the activities in the part of the speaker that are both psychological (articulator) and physical (acoustic) (Oxford Advanced Dictionary 13).

In other words, speaking expresses ideas, opinions, or feelings to others by using words or sounds of articulation. These words and sounds can be used in order to inform, to persuade, and to entertain and can be learned using some teaching learning methodologies.

Teaching Speaking

Speaking is a crucial part of second language acquisition. Teaching speaking has consisted of repetition of drills and memorization of dialogues. However, today's world requires that the goal of teaching speaking should be to improve students' communicative skills. With the correct use of this technique students will express themselves and learn how to follow the social and cultural rules appropriately during communicative situations.

What is Teaching Speaking?

To teach speaking is to teach English language learners how to:

- 1) Produce the English speech sounds and sound patterns.
- 2) Use word and sentence stress, intonation patterns, and the rhythm of the second language.



- 3) Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 6) Use the language quickly and confidently with few unnatural pauses.

(Nunan 4)

How to Teach Speaking

When teaching young learners, teachers constantly have to keep in mind the different and varied abilities, expectations, motivation levels, knowledge, and different learning styles. Therefore, teachers need to vary their methods and offer as many opportunities as possible to help the whole class find something to hold on to in order to learn and to grow.

Young learners are very smart; they absorb everything teachers say and how they say it. Thus, clear and correct pronunciation is of vital importance since young learners repeat exactly what they hear and see. With the help of varied activities such as dialogues, choral revisions, chants, songs, poems, rhymes, and role plays, students' speaking abilities will be developed as well as their pronunciation will improve. Teachers should keep in mind that interaction is an important way of learning. Therefore, oral emphasis should be included in a lesson to give students as much speaking time as possible.

Now many linguistics and English as a foreign language (EFL) teachers agree that students learn to speak in the target language by "interacting." Communicative language teaching (CLT) is based on real life situations that require communication. By using this approach in EFL



classes, students will have the opportunity of communicating with one another in the target language. In brief, EFL teachers should create a classroom environment where students have real life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

Activities to Promote Speaking:

Hayriye Kayi mentions in the TESL Journal that there are twelve activities to encourage speaking and they are as follows:

1. Discussion
2. Role play
3. Information Gap
4. Brainstorming
5. Story Telling
6. Interview
7. Story Completion
8. Reporting
9. Playing Cards
10. Picture Narrating
11. Picture Describing
12. Find the Differences and Simulations



2.2 Role Play

Definition of Role Play

According to the Concise Oxford American Thesaurus Dictionary of English, a "role" is defined as the person an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. (Oxford American Thesaurus Dictionary 390) In this case, Gillian Porter Ladousse illustrated that when students assume a role, they play a part (either their own or somebody else's) in a specific situation. "Play" means that the role is taken on in a safe environment in which students are as original and playful as possible.

Donn Byrne argued that role play is a part of drama activity. Byrne also describes that "there are three terms to cover the drama activities." These terms are mime (mimicry-memorization), role play and simulation. He distinguished the terms as follows:

1. Mime: The participants perform actions without using words.
2. Role play: The participants interact either as themselves or others in imaginary situations.
3. Simulation: This involves role play and for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them. (115)

Both role play and simulation are commonly used in foreign language classes to facilitate communicative competence. Whereas mime seems more appropriate as a language game: performing actions without using words.



For example, if someone mimes an action, the others try to guess what that action is in the target language.

Another definition is stated by Joanna Budden, who is an English teacher from the British Council Teaching English (BBC). In her article “Role Play,” Budden pointed out that speaking activities put themselves into somebody else's shoes, or when they stay in their own shoes.

What is meant by imaginary people is that students can become anyone they like for a short time such as a president, a queen, a millionaire, or a pop star. The choices are endless. Students can also take on the opinions of someone else. However, scenarios can be activated and practiced through role play in imaginary situations. Being at a restaurant, checking in at an airport, and looking for lost property are all possible role play situations.

Budden views role play as a technique which involves fantasy or imagination in order to be someone else or to be themselves in a specific situation for a while, improvising dialogue and creating a real situation.

Types and Procedures in Using Role Play

Gillian explained that there are several types of roles. The first type of role corresponds to a real need in the students' lives. This category involves such roles as doctors dealing with patients or salesmen traveling abroad. The second type of role is where students play themselves in a variety of situations in which they may or may not have direct experience. For example, a customer was complaining or a passenger asking for information. The third



type is the type that few students will ever experience directly, but it is easy to play because the teachers have such vast indirect experience.

The television journalist is a good example of this type and is a very useful kind of role taken from real life. The last type consists of fantasy roles, which are fictitious, imaginary, and possible even absurd (Ladousse 13).

Role Play in Teaching Speaking

It has been mentioned that role play is one of the activities to promote and to improve speaking skills. Through role play activities students learn to express ideas, opinions, or feelings to others by using words or sounds of articulation.

Larsen Freeman explained that “role plays are important in the communicative approach, because they give learners an opportunity to practice communicating in different social contexts and different social roles” (5-11).

A role play is a highly flexible learning activity which has a wide scope for variation and imagination. Ladousse pointed out that “role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom, and increases motivation” (34). Here, peer learning is encouraged and the sharing of responsibilities between teachers and students in the learning process is taken into consideration, too.

Role play can improve the students’ speaking skills in any situation and helps learners to interact. For shy learners, role play helps by providing a mask where learners with difficulty in conversation are liberated. In



addition, it is fun and most learners will agree that enjoyment leads to better learning.

Ladousse states several reasons for using role play and they are as follows:

1. A very wide variety of experiences can be brought into the classroom and teachers can train their students in speaking in any situation through role play.
2. Role play puts students in situations in which they are required to use and develop those phatic forms of language which are necessary in oiling the works of social relationships, but which are often neglected in language teaching syllabi.
3. Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in a friendly and safe environment of a classroom.
4. Role play helps many shy students by providing them with a mask.
5. Perhaps the most important reason for using role play is that it is fun. (6 – 7)

In conclusion, role play is a technique which can improve students speaking skill in the target language, promote students to speak or interact with others in the classroom, and increase motivation while making the entire process more enjoyable.



CHAPTER III

METHODOLOGY

3.1 Basic Methodology

To carry out this writing graduation project, qualitative research was used to verify if the use of role plays contributes to develop young English learners' speaking skills. Besides, an interview to Mr. Christian Sanchez was done, too.

The methodology that was used in our project was a research-based method because the literature review provided us with lots of information and theories, which helped us to answer the research question that was established at the beginning.

The bibliographic material about role play activities was collected, studied, and analyzed. Also, qualitative explorative research was used. Indeed, a survey was applied to tenth year students of "Luisa de Jesus Cordero" High School. The main goal of this survey was to find out how interested students were in role plays, their preferences concerning the varied types of role plays, and the negative aspects, including lack of motivation and confidence, which were overcome by having students work with role plays in three class sessions. This information was used as the base to make a booklet of role plays.

In order to get reliable information for this writing graduation project, a survey and an interview were applied. Munch and Angeles commented that



There are many methods to get information such as a survey, a questionnaire, an interview, and a test. Also a survey is a technique through which people get information that helps in the process of investigation about a specific topic. Also, a survey provides real information about a certain topic of investigation. An interview is the act of listening to someone and getting information from that person. This means asking an expert or informant to provide information which will be important to fulfill or develop a solution to the problems presented. (9-10)

The survey was given to tenth year students of “Luisa de Jesus Cordero” high school. Twenty female students took the survey. After that, we found out that speaking in English was difficult for most of the students. The results of the survey showed that students had not known about role plays. They had regarded role plays as fun activities to be used in the classroom to learn the English language, especially speaking skills.

Teacher Christian Sanchez was interviewed; he argued that “role plays form part of English learning and that they need to be used as an important tool to teach English.”

Both, the interview and the survey had confirmed that students learn better if they have a communicative activity related to their daily life. In the survey, students answered that they liked role play activities and that they had been really interested in learning English using role plays in the classrooms.



3.2 The Inductive and Descriptive Methods..

There is a big difference between the Inductive and descriptive method. The main goal of the descriptive method is to describe the data and characteristics of what is being studied, while the inductive method consists of creating a theory about a topic and narrowing it down to a more specific hypothesis in order to get a conclusion.

On the other hand, Connie McNabb says that “the descriptive method describes, organizes, tabulates, depicts, and describes the data. It often uses visual aids such as: graphs and charts to aid the reader. It includes data collection methods such as surveys, interviews, observations, and portfolios” (56).

Albert Einstein argues that “The only real valuable thing is intuition” (qtd in “Definition of intuition”), Most of the students learn by intuition; this means they create ideas in their minds about a specific theme or topic. When students know more about the topic, they make conclusions and discover important concepts.

All the activities were created to develop students' imagination and creativity through role plays and simple daily interactions and experiences. Teachers can help the students acquire the language and its skills. Students can explore and interact on their own, developing and learning the language in a fun and safe environment.



3.3 Data-Collecting Planning

1. Greeting

We greeted the students and the teacher. We also reviewed the previous lesson. These activities were done in order to warm up the situation. After that, we told the students what we were going to do that day.

2. Pre-Test

We gave a pre-test to the students. The pre-test was oral. We graded this assignment in a qualitative way using the five criteria as follows: pronunciation, grammar, vocabulary, fluency, and comprehension. The rubrics used were as follows: excellent, proficient, good, and limited

We assigned roles to the students and divided them into two groups of ten. Then we explained to them their roles and the goal of that role play. We also modeled an example to help them understand better what we wanted them to do. Finally, we set the time limit and encouraged students to be creative and use their own language resources.

	TEACHERS' ACTIVITIES	STUDENTS' ACTIVITIES
	We told the students about what they were going learn or to do on that day. For example: "Today we are going to practice speaking by using role play activities."	Students had to listen carefully and ask questions if there was something they did not understand to perform their role play.
	* A job they don't like.	Students took out a piece of



	<ul style="list-style-type: none">* Their favorite job that they would like to do.* A description of their dream house. For example, It is by the sea side, in the mountain, or near by the river, etc.	paper and wrote some lines that we told them.
	<ul style="list-style-type: none">• Students described what country they would like to live in. <p>We asked the students to change character to the person they have described on the piece of paper.</p>	The students changed the character to the person they have described on the piece of paper.
	<p>We divided the class into two groups. Then, we asked the students to read through the points, and asked them to act as if they were in a job interview where they were meeting people or in a party where they have to introduce themselves to several people.</p>	<p>Students were separated into two groups. They read through the text and listened to the teachers' explanations about what they had to do with their character.</p>
	<p>The students needed to share the conversation and be interactive to reach the goal. Therefore, we gave them cues by giving them</p>	<p>Students took notes about the cues, studied and memorized them.</p>



	vocabulary, grammar, idiomatic expressions, and sentences that might be used in the role play.	
	We reminded and encouraged the students to use their own English language resources and asked them to try to act as natural as possible.	Students prepared themselves to use their own English language resources and also prepared themselves to act as natural as possible in the role play.

The students performed their role play, and then we asked them about their experiences. Next, we gave feedback on grammar structure and on pronunciation. Below is the feedback we provided:

	TEACHERS' ACTIVITIES	STUDENTS' ACTIVITIES
	We as teachers asked one of the students to represent his/her own group to report all information that he/she gets from the role play.	The groups sent a student to report the information or the goal that they got from the role play.
	We provided feedback on grammar structure and on pronunciation.	Students paid attention by listening carefully and by taking notes based on the teachers' explanations.



6. Post-Test

We gave the post-test to the students. The test was similar to the pre-test. The post-test was given after all the activities had been done in the classroom. Pronunciation, grammar, vocabulary, fluency, and comprehension were graded.



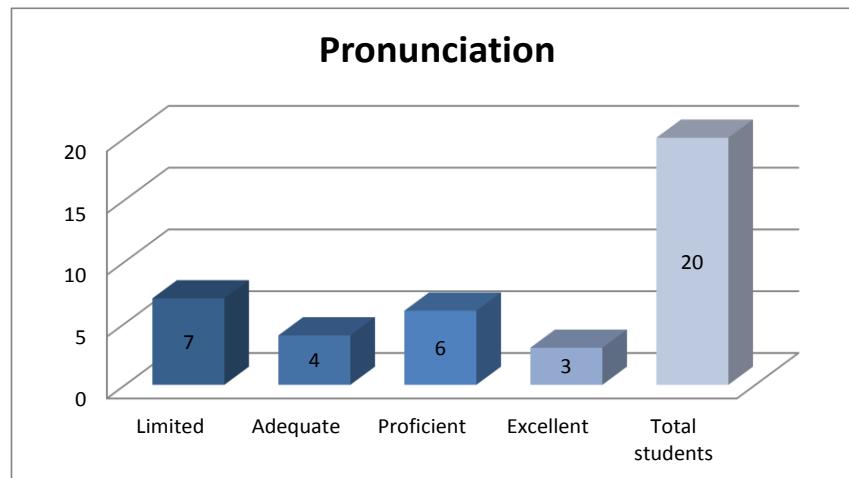
CHAPTER IV

ANALYSIS AND RESULTS

There are two kinds of tests to be interpreted they are pre tests and post tests. The areas that were evaluated were: Pronunciation, grammar, vocabulary, fluency, and comprehension.

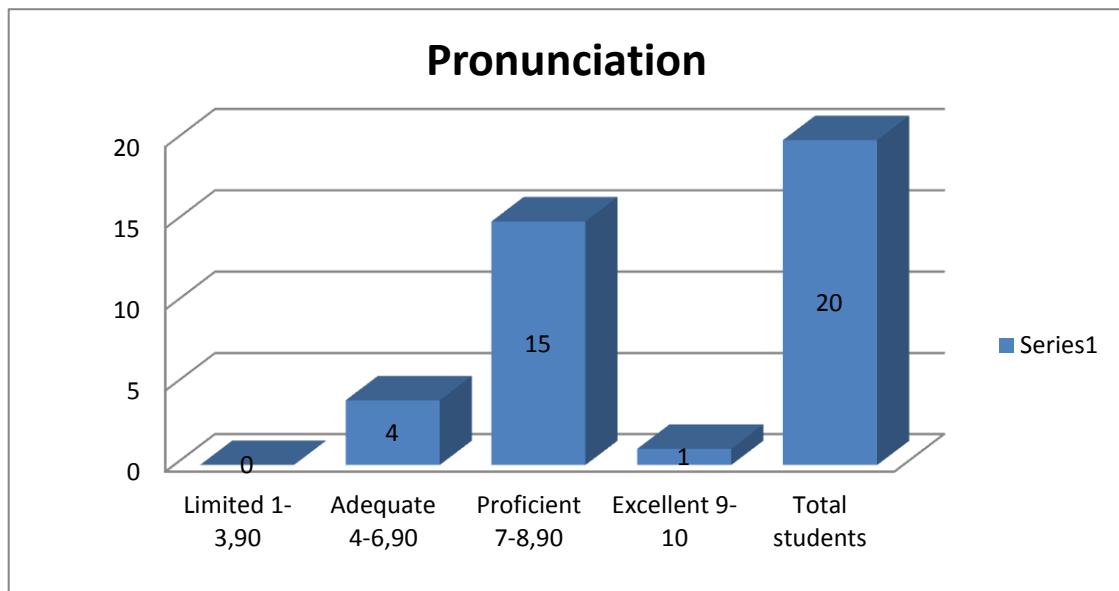
Level of pronunciation of the students of the tenth level at “Luisa de Jesus Cordero High School.

Pre – test



The total number of students who were evaluate was twenty. In this graph it can be clearly seen that seven students had limited pronunciation. Four students had adequate pronunciation. Six students had proficient pronunciation, and three students had excellent pronunciation.

Post-test



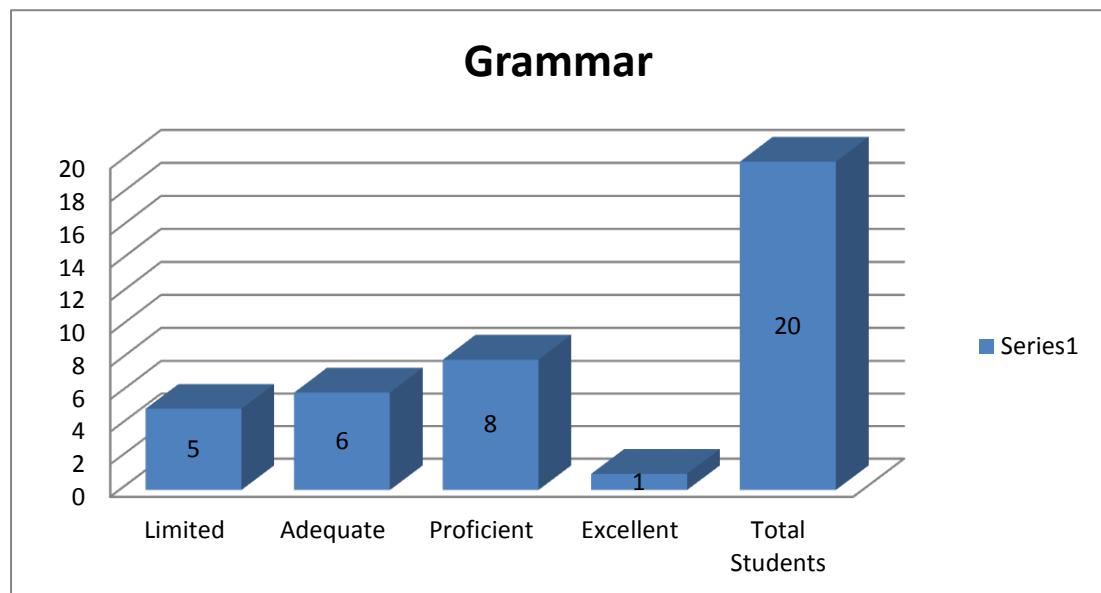
This graph showed that zero students had limited pronunciation from 1 to 3, 90.

It also can be seem that four students had adequate pronunciation from 4 to 6, 90. Fifteen students had proficiency pronunciation from 7 to 8, 90. And one student had excellent pronunciation from 9 to 10.



Level of grammar of the students of the tenth level at "Luisa de Jesus Cordero" High School.

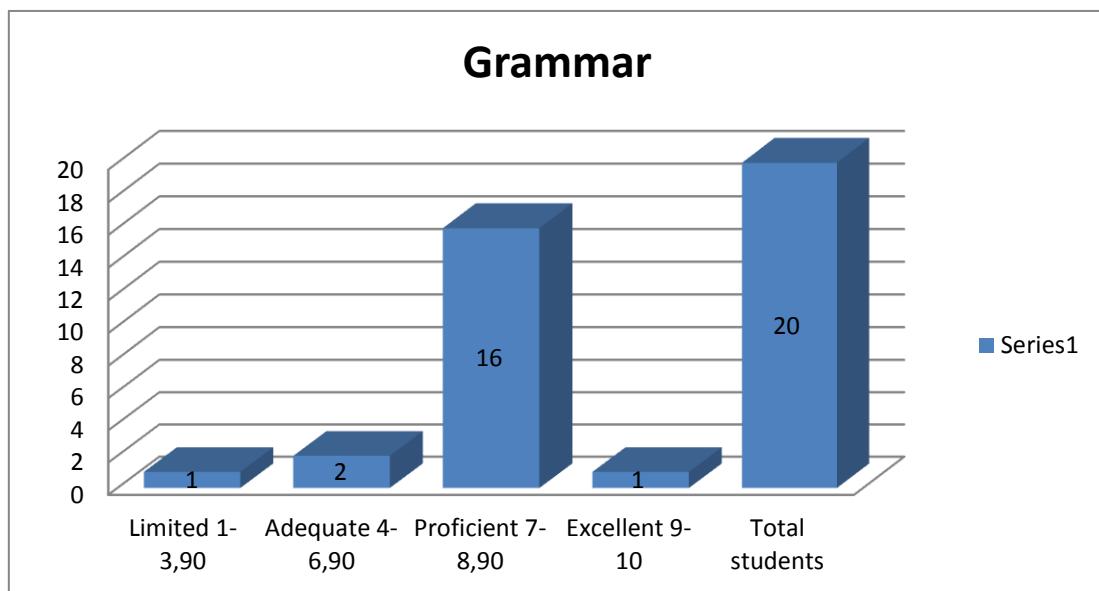
Pre-test



This pre test of grammar showed the following results: Five students had limited grammar. Six students had adequate grammar. Eight students had proficiency grammar, and one student had excellent grammar.



Post-test

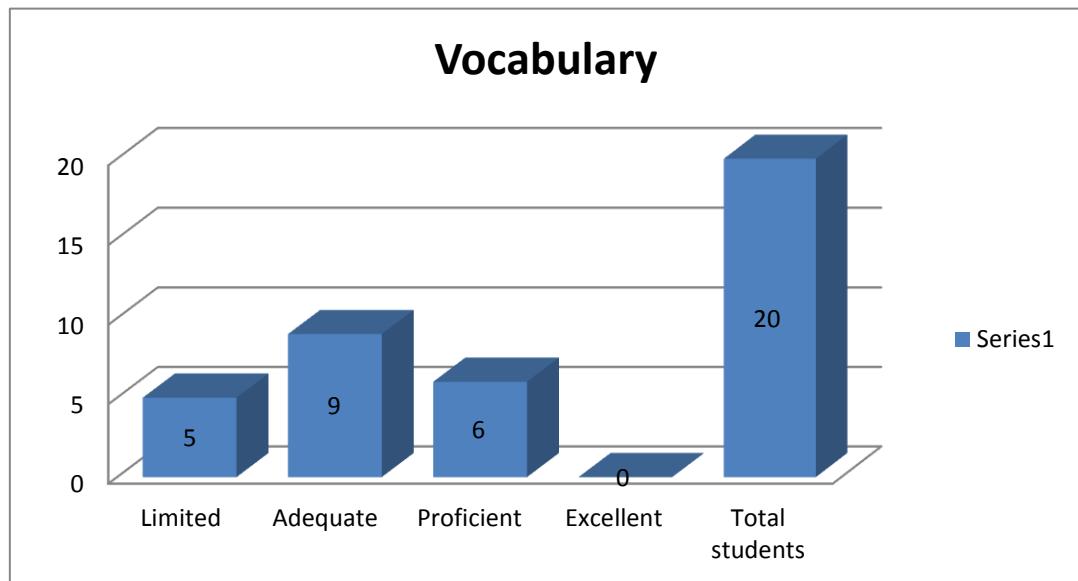


This post test of grammar showed that one student had limited grammar from 1 to 3, 90. Two students had adequate grammar from 4 to 6, 90. Sixteen students had proficiency grammar from 7 to 8, 90. One student had excellent pronunciation from 9 to 10.



Level of vocabulary of the students of the tenth level at “Luisa de Jesus Cordero” High School.

Pre-test

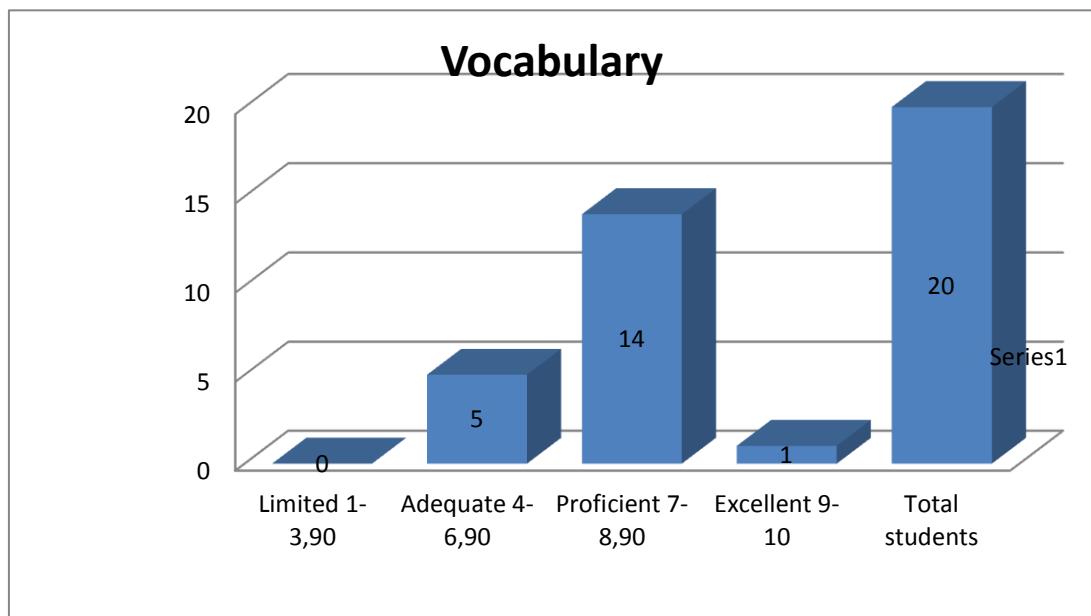


This pre test of vocabulary showed that five students had limited vocabulary.

Nine students had adequate vocabulary. Six students had proficiency vocabulary, and zero students had excellent vocabulary.



Post-test

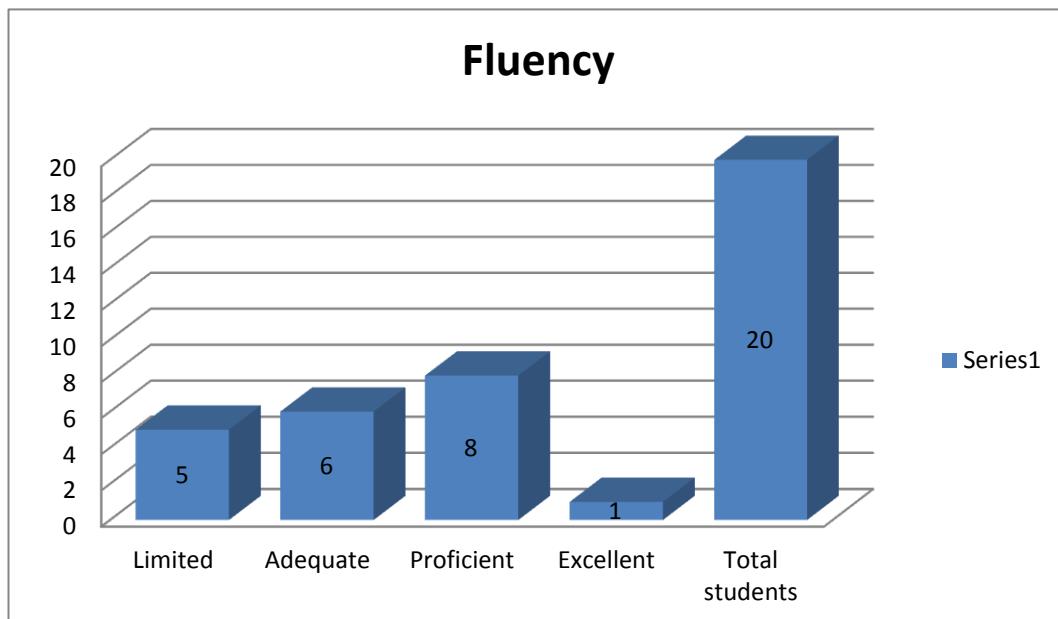


This post test of vocabulary showed that zero students had limited vocabulary from 1 to 3, 90. Five students had adequate vocabulary from 4 to 6, 90. Fourteen students had proficient vocabulary from 7 to 8, 90. One student had excellent vocabulary from 9 to 10.



Level of fluency of the students of the tenth level at “Luisa de Jesus Cordero”
High School.

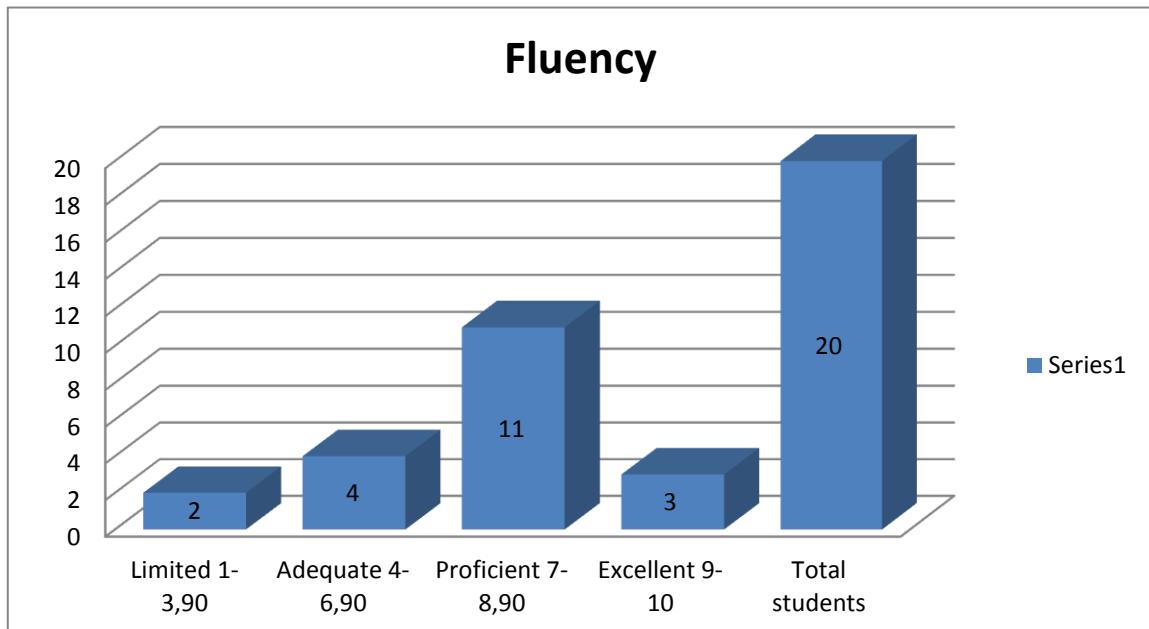
Pre-test



This pre test of fluency showed that five students had limited fluency. Six students had adequate fluency. Eight students had proficiency fluency, and one student had excellent fluency.



Post-test

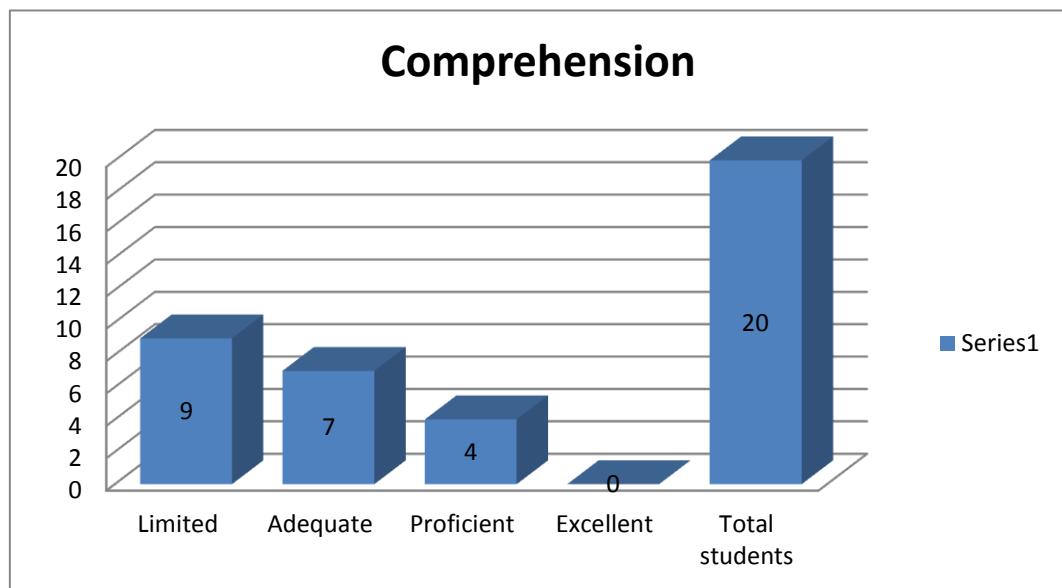


This post test of fluency showed that two students had limited fluency from 1 to 3, 90. Four students had adequate fluency from 4 to 6, 90. Eleven students had proficiency fluency from 7 to 8, 90. One student had excellent fluency from 9 to 10.



Level of comprehension of the students of the tenth level at “Luisa de Jesus Cordero” High School.

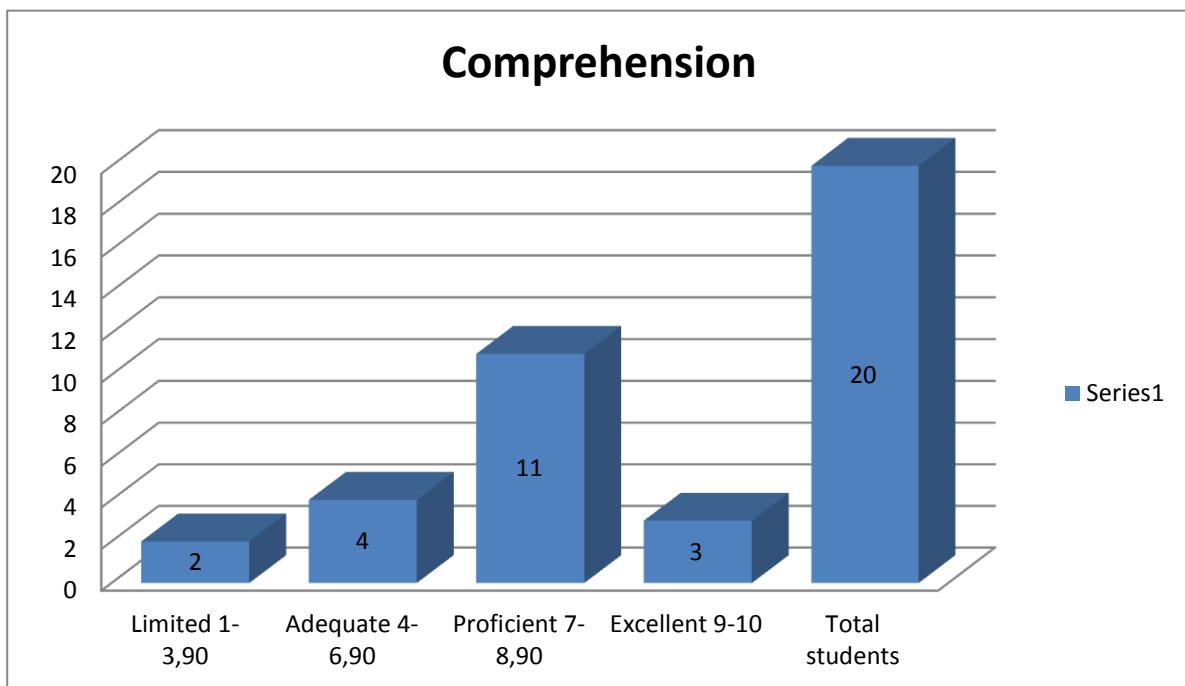
Pre-test



This pre test of comprehension showed that nine students had limited comprehension. Seven students had adequate comprehension. Four students had proficiency comprehension, and zero students had excellent comprehension.



Post-test



This post test of comprehension showed that two students had limited comprehension from 1 to 3, 90. Four students had adequate comprehension from 4 to 6, 90. Eleven students had proficiency comprehension from 7 to 8, 90. Three students had excellent comprehension from 9 to 10.



Overall Grade Table

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total
1	8,75	8,05	6,00	7,25	8,50	38,55
2	7,50	8	8	7,50	7,75	38,75
3	7,25	7,75	8,25	6,50	8,25	38,00
4	7,50	8,25	7,25	9,25	8,50	40,75
5	8,50	7,50	8,25	8,50	9,50	42,25
6	7,25	7,50	6,50	6,00	8,25	35,50
7	8,25	7,25	8,05	7,25	7,75	38,55
8	8,25	7,75	7,50	7,50	8,25	39,25
9	4,75	3,75	6,75	8,25	6,00	29,50
10	7,25	8,50	8,25	7,75	8,50	40,25
11	6,25	6,50	8,00	7,50	8,25	36,50
12	7,75	7,75	7,50	6,50	7,50	37,00
13	8,25	8,25	7,25	8,25	9,25	41,25
14	4,50	6,50	6,25	3,75	5,75	23,00
15	7,75	7,00	8,05	8,00	8,50	39,30
16	8,25	7,00	7,25	9,25	8,75	40,50
17	7,75	8,50	8,25	7,50	8,25	40,25
18	5,50	7,50	5,75	3,75	6,75	29,25
19	7,75	8,00	8,25	6,75	8,25	39,00
20	9,00	9,00	9,00	9,25	8,50	44,75
Average	7,40	7,52	7,52	7,50	8,05	37,61

This overall grade table showed that twenty students were evaluated in the following areas: pronunciation, grammar, vocabulary, fluency, and comprehension.

In this overall table, the results can be seen clearly one by one. The highest score was 44, 75; on the other hand, the lowest score was 23, 00.



CHAPTER V

Conclusions and Recommendations

Conclusions

The results of our writing graduation project showed the contribution of role plays to develop speaking skills of tenth level students of basic education of “Luisa de Jesus Cordero” High School.

When teachers use role plays in their classes to teach English, role plays not only help teachers to teach English in a better way, but also make students to have fun when they are leaning and consequently motivate them to practice and to improve their English.

Role plays make the speaking and learning activities more enjoyable and interesting because role plays help shy students to learn to talk by providing them a mask if it is necessary.

Role plays make classes more active and alive. Students are willing to participate without being forced by the teacher. Thus, students get involved in the teaching learning process.

The main difficulties that some students face mostly in role play are lack of confidence and lack of vocabulary.



Recommendations

There are some recommendations to be mentioned for both teachers and students, and they are as follows. They are the following ones:

For the teachers

Teachers should prepare their classes because there are still teachers who do not do this and they just go to the classrooms to improvise their classes to see what happens. When this fails, they just simply say that students are the ones who do not want to learn nowadays and they do not realize that they are the ones who have failed the students by not preparing their classes.

Teachers should use role plays to teach English because it was clearly seen in the results that they help a lot in the teaching learning process not only to them, but also to the students in several ways.

Teachers always should present the language in an enjoyable, relaxed and understandable way to make themselves understand better.

For the students:

Students are hoped not to be shy in acting out their role because this helps them to interact with others and to express their ideas, feelings, opinions, and so on.

Students are expected to be active and creative to have a great experience when they act.

Students are expected to use their English when they practice and perform their role play activities although this could be hard for them.



However, this gives students the possibility to use their creativity to develop their speaking skills.

Students are expected not to be shy in acting out their role because this helps them to interact with others and to express their ideas, feelings, opinions, and so on.

Students are expected to be active and creative to have a great experience when they act.

Students are expected to use their English when they practice and perform their role play activities although this could be hard for them.

However, this gives students the possibility to use their creativity to develop their speaking skills.

Students should ask to the teacher for explanation if there is something that they do not understand regarding to the role play activities to have success when they are acting.



APPENDIXES

APPENDIX 1

SURVEY

Name:.....

Level:.....

This survey proposes to collect information based on Role Play of the students preferences to improve Speaking Skill in the third level at "Luisa de Jesus Cordero" High School.

	YES	NO
1. Do you like your English Class?		
2. Do you know what a role play is?		
3. Does your teacher practice role plays in the classroom?		
4. Would you like to be in the other person's role?		
5. Do you enjoy working in groups?		
6. Would you be able to give suggestions or opinions in English language while you are acting out?		
7. Would you like to learn English through role plays?		
8. Would you feel embarrassed acting out apart in a dramatic fashion?		



APPENDIX 2

INTERVIEW

1. How can the speaking ability be improved through role playing technique?
2. What could be some serious problems teaching and learning process related with speaking skill?
3. What kind of role plays would facilitate speaking practice?
4. What are the problems encountered by students in practicing speaking?
5. Have you ever taught English through role plays?
6. Do you think teenagers are really motivated to develop speaking skill?
7. Is it possible to develop the speaking skill through role plays? Why?
8. How important is that students know the role play that they are going to perform?
9. What kind of activities can be design to develop speaking skill?
10. Is it important to use pictures to contextualized role plays for students?



APPENDIX 3

Rubrics Pre Test and Post Test

Unidad Educativa “Luisa de Jesús Cordero”

Tenth Level of Basic Education

ASSESSMENT

Role Play Rubric

Student: _____

Levels of Quality

CRITERIA	1 Excellent	2 Proficient	3 Adequate	4 Limited
PRONUNCIATION				
GRAMMAR				
VOCABULARY				
FLUENCY				
COMPREHENSION				

Observations:



TABLE 2.

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
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20						
21						



APPENDIX 4

TRANSCRIPTION

It can be improved much easier because there is a context and a script in which students learn, memorize, internalize, and of course relate how language is made.

The most difficult issues I have is the pronunciation, since many students don't develop their ears musically or in detail, they tend to pronounce words as they see in written form. Moreover, they don't learn appropriately some phonemes that are exclusively from English language.

I would say any role play, but at the same time a role play doesn't develop by itself but the way it is built and the effort put on it. Few times, I don't have too many hours in a week thus I cannot do role plays very often. They take several hours to achieve good results

Absolutely, I believe in every student. No matter if they are fast or slow in learning. Everyone can contribute with something else. On the other hand, it is the responsibility of the teacher to motivate students to speak, he/she must find out the appropriate moment and manner to lead the class.

Yes, the teacher should look to the points that are to be presented in the role play, teach the vocabulary, choice the best character a student can perform, among other. These are the key points to develop the skill as much as possible.



It is very important to know what they are doing. They should know everything because there is no reason to present a role play if students don't know that they are saying. Even to create their own styles of presenting their own part.

I really like to present situations and little conversations to be spoken in class. At first I don't see the grammar. They almost always feel more and more confident to speak more often.

I think yes, when you are teaching what to speak and how to say, pictures will be very helpful to a better understanding. And later on no more pictures but a stage to present a good role play.



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