



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS
LANGUAGE CAREER

PROJECT TITLE

“SUGGEST THE ROLE PLAY TECHNIQUE TO DEVELOP THE SPEAKING SKILL IN THE ENGLISH LANGUAGE WITH QUICHUA NATIVE SPEAKERS OF SECOND YEAR OF BACCALAUREATE “A” IN THE UNIDAD EDUCATIVA INTERCULTURAL BILINGÜE “MONSEÑOR LEONIDAS PROAÑO”, IN THE ACADEMIC TERM SEPTEMBER 2015- AUGUST 2016”.

AUTHORS:

YESENIA VANESA IDROBO BERMEO
MÓNICA ISABEL VELOZO OÑATE

TUTOR:

MS. MIGUEL PAREDES
2015-2016

TUTORIAL CERTIFICATE

Magister

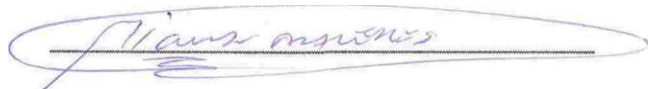
Miguel Paredes

THESIS TUTOR AND PROFESSOR AT FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS OF UNIVERSIDAD NACIONAL DE CHIMBORAZO.

I hereby certify that:

The present thesis: "SUGGEST THE ROLE PLAY TECHNIQUE TO DEVELOP THE SPEAKING SKILL IN THE ENGLISH LANGUAGE WITH QUICHUA NATIVE SPEAKERS OF SECOND YEAR OF BACCALAUREATE "A" IN THE UNIDAD EDUCATIVA INTERCULTURAL BILINGÜE "MONSEÑOR LEONIDAS PROAÑO", IN THE ACADEMIC TERM SEPTEMBER 2015- AUGUST 2016". Yesenia Vanesa Idrobo Bermeo and Mónica Isabel Velozo Oñate, carried out by has been directed and reviewed along the research process. It meets all the methodological and essential requirements as per of the general ruling for undergraduates. It has been authorized to present the public dissertation and the corresponding evaluation.

Riobamba, August 2nd, 2016



Mgs. Miguel Paredes

THESIS TUTOR

COMMITTEE MEMBERS CERTIFICATE

"SUGGEST THE ROLE PLAY TECHNIQUE TO DEVELOP THE SPEAKING SKILL IN THE ENGLISH LANGUAGE WITH QUICHUA NATIVE SPEAKERS OF SECOND YEAR OF BACCALAUREATE "A" IN THE UNIDAD EDUCATIVA INTERCULTURAL BILINGÜE "MONSEÑOR LEONIDAS PROAÑO", IN THE ACADEMIC TERM SEPTEMBER 2015- AUGUST 2016", written work for English— Teaching Bachelor's degree. It has been approved by the following committee members in representation of Universidad Nacional de Chimborazo in the month of August 2016.

Mgs Mónica Cadena

COMMITTEE PRESIDENT



FIRMA

Msc. Elsa Basantes

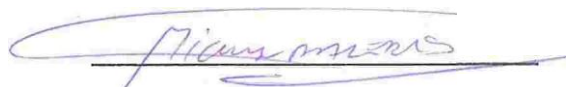
COMMITTEE MEMBER



FIRMA

Mgs. Miguel Paredes

**THESIS
TUTOR**



FIRMA

CERTIFICATE OF AUTHENTICITY

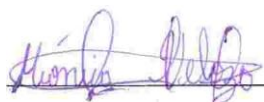
The undersigned, as undergraduate students of Language Career, confirm that the contents of this research study are original, authentic and of sole academic and legal responsibility of the authors.

Riobamba, August 2nd, 2016



Yesenia Vanesa Idrobo Bermeo

C.I: 060573624-8



Mónica Isabel Velozo Oñate

C.I: 060474267-6

TECHINICAL DATA

- **THESIS TITLE**

“Suggest The Role Play Technique to develop the speaking skill in the English language with Quichua native speakers of second year of baccalaureate ”A” in the Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”, in the academic term September 2015- August 2016”.

- **RESPONSIBLE INSTITUTION**

Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”

- **AUTHORS:**

Vanesa Yesenia Idrobo Bermeo

Mónica Isabel Velozo Oñate

- **TUTOR:**

Msc. Miguel Paredes

- **PLACE OF RESEARCH**

Province: Chimborazo

Town: Riobamba

Parish: Maldonado

Institution: Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”

- **BENEFICIARIES**

20 students of 2nd year of Baccalaureate “A”

- **ESTIMATED TIME OF RESEARCH**

One Year

- **ESTIMATED COST**

\$ 300, 00

DEDICATORY

This project is dedicated principally to God who guides me in a correct way; he gave me strength to keep going and not give up in the problems and taught to face the adversities without lost hope.

To my parents whose gave me their support, advice, comprehension, love, help in the difficult moments, and helped me with the necessary resources to study. They gave me values, attitude, perseverance, and courage to get my goals.

To my husband and my daughter whose are my livelihood and gave me their motivation work and determination to finish this difficult.

Sincerely: Vanesa Idrobo

This research is dedicated to God; he helps me to have the character to face the problems. He gave me the opportunity to live for being who I am.

To my mother who offered me her advices, patience, unconditional support, love in special the life. She is always in my good or bad moments and helps me economic for my studies. Thanks to her I am a professional.

To my family who are the best and more valuable that God gave me.

Sincerely: Mónica Velozo.

ACKNOWLEDGEMENTS

Principally, I thank Dad; for your strength that is amazing and for your love that is important for me, you with my mother taught me that nothing is impossible just difficult. I apply your teaching every day. Your help have been fundamental to finish this project.

Sincerely: Vanesa Idrobo

Mainly, I thank God; he blessed me to work on this project He permits me that I believe myself and to have a good experience at the University. To my mom, I owe her all who I am. One of my achievements is to finish my career. She motivated me to finish and get my goals. To Msc. Miguel Paredes who helped us in our project

Sincerely: Mónica Velozo.

INDEX

PROJECT TITLE _____	I
TUTORIAL CERTIFICATE _____	II
COMMITTEE MEMBERS CERTIFICATE _____	III
CERTIFICATE OF AUTHENTICITY _____	IV
TECHINICAL DATA _____	V
DEDICATORY _____	VI
ACKNOWLEDGEMENTS _____	VII
INDEX _____	VIII
TABLE INDEX OF STUDENTS _____	XII
TABLE INDEX OF TEACHERS _____	XIII
GRAPHIC INDEX OF STUDENTS _____	XIV
GRAPHIC INDEX OF TEACHERS _____	XV
SUMMARY IN SPANISH _____	XVI
SUMMARY IN ENGLISH _____	XVII
CHAPTER I _____	1
1.REFERENCE FRAMEWORK _____	1
1.1.PROBLEM STATEMENT _____	1
1.2.FORMULATION OF THE PROBLEM. _____	2
1.3.QUESTIONS GUIDELINES _____	2
1.4. OBJECTIVES _____	2
1.4.1. GENERAL OBJECTIVE _____	2
1.4.2. SPECIFIC OBJECTIVES _____	2
1.5.JUSTIFICATION _____	3
CHAPTER II _____	4
2.THEORETICAL FRAMEWORK _____	4
2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED _____	4
2.2. THEORETICAL FOUNDATIONS _____	4

2.2.1 WHAT IS SPEAKING SKILL? _____	4
2.2.1.1 Elements of Speaking Skill _____	5
2.2.2 WHAT IS A TECHNIQUE? _____	6
2.2.3 WHAT IS THE ROLE PLAY TECHNIQUE? _____	6
2.2.3.1 History of role play _____	6
2.2.3.2 Role play advantages _____	7
2.2.3.3 Challenges of the role play technique _____	8
2.2.3.4 Why use role-play? _____	8
2.2.4 QUICHUA NATIVE SPEAKERS _____	9
2.2.4.1 History _____	9
2.5. DEFINITION OF KEY TERMS _____	10
2.6. HYPOTHESIS _____	10
2.7 VARIABLES _____	10
2.7.1 Independent _____	10
Role Play Technique _____	10
2.7.2 Dependent _____	10
CHAPTER III _____	10
3.METHODOLOGICAL FRAMEWORK. _____	10
3.1 METHODS OF RESEARCH _____	11
3.1.1. RESEARCH DESIGN _____	11
3.1.2. LEVEL OF RESEARCH _____	11
3.2. POPULATION AND SAMPLE _____	11
3.3. TECHNICAL AND INSTRUMENT DATA COLLECTION _____	11
3.4. TECHNICAL PROCEDURE FOR ANALYSIS. _____	11
CHAPTER IV _____	13
4. ANALYSIS AND INTERPRETATION _____	13
4.1 STUDENTS' SURVEY N° 1 ANALYSIS AND INTERPRETATION. _____	13
QUESTION 1 _____	13
1. - How much does your mother tongue interfere in your English speaking skill development? _____	13
QUESTION 2 _____	14
2. How often do you feel afraid when you speak English? _____	14
QUESTION 3 _____	15

3. – How is your participation in the English class? _____	15
QUESTION 4 _____	16
4. - How often are Speaking skill classes dynamic and participatory? _____	16
QUESTION 5 _____	17
5. - How often do you get confused when you want to speak English? _____	17
QUESTION 6 _____	18
6. How often do you practice your speaking skill outside of the classroom? _____	18
QUESTION 7 _____	19
7. How much does group work help you in learning speaking? _____	19
QUESTION 8 _____	20
8. How much would speaking skill help to improve your pronunciation? _____	20
QUESTION 9 _____	21
9. What language do you use more to communicate in class? _____	21
QUESTION 10 _____	22
10. How important is speaking skill to communicate effectively in the learning process? _____	22
4.2 TEACHERS' SURVEY N° 2 ANALYSIS AND INTERPRETATION. _____	23
QUESTION 1 _____	23
1.- How do you consider students would work better in class? _____	23
QUESTION 2 _____	24
2. - What language do students use more to communicate when they work in class? _____	24
QUESTION 3 _____	25
3. - What do you do in pre- teaching classes commonly? _____	25
QUESTION 4 _____	26
4.- What do you do in while teaching classes commonly? _____	26
QUESTION 5 _____	27
5.- What do you do in post-teaching classes commonly? _____	27
QUESTION 6 _____	28
6.- How often do your students practice the speaking skill in class? _____	28
QUESTION 7 _____	29
7. - What do you think is the best evaluation in the learning process? _____	29
QUESTION 8 _____	30
8.- What is the most important aspect to improve in the speaking skill? _____	30

QUESTION 9	31
9. - How important is speaking skill in students' English learning process?	31
QUESTION 10	32
10. - How much does Role Play technique increase students 'speaking skill?	32
CHAPTER V	33
5. CONCLUSIONS AND RECOMMENDATIONS	33
5.1 CONCLUSIONS	33
5.2 RECOMMENDATIONS	34
BIBLIOGRAPHY	35
ATTACHMENTS	37
ATTACHMENT N°1	38
SURVEY 1	38
ATTACHMENT N°2	40
SURVEY 2	40
ATTACHMENT N° 3	42

TABLE INDEX OF STUDENTS

Chart 1. - Mother Tongue has interfered in their English speaking skill development.	13
Chart 2 . – Students feel afraid when they speak English	14
Chart 3 . – Students’ participation in the English class	15
Chart 4 . – Speaking skill classes are dynamic and participatory.	16
Chart 5 . – Students get confused when they want to speak English.	17
Chart 6 . – Students practice speaking skill outside of the classroom.	18
Chart 7. –Group work helps students in their learning speaking	19
Chart 8. – Speaking skill helps students to improve their pronunciation	20
Chart 9. – The language that students use more to communicate in class.	21
Chart 10. –Speaking skill is important to communicate effectively in the learning process	22

TABLE INDEX OF TEACHERS

Chart 1. – Teachers consider that students would work better in class. _____	23
Chart 2. – The language that students use to communicate when they work in class. __	24
Chart 3. – Teachers commonly do in pre teaching classes. _____	25
Chart 4. – Teachers do commonly do in while teaching classes. _____	26
Chart 5. – Teachers do commonly post- teaching classes. _____	27
Chart 6. – Students practice the speaking skill in class _____	28
Chart 7. – The evaluation in the learning process. _____	29
Chart 8. – The most important aspect to improve the speaking skill. _____	30
Chart 9. – The importance of the speaking skill in students’ English learning process.	31
Chart 10. – Role Play technique increases students ‘speaking skill _____	32

GRAPHIC INDEX OF STUDENTS

Graphic 1. - Mother Tongue has interfered in their English speaking skill development. _____	13
Graphic 2. - Students feel afraid when they Speak English _____	14
Graphic 3. - Students' participation in the English class.._____	15
Graphic 4. - Speaking skill classes are dynamic and participatory. _____	16
Graphic 5. – Students get confused when they want to speak English. _____	17
Graphic 6. – Students practice speaking skill outside of the classroom. _____	18
Graphic 7. – Group work helps students in learning speaking. _____	19
Graphic 8. – Speaking skill helps students to improve their pronunciation. _____	20
Graphic 9. – The language that students use more to communicate in class. _____	21
Graphic 10. – Speaking skill is important to communicate effectively in the learning process _____	22

GRAPHIC INDEX OF TEACHERS

Graphic 1. Teachers consider that students would work better in class. _____	23
Graphic 2. The language that students use to communicate when they work in class. _	24
Graphic 3. Teachers commonly do in pre teaching classes _____	25
Graphic 4.- Teachers do commonly do in while teaching classes. _____	26
Graphic 5. Teachers do commonly post- teaching classes _____	27
Graphic 6. Students practice the speaking skill in class. _____	28
Graphic 7. The evaluation in the learning process. _____	29
Graphic 8. The most important aspect to improve the speaking skill. _____	30
Graphic 9. The importance of the speaking skill in students' English learning process.	31
Graphic 10. Role Play technique improve students 'speaking skill _____	32

SUMMARY IN SPANISH

El aprendizaje del idioma inglés es un procedimiento que se debe dar en un ambiente didáctico y divertido, tomando en cuenta las técnicas y metodologías usadas para lograr un aprendizaje significativo.

Esta investigación se produjo a partir de la observación realizada en la Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño” en los estudiantes de segundo año de bachillerato “A”, quienes tienen dificultades en el aprendizaje de la destreza del habla al usar el idioma Inglés. Se notó la interferencia de la lengua materna (Quichua) que provoca confusión de los sonidos (inglés y quichua). Por esta razón se sugiere el uso de la técnica del role play para mejorar dicha destreza.

Los datos fueron recopilados a través de la aplicación de encuestas, que determinaron el grado de interferencia de la lengua materna (quichua), que provoca al momento de usar el nuevo idioma.


SUMMARY IN ENGLISH

PROJECT TITLE

"Suggest The Role Play Technique to develop the speaking skill in the English language with Quichua native speakers of second year of baccalaureate "A" in the Unidad Educativa Intercultural Bilingüe "Monseñor Leonidas Proaño", in the academic term September 2015-August 2016"

SUMMARY

The English language learning is a procedure that should be given in a didactic and fun atmosphere, taking into account the techniques and methodologies used to achieve meaningful learning. This research has occurred from the observation made at Unidad Educativa Intercultural Bilingüe "Monseñor Leonidas Proaño" to the students of the second year of baccalaureate "A", who have difficulties in the speaking skill when they use English language in the learning process. The interference of the mother tongue (Quichua) causing confusion of sounds (English and Quichua) was noticed. For this reason the use of the technique of role play is suggested to improve this skill. Data were collected through the application of surveys, which determined the level of interference of the mother tongue (Quichua), caused when the new language is used.



Mgs. Myriam Trujillo B.
DELEGADA DEL CENTRO DE IDIOMAS



INTRODUCTION

English language is known as a universal language which around the world is learnt. One of the most difficult skill is the speaking, it is difficult for non-native speakers to think in English because of the interference of the mother tongue (Quichua). It provokes misunderstanding. According to (Adedimiji, 2007) “interference is the negative transfer of what is obtained in the source languages to the target language”. (English and Quichua). The main purpose is to improve the speaking skill through the role play technique on Quichua native speaker students of second year of baccalaureate “A”, at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”. Role play is an active technique that motivates the teaching and learning process, arouses the interest of students and creates a dynamic and entertainment environment. So, the interference of the mother tongue will be avoided.

This research is divided into five chapters: First chapter refers to the causes and effects that the problem provokes. the main problem of the research is the interference of the mother tongue .Second Chapter introduces the theory to supports the research . It also covers the theoretical framework, the theoretical foundations, hypothesis and variables. Third chapter contains the methodological framework, methods of research, population and samples, technical and instruments data collection, technical procedure for analysis. Fourth chapter has the applied surveys for collecting information data. The analysis and interpretations of data were formulated by charts and graphics. Fifth chapter is referred to Conclusions and Recommendations. The bibliography and the attached documents are at the end of this research.

CHAPTER I

1. REFERENCE FRAMEWORK

1.1. PROBLEM STATEMENT

Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño” was sat on June 1ST 1999. It is located in the Riobamba city, Chimborazo province. There are seven hundred students.

Nowadays English is known as a global lingua franca. So it is the most common language spoken around the world that must be learned. English is a complex language to be dominated by Latin students because of globalization.

Zaremba and Zhang said that, of the four macro English skills, speaking seems to be the most important skill required for communication (Zaremba, 2006). Students who study English as a foreign language usually have limited opportunities to speak English outside the classroom (Zhang, 2009) and also limited exposure to English speakers or members of the international community. Speaking skill has been known as a difficult skill to learn because it is practiced in real time. According to the observation, students cannot communicate in a correct way in English because they have a lack of grammar, vocabulary and pronunciation.

One of the main causes of the found problem is the mother tongue (Quichua). It interferes in the speaking skill when students try to think in English. So students cannot communicate effectively. The lack of knowledge in English provokes misunderstanding. Students get confused between English and Quichua sounds. The observation done at the Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño” of second year of baccalaureate “A” has given the mentioned result.

The beneficiaries will be the students and Teachers at the Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño” in the academic term September 2015- August 2016. It is suggested the role play technique to improve the speaking skill. It will help students to feel comfortable when they communicate.

1.2.FORMULATION OF THE PROBLEM.

How does The Role Play technique help to improve the speaking skill in the English language with student's Quichua native speakers of second year of baccalaureate "A" in the Unidad Educativa Intercultural Bilingüe "Monseñor Leonidas Proaño", in Riobamba city, Chimborazo province?

1.3.QUESTIONS GUIDELINES

What kind of techniques is used to develop speaking skill?

Why is important to improve the speaking skill?

How does the role play technique help to improve the speaking skill?

1.4. OBJECTIVES

1.4.1. GENERAL OBJECTIVE

To improve the speaking skill through role play technique to quichua native speaker students of second year of baccalaureate "A" in the Unidad Educativa Intercultural Bilingüe "Monseñor Leonidas Proaño", during the school year.

1.4.2. SPECIFIC OBJECTIVES

To identify the used techniques in learning process to develop the speaking skill in the English language.

To identify needs and problems that students have when they communicate.

To suggest the use of role play as a new technique to develop speaking skill.

1.5. JUSTIFICATION

Awake of the difficulty of speaking skill, in learning a new language, and due to the interference of mother tongue. It is necessary to suggest contemporary techniques which help in learning development. So this project is mainly to improve the speaking skill through role play technique which will help in the learning process.

On the other hand considering that the speaking skill is necessary tool to communicate within grammar rules and at the same time be awake that vocabulary helps to improve the lack of knowledge in English, it is important to propose techniques expected a continuous improvement. So this research goal is also to encourage teachers to use The Role Play Technique in the class. Thus students will communicate effectively.

This project occurs from the observation done at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño” of students of second year of baccalaureate “A”, who had difficulties in speaking skill. It was noticed the interference of the mother tongue that provokes misunderstanding, so it is important to suggest the role play technique, to help students to improve the speaking skill.

The beneficiaries will be the students and teachers at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”, in the academic term September 2015- August 2016.

The feasibility of the current research is reasonable. It will help students to avoid misunderstanding, so at the end communication will be possible. The mother tongue Quichua and English will not mix up at the end.

A survey will be the instrument used for the whole project. It is necessary to research evaluation and students’ opinions. The results, conclusions and recommendations will be showed.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED

Previous researches about this thesis have been reviewed at Universidad Nacional de Chimborazo, Facultad de Ciencias de la Educación, Humanas y Tecnologías' library and there are not similar researches about, the Role Play as a technique.

There is a research on the online at State University of Yogyakarta about development of oral fluency but it is totally different. It emphasizes on how to explain speaking English in a correct way. So, this project is practical for more possible solutions for this problem.

2.2. THEORETICAL FOUNDATIONS

2.2.1 WHAT IS SPEAKING SKILL?

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

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can

find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

(Tarigan, 1990) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity

2.2.1.1 Elements of Speaking Skill

a. Comprehension

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

b. Grammar

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

c. Vocabulary

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically; and, therefore, something to be taken into consideration both in Second and Foreign Language Teaching – although not the only one that conveys meaning. (Willis, 1990).

d. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000).

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that

the speaker does not have spent a lot of time searching for the language items needed to express the message (Brown, 1997)

2.2.2 WHAT IS A TECHNIQUE?

Origin of the word it is from French, from technique (adj) technic

A technique is a method of doing some task or performing something. Technique refers to someone's skillfulness with fundamentals of a particular task.

2.2.3 WHAT IS THE ROLE PLAY TECHNIQUE?

Role-play refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. While the (Dictionary, 2016) offers a definition of role-playing as "the changing of one's behavior to fulfill a social role", in the field of psychology, the term is used more loosely in four senses:

- To refer to the playing of roles generally such as in a theatre, or educational setting;
- To refer to taking a role of an existing character or person and acting it out with a partner taking someone else's role, often involving different genres of practice;
- To refer to a wide range of games including role-playing video game, play-by-mail games and more;
- To refer specifically to role-playing games.

2.2.3.1 History of role play

The term "role" comes from the "rolled-up" script actors used to use over two thousand years ago in Ancient Greece. In time, the script became the part, and actors then were said to play the "role" of, say, Hamlet or Othello or Ophelia or Desdemona.

But one can also create a role, improvise a performance, and in fact children do this all the time in their pretend play. There's a kind of vitality that attends this type of imaginative activity, and a young physician in Vienna around 1910 was intrigued by the nature of creativity and spontaneity. Just as the modern artists were challenging old traditions, so there were those who saw the traditional theater as encrusted with obsolete forms, emotionally phoney and dead this young physician, (Moreno, 1889-1974) sought to

revive theatre by inviting the actors to improvise, and his early "Theater of Spontaneity" in 1921 became one of the first "improv" troupes.

Moreno discovered that the activity of dramatic improvisation was therapeutic for his actors, and began to think about applying this approach as a type of individual and family treatment. After immigrating to the United States in 1925, Moreno developed these ideas into a method he called "psychodrama." In addition to applying it to help psychiatric patients, Moreno found that the basic techniques could be modified to help groups address social problems, and called this approach "sociodrama."

Moreno had a most fertile mind, and wove together many associated ideas about social psychology and group dynamics. He was one of the pioneers of group psychotherapy and even engaged in his own type of philosophy, emphasizing the need for appreciating the fundamental importance of creativity in life. (In this, his approach resonated with another great psychotherapist, Otto Rank.) And as a social psychologist, yet weaving together his background with drama, he developed the role concept. There were a few others in sociology and anthropology also thinking about roles, but Moreno added a dimension of actual methodology which enabled people to reflect on the way they were playing the various roles in their lives--role playing.

One aspect of role playing was that of diagnosis or assessment--a test of how a person would act when placed in an imagined or pretend problematic situation. Interestingly, the German high command used this method in order to reform their officer corps. The goal was genuine merit instead of the old tradition of using the college-educated sons of the aristocracy--too many of whom were far from real leaders. And however horrible the political purposes this army then served, it did function to help create a remarkably effective organization, and its officers were a cut above those of other countries. Only after the Second World War began did the allies pick up this technique.

By the late 1940s role playing had become a recognized part of business, community, and other forms of the budding field of what was to become organization development. In the 1970s it was widely used as part of behavior therapy for assertion training and social skills training. It has been known as a method in education since the late 1940s, but there were enough problems with its use that it hasn't fully "caught on."

2.2.3.2 Role play advantages

Advantages of role play:

- Students immediately apply content in a relevant, real world context.
- Students take on a decision making people that might let them diverge from the confines of their normal self-imposed limitations or boundaries.
- Students can transcend and think beyond the confines of the classroom setting.
- Students see the relevance of the content for handling real world situations.
- The instructor and students receive immediate feedback with regard to student understanding of the content.
- Students engage in higher order thinking and learn content in a deeper way.
- Instructors can create useful scenarios when setting the parameters of the role play when real scenarios or contexts might not be readily available.
- Typically students claim to remember their role in these scenarios and the ensuing discussion long after the semester ends

2.2.3.3 Challenges of the role play technique

One of the biggest challenges of the role playing technique is to get all students to participate and be truly engaged. Instructors might want to consider ways of increasing the likelihood of strong student participation. The instructor might offer a participation grade somehow tied to a short product students produce from their perspective in their given role. It is a good idea to find ways to increase student awareness of the likelihood their group might be called upon to share their answer with the entire class if they are playing their roles in a group context. The instructor might also consider using some of the role playing tasks in questions on exams and make it clear to students that that is the case. The instructor could even tell them that they might have to answer a question from the perspective of any of the roles, not just the one they were assigned.

2.2.3.4 Why use role-play?

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

- It's fun and motivating
- Quieter students get the chance to express themselves in a more forthright way

- The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities.

2.2.4 QUICHUA NATIVE SPEAKERS

Quichua (also Runakuna, Quichua, and Ingas) is the collective term for several indigenous ethnic groups in South America who speak a Quichua language (Southern Quichua mainly), belonging to several ethnic groups in South America, especially in Peru, Ecuador, Bolivia, Chile, Colombia and Argentina.

2.2.4.1 History

Quichua had already expanded across wide ranges of the central Andes long before the expansion of the Inca Empire. The Inca were just one among many peoples in present-day Peru who already spoke forms of Quichua. In the Cuzco region, Quichua was influenced by local languages such as Aymara. The Cuzco variety of Quichua developed as quite distinct. In similar way, a diverse group of dialects developed in different areas related to existing local languages when the Inca Empire ruled and imposed Quichua as the official language.

After the Spanish conquest in the 16th century, Quichua continued to be used widely as the "general language" and main means of communication between the Spaniards and the indigenous population. The Roman Catholic Church adopted Quichua to use as the language of evangelization. Given use by the missionaries, the range of Quichua continued to expand in some areas.

However, administrative and religious use of Quichua was terminated in the late 18th century, when it was banned from public use in Peru in response to the Túpac Amaru II rebellion. The Crown banned even "loyal" pro-Catholic texts in Quichua, such as Garcilaso de la Vega's *Comentarios Reales*.

Despite a brief revival of the language immediately after independence in the 19th century, the prestige of Quichua had decreased sharply. Its use gradually was restricted to more isolated and conservative rural areas.

The oldest written records of the language are by missionary Fray Domingo de Santo Tomas, who arrived in Peru in 1538 and learned the language from 1540. He published his *Grammatica o arte de la lengua general de los indios de los reynos Del Perú* (Grammar or Art of the General Language of the Indians of the Royalty of Peru) in 1560

2.5. DEFINITION OF KEY TERMS

Role play technique: It is a tool to improve the speaking skill.

Skill: An ability, talent and capacity that have each one to do something.

Speaking Skill: It is the production in oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Technique: it is a method of doing some task or performing something.

2.6. HYPOTHESIS

The suggestion of role play technique influences in a positive way for improving the speaking skill in students of second year of baccalaureate "A" at Unidad Educativa Intercultural Bilingüe "Monseñor Leonidas Proaño" in the academic term September 2015- August 2016.

2.7 VARIABLES

2.7.1 Independent

Role Play Technique

2.7.2 Dependent

The speaking skills

CHAPTER III

3. METHODOLOGICAL FRAMEWORK.

3.1 METHODS OF RESEARCH

For the achievement of this research the scientific method was used, this rational and logical synthetic problem is part of the problem and limitation, collecting reliable and relevant information; this method was allowed analyzing and interpreting the obtained data.

3.1.1. RESEARCH DESIGN

Quantitative research: it was used to quantify the problem by way of generating numerical data or data that can be transformed into useable statistics. It was used to quantify attitudes, opinions, behaviors, and other defined variables – and generalize results from a sample population.

A survey was applied as an instrument of data collection to students and English Teachers at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”. This survey was applied at second year baccalaureate “A” to know the level of interference in the students.

3.1.2. LEVEL OF RESEARCH

Descriptive research: it was used to describe characteristics of a population or phenomenon being studied

3.2. POPULATION AND SAMPLE

This research was applied to 20 students of second year of baccalaureate ”A” at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño” in the academic term September 2015- August 2016.

3.3. TECHNICAL AND INSTRUMENT DATA COLLECTION

Survey: it was used most often to describe a method of gathering information from a sample of individuals.

The instrument that was used was questionnaire.

3.4. TECHNICAL PROCEDURE FOR ANALYSIS.

The data was gained by suggesting The Role Play Technique to develop the speaking skill with students of second year of baccalaureate “A” at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”.

It will be necessary to expect a plan for the collection on the information gathered.

- ❖ Critical review of the information.
- ❖ Tabulation of the survey
- ❖ Analysis and interpretation of results
- ❖ Conclusions and recommendations

CHAPTER IV

4. ANALYSIS AND INTERPRETATION

4.1 STUDENTS' SURVEY N° 1 ANALYSIS AND INTERPRETATION.

QUESTION 1

1. - How much does your mother tongue interfere in your English speaking skill development?

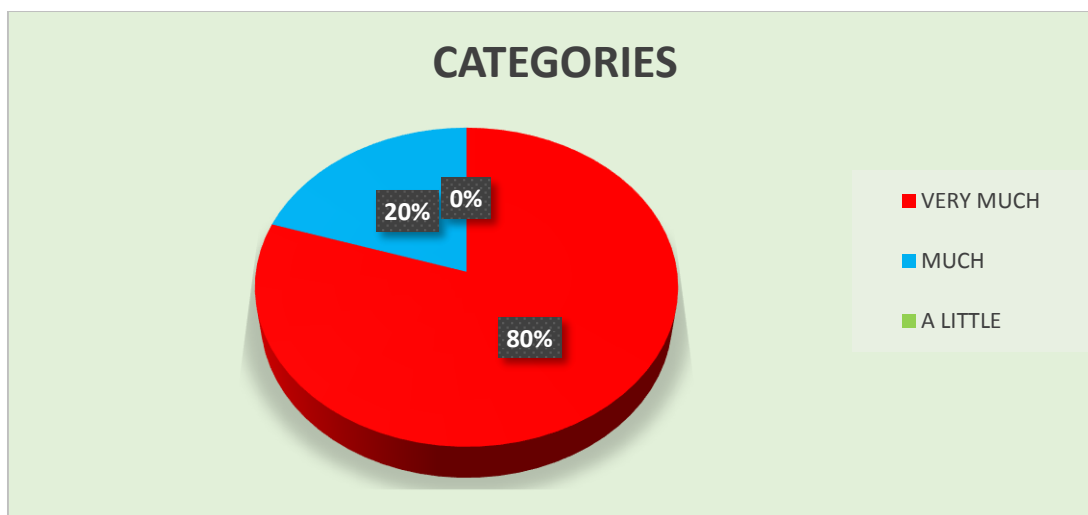
Chart 1. - Mother Tongue has interfered in their English speaking skill development.

CATEGORY	FREQUENCY	PERCENTAGE
VERY MUCH	16	80%
MUCH	4	20%
A LITTLE	0	0%
TOTAL	20	100%

Source: survey conducted to the students of the second year baccalaureate “A” at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 1. - Mother Tongue has interfered in their English speaking skill development.



Source: chart N°1

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 80% said that mother tongue interferes very much in their English speaking skill development and 20% said much.

Interpretation: The mother tongue interferes in their English speaking skill development; therefore the use of Role Play Technique is relevant.

QUESTION 2

2. How often do you feel afraid when you speak English?

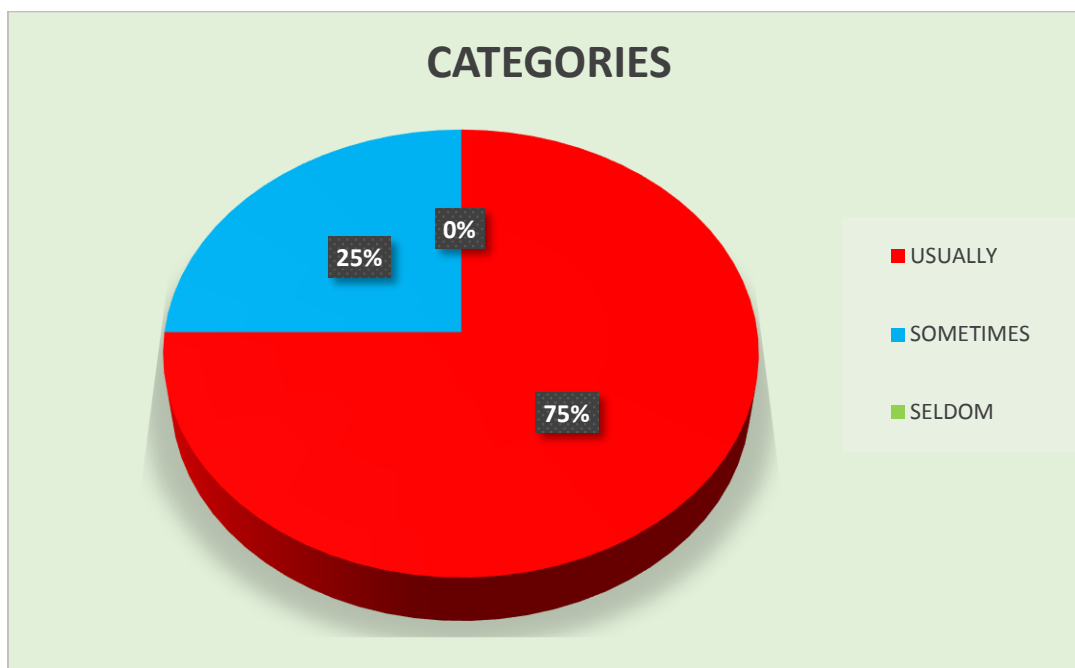
Chart 2 . – Students feel afraid when they speak English

CATEGORY	FREQUENCY	PERCENTAGE
USUALLY	15	75%
SOMETIMES	5	25%
SELDOM	0	0%
TOTAL	20	100%

Source: survey conducted to the students of the second year baccalaureate “A” at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 2. - Students feel afraid when they Speak English



Source: chart N°2

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 75% said usually feel afraid when they speak English and 25% said sometimes.

Interpretation: Students usually feel afraid when they speak English.

QUESTION 3

3. – How is your participation in the English class?

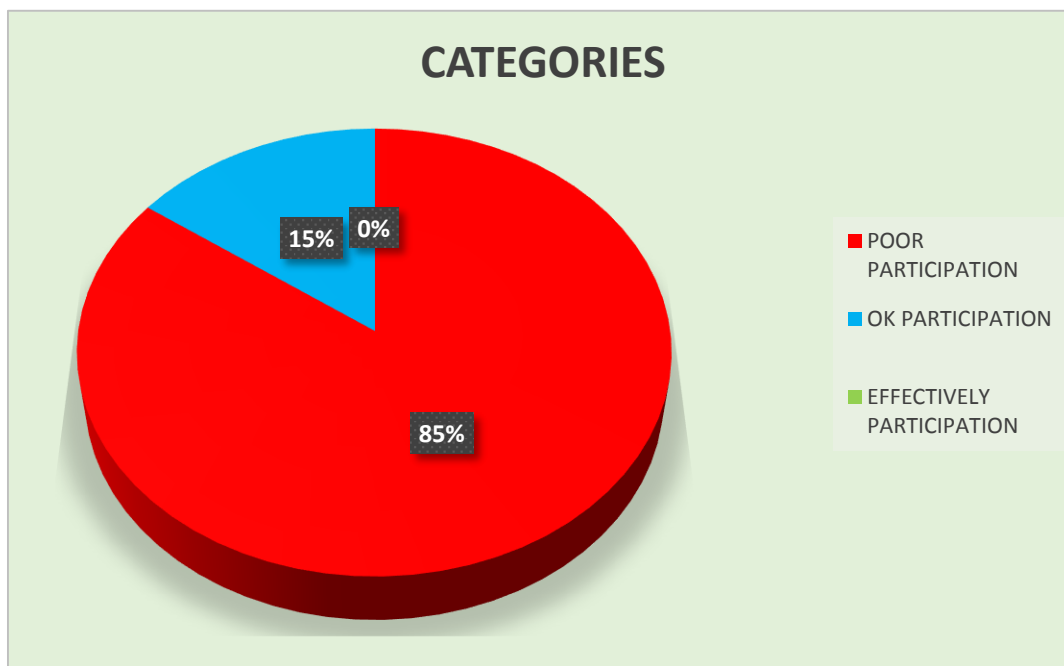
Chart 3 . – Students’ participation in the English class..

CATEGORY	FREQUENCY	PERCENTAGE
POOR PARTICIPATION	17	85%
OK PARTICIPATION	3	15%
EFFECTIVELY PARTICIPATION	0	0%
TOTAL	20	100%

Source: survey conducted to the students of the second year baccalaureate “A” at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 3. - Students’ participation in the English class..



Source: chart N°3

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 85% have poor participation in the English class and 15% of students said ok participation.

Interpretation: Most of students have a poor participation in their English class.

QUESTION 4

4. - How often are Speaking skill classes dynamic and participatory?

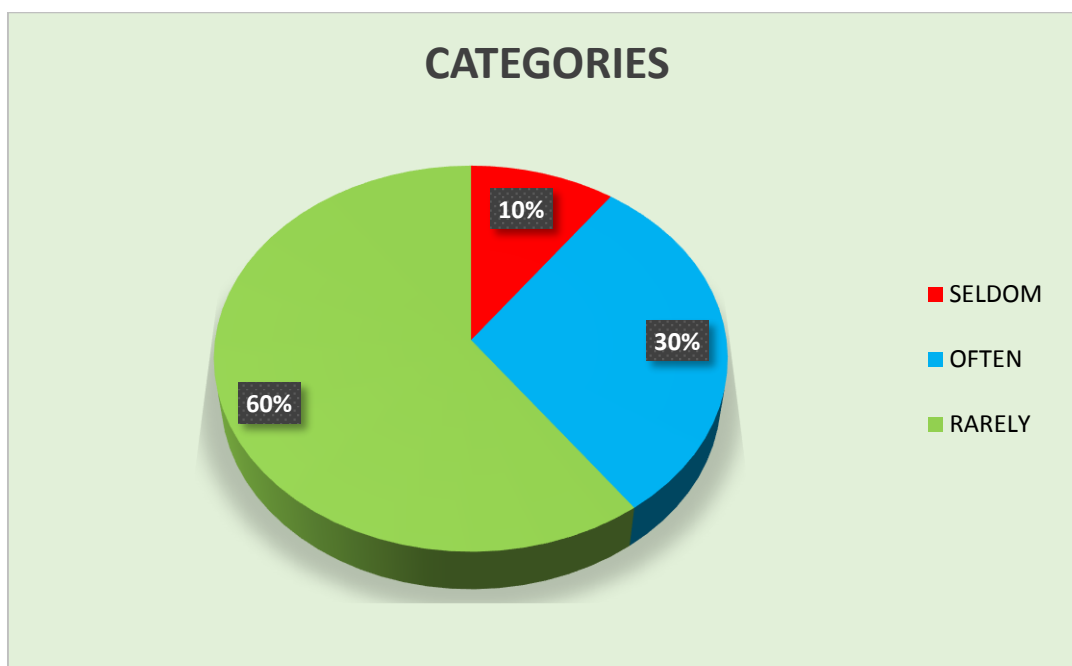
Chart 4 . – Speaking skill classes are dynamic and participatory.

CATEGORY	FREQUENCY	PERCENTAGE
SELDOM	2	10%
OFTEN	6	30%
RARELY	12	60%
TOTAL	20	100%

Source: survey conducted to the students of the second year baccalaureate “A” at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”.

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 4. - Speaking skill classes are dynamic and participatory.



Source: chart N°4

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 60% said that speaking skill classes are rarely dynamic and participatory, 30% said that often and 10% said that seldom.

Interpretation: Speaking skill classes must be dynamic and participatory to motivate students for speaking in English.

QUESTION 5

5. - How often do you get confused when you want to speak English?

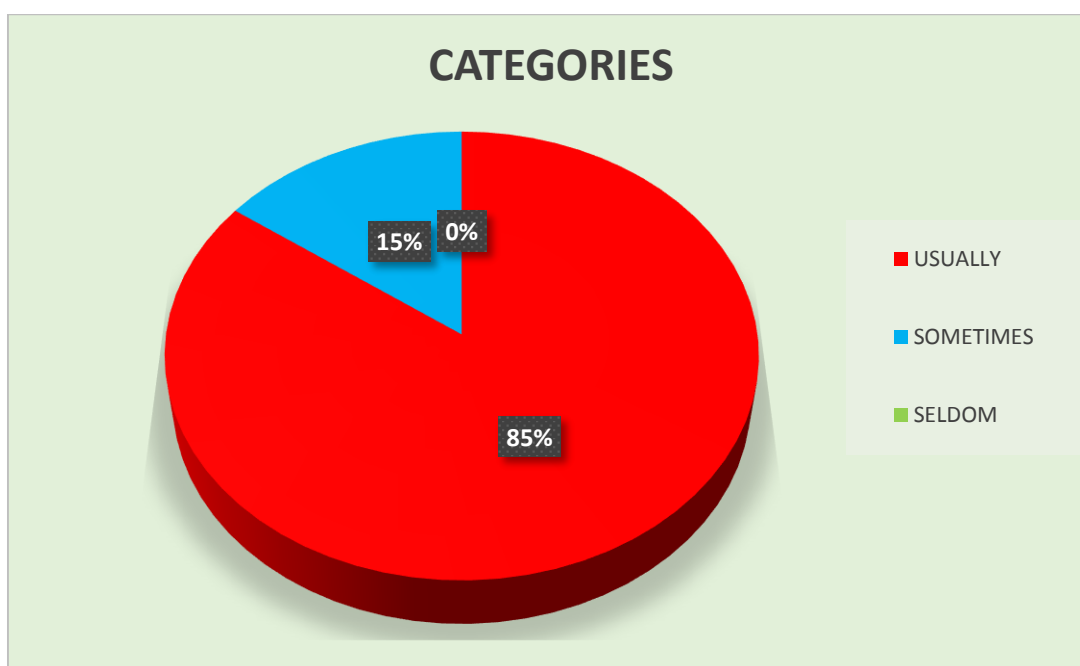
Chart 5 . – Students get confused when they want to speak English.

CATEGORY	FREQUENCY	PERCENTAGE
USUALLY	17	85
SOMETIMES	3	15
SELDOM	0	0
TOTAL	20	100%

Source: survey conducted to the students of the second year baccalaureate “A” at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”.

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 5. – Students get confused when they want to speak English.



Source: chart N°5

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 85% said usually get confused when they want to speak English and 15% said sometimes.

Interpretation: Students usually get confused when they want to speak English, so this provokes misunderstanding.

QUESTION 6

6. How often do you practice your speaking skill outside of the classroom?

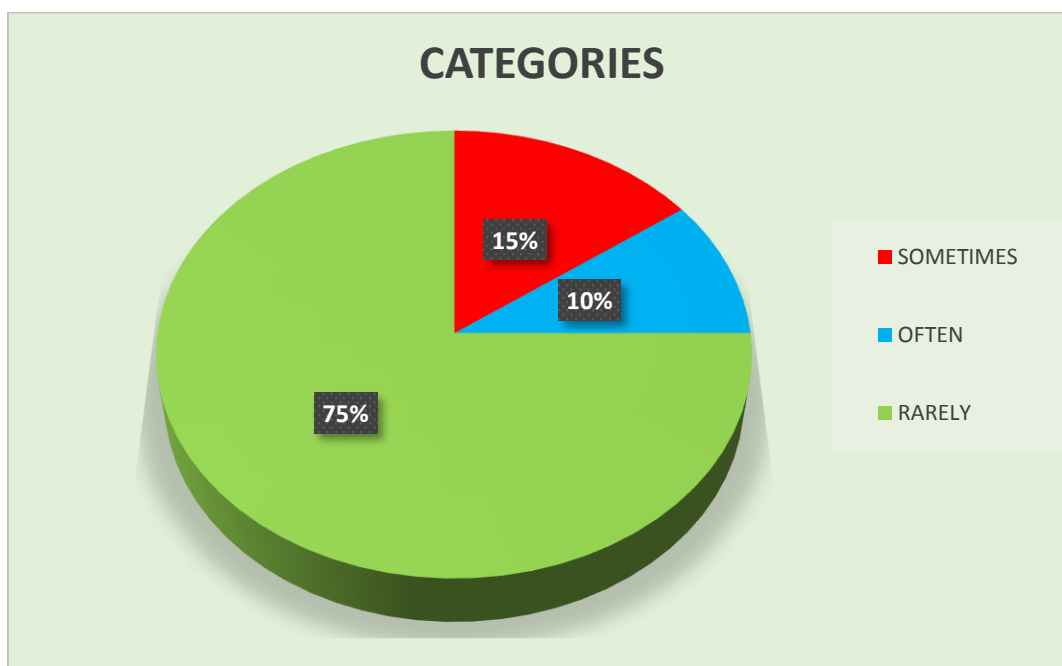
Chart 6 . – Students practice speaking skill outside of the classroom.

CATEGORY	FREQUENCY	PERCENTAGE
SOMETIMES	3	15%
OFTEN	2	10%
RARELY	15	75%
TOTAL	20	100%

Source: survey conducted to the students of the second year baccalaureate “A” at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”.

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 6. – Students practice speaking skill outside of the classroom.



Source: chart N°6

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 75% said rarely practice their speaking skill outside of the classroom, 15% said sometimes and 10% said often.

Interpretation: Students have to practice speaking skill outside of the classroom to improve it.

QUESTION 7

7. How much does group work help you in learning speaking?

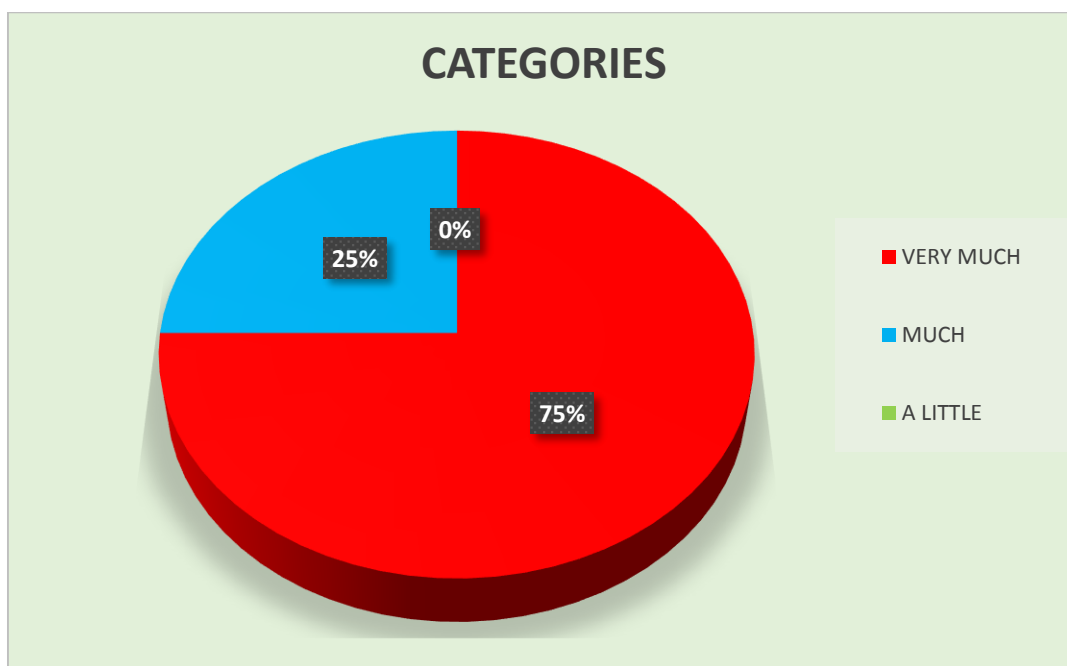
Chart 7. –Group work helps students in their learning speaking.

CATEGORY	FREQUENCY	PERCENTAGE
VERY MUCH	15	75%
MUCH	5	25%
A LITTLE	0	0%
TOTAL	20	100%

Source: survey conducted to the students of the second year baccalaureate “A” at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”.

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 7. – Group work helps students in learning speaking.



Source: chart N°7

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 75% said that Group work helps them very much in their learning speaking and 25% said that much.

Interpretation: Group work must be used to help them in their learning speaking.

QUESTION 8

8. How much would speaking skill help to improve your pronunciation?

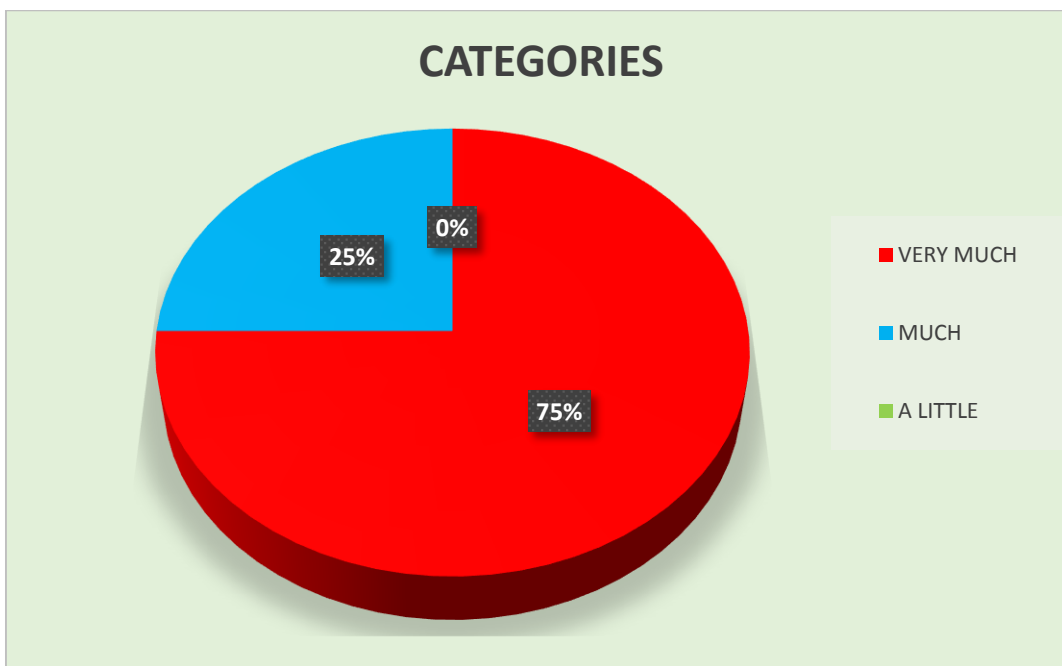
Chart 8. – Speaking skill helps students to improve their pronunciation.

CATEGORY	FREQUENCY	PERCENTAGE
VERY MUCH	15	75%
MUCH	5	25%
A LITTLE	0	0%
TOTAL	20	100%

Source: survey conducted to the students of the second year baccalaureate “A” at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”.

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 8. – Speaking skill helps students to improve their pronunciation.



Source: chart N°8

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 75% said that speaking skill helps them very much to improve their pronunciation and 25% said much.

Interpretation: Speaking skill helps them very much to improve their pronunciation

QUESTION 9

9. What language do you use more to communicate in class?

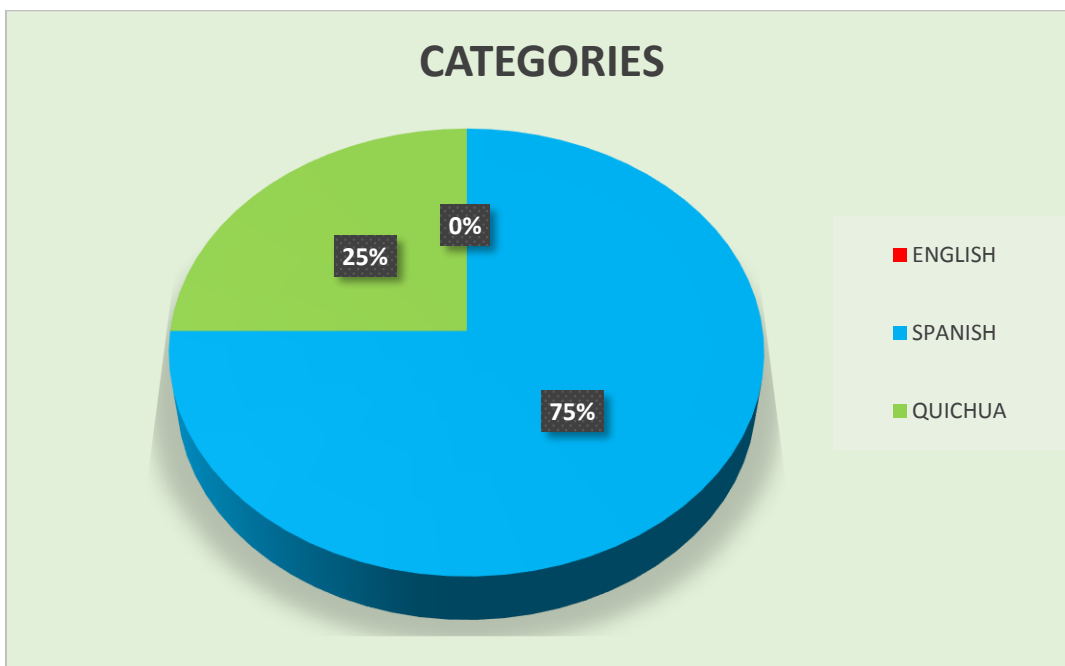
Chart 9. – The language that students use more to communicate in class.

CATEGORY	FREQUENCY	PERCENTAGE
ENGLISH	0	0%
SPANISH	15	75%
QUICHUA	5	25%
TOTAL	20	100%

Source: survey conducted to the students of the second year baccalaureate “A” at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”.

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 9. – The language that students use more to communicate in class.



Source: chart N°9

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 75% of students use Spanish to communicate in class and 25% said quichua.

Interpretation: English must be spoken to have an effective communication.

QUESTION 10

10. How important is speaking skill to communicate effectively in the learning process?

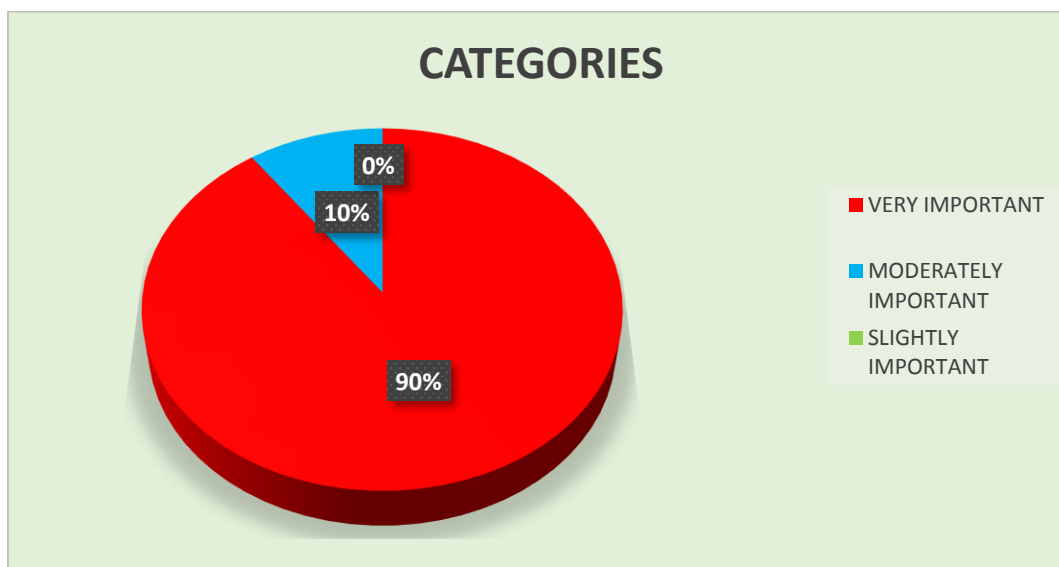
Chart 10. –Speaking skill is important to communicate effectively in the learning process

CATEGORY	FREQUENCY	PERCENTAGE
VERY IMPORTANT	18	90%
MODERATELY IMPORTANT	2	2%
SLIGHTLY IMPORTANT	0	0
TOTAL	20	100%

Source: survey conducted to the students of the second year baccalaureate “A” at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”.

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 10. – Speaking skill is important to communicate effectively in the learning process



Source: chart N°10

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 90% said Speaking skill is very important to communicate effectively in the English learning process and 10% said that moderately important.

Interpretation: Speaking skill is very important to communicate effectively in the English learning process.

4.2 TEACHERS' SURVEY N° 2 ANALYSIS AND INTERPRETATION.

QUESTION 1

1.- How do you consider students would work better in class?

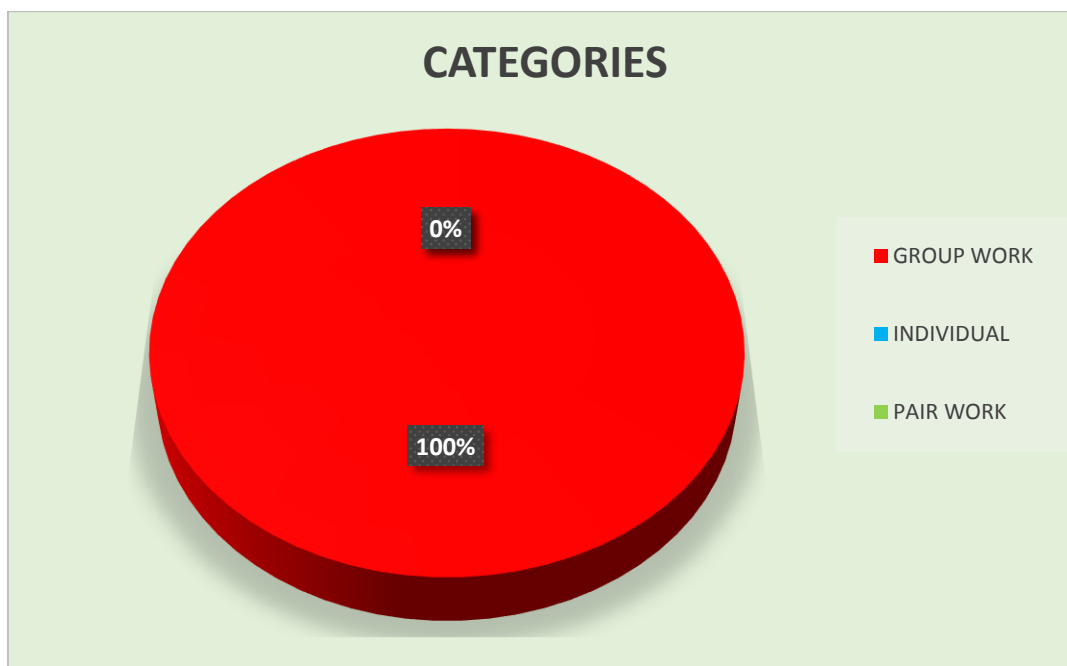
Chart 1. – Teachers consider that students would work better in class.

CATEGORY	FREQUENCY	PERCENTAGE
GROUP WORK	3	100%
INDIVIDUAL	0	0%
PAIR WORK	0	0%
TOTAL	3	100%

Source: survey conducted to English Teachers at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 1. Teachers consider that students would work better in class.



Source: chart N°1

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 100% said that teachers consider that students would work better in group work.

Interpretation: Work must be done in group.

QUESTION 2

2. - What language do students use more to communicate when they work in class?

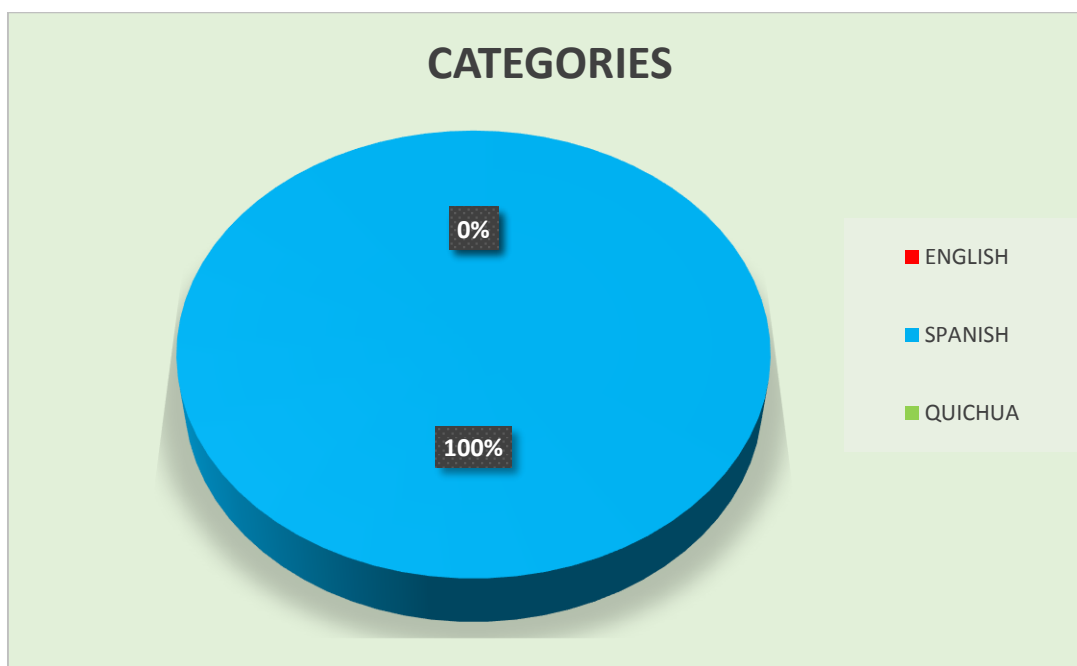
Chart 2. – The language that students use to communicate when they work in class.

CATEGORY	FREQUENCY	PERCENTAGE
ENGLISH	0	0%
SPANISH	3	100%
QUICHUA	0	0%
TOTAL	3	100%

Source: survey conducted to English Teachers at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 2. The language that students use to communicate when they work in class.



Source: chart N°2

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 100% said that all of the students use Spanish to communicate in class.

Interpretation: Teachers consider that all of the students speak Spanish to communicate in class.

QUESTION 3

3. - What do you do in pre- teaching classes commonly?

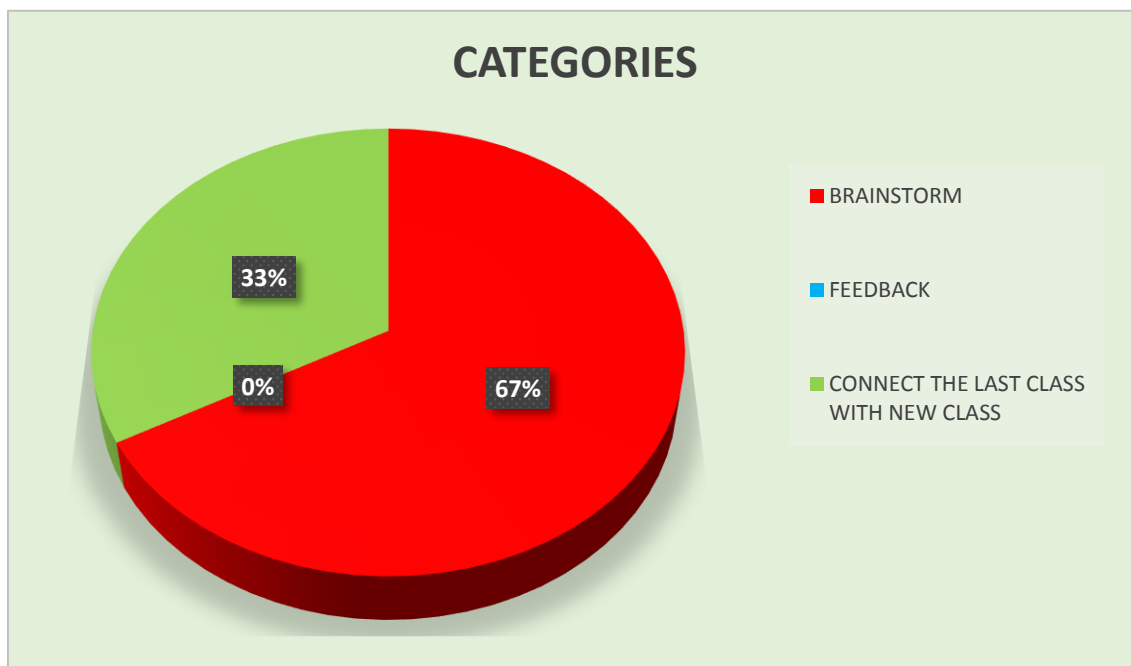
Chart 3. – Teachers commonly do in pre teaching classes.

CATEGORY	FREQUENCY	PERCENTAGE
BRAINSTORM	2	67%
FEEDBACK	0	0%
CONNECT THE LAST CLASS WITH NEW CLASS	1	33%
TOTAL	3	100%

Source: survey conducted to English Teachers at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”

Made by: Vanesa Idrobo and Mónica Velozo.

Graphic 3. Teachers commonly do in pre teaching classes.



Source: chart N°3

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 67% said that brainstorm is used commonly in pre teaching classes and 33% said that connect the last class with new class.

Interpretation: Brainstorm had been used more often.

QUESTION 4

4.- What do you do in while teaching classes commonly?

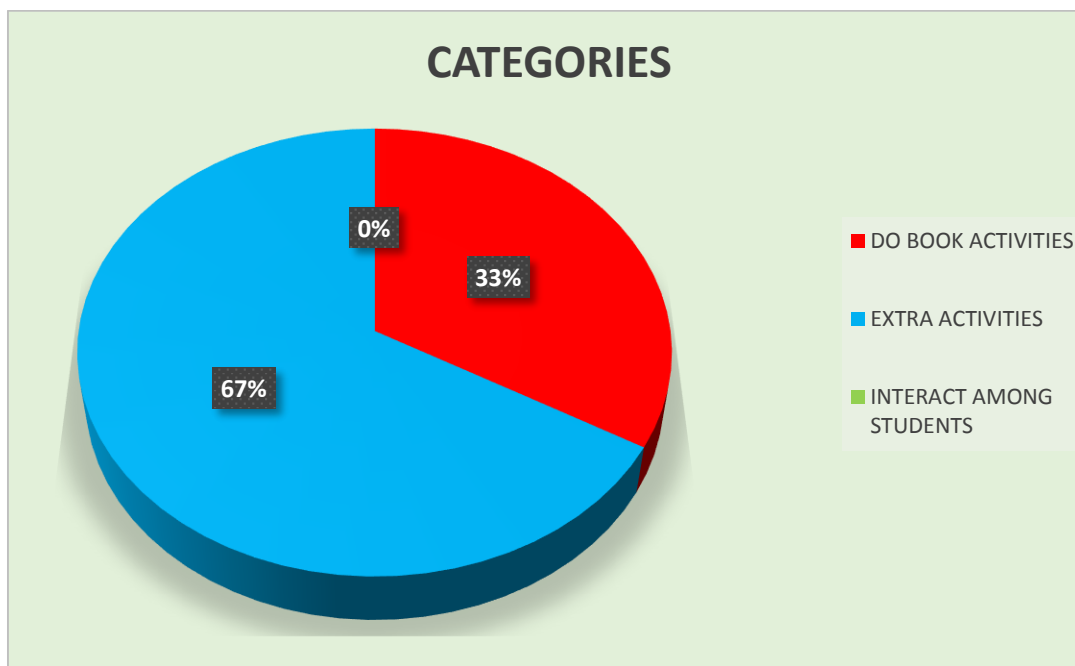
Chart 4. – Teachers do commonly do in while teaching classes.

CATEGORY	FREQUENCY	PERCENTAGE
DO BOOK ACTIVITIES	1	33%
EXTRA ACTIVITIES	2	67%
INTERACT AMONG STUDENTS	0	0%
TOTAL	3	100%

Source: survey conducted to English Teachers at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 4.- Teachers do commonly do in while teaching classes.



Source: chart N°4

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 67% said that do extra activities during while teaching classes and 33% said that do book activities.

Interpretation: Increase the extra activities to improve English.

QUESTION 5

5.- What do you do in post-teaching classes commonly?

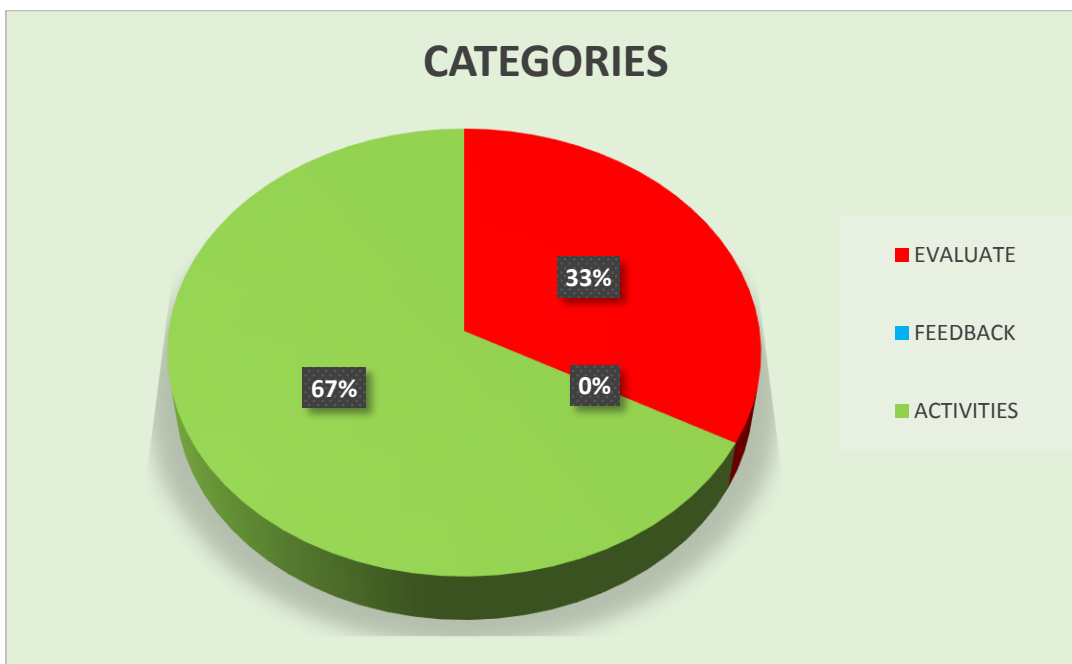
Chart 5. – Teachers do commonly post- teaching classes.

CATEGORY	FREQUENCY	PERCENTAGE
EVALUATE	1	33%
FEEDBACK	0	0%
ACTIVITIES	2	67%
TOTAL	3	100%

Source: survey conducted to English Teachers at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 5. Teachers do commonly post- teaching classes.



Source: chart N°5

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 67% said that do activities during post teaching classes and 33% said that evaluate.

Interpretation: Activities must be used to assess the class.

QUESTION 6

6.- How often do your students practice the speaking skill in class?

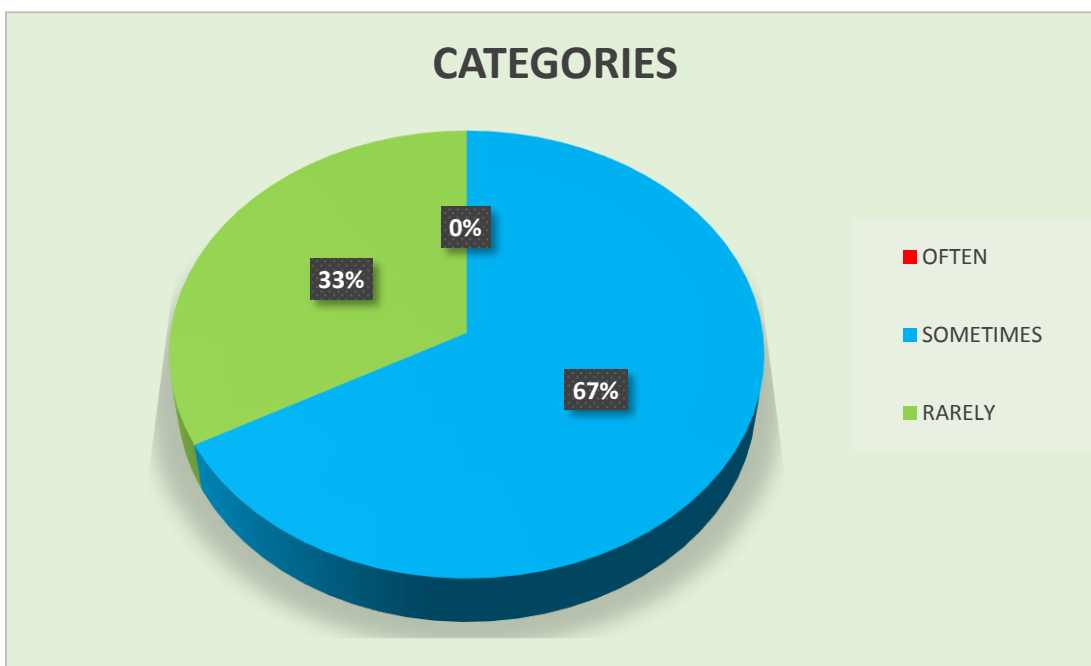
Chart 6. – Students practice the speaking skill in class.

CATEGORY	FREQUENCY	PERCENTAGE
OFTEN	0	0%
SOMETIMES	2	67%
RARELY	1	33%
TOTAL	3	100%

Source: survey conducted to English Teachers at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 6. Students practice the speaking skill in class.



Source: chart N°6

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 67% said that students sometimes practice the speaking skill in class and 33% said that rarely practice.

Interpretation: Students must participate in class to improve English.

QUESTION 7

7. - What do you think is the best evaluation in the learning process?

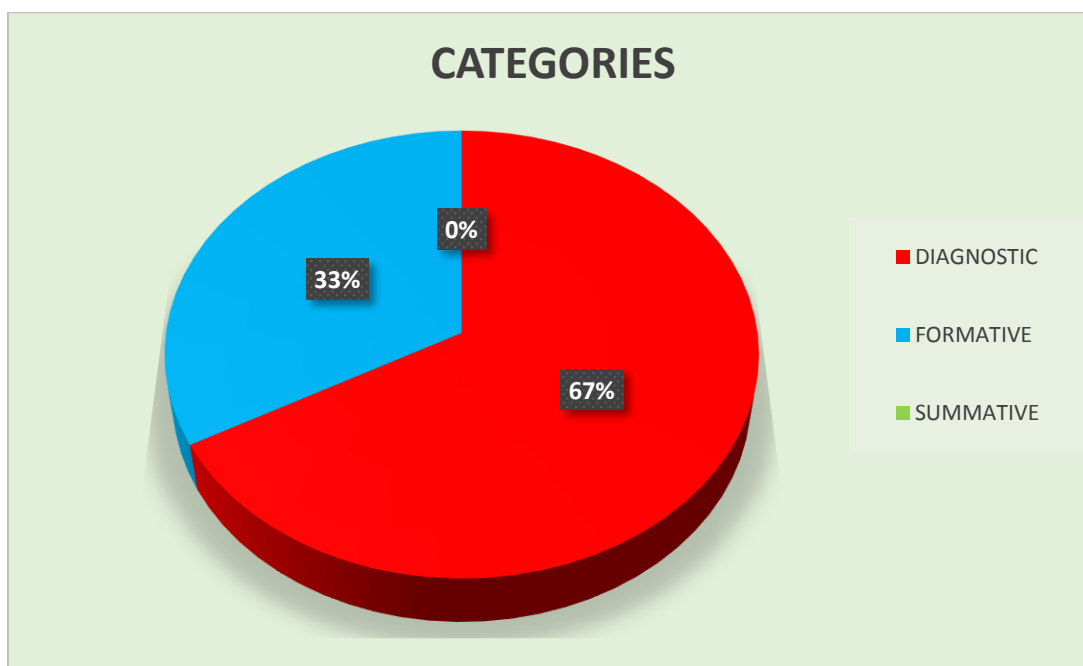
Chart 7. – The evaluation in the learning process.

CATEGORY	FREQUENCY	PERCENTAGE
DIAGNOSTIC	2	67%
FORMATIVE	1	33%
SUMMATIVE	0	0%
TOTAL	3	100%

Source: survey conducted to English Teachers at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 7. The evaluation in the learning process.



Source: chart N°7

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 67% said that the best evaluation in the learning process is diagnostic and 33% said formative.

Interpretation: Diagnostic evaluation must be used to know the level of students.

QUESTION 8

8.- What is the most important aspect to improve in the speaking skill?

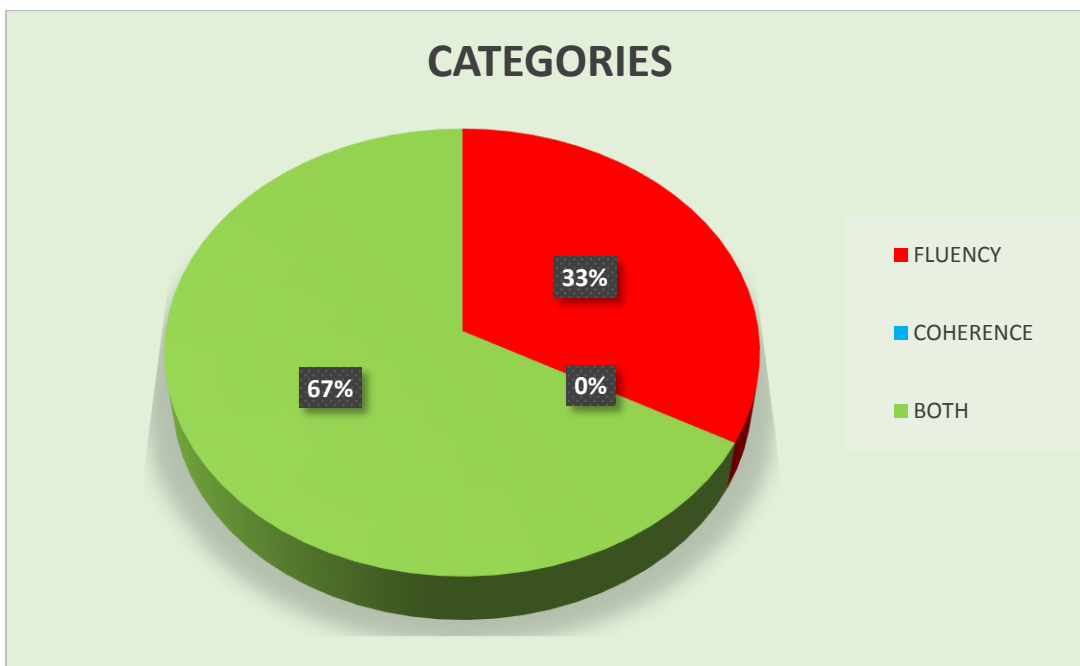
Chart 8. – The most important aspect to improve the speaking skill.

CATEGORY	FREQUENCY	PERCENTAGE
FLUENCY	1	33%
COHERENCE	0	0%
BOTH	2	67%
TOTAL	3	100%

Source: survey conducted to English Teachers at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 8. The most important aspect to improve the speaking skill.



Source: chart N°8

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 67% said that fluency and coherence are the most important aspects to improve speaking skill and 33% said fluency.

Interpretation: Fluency and coherence are important aspects to improve speaking skill.

QUESTION 9

9. - How important is speaking skill in students' English learning process?

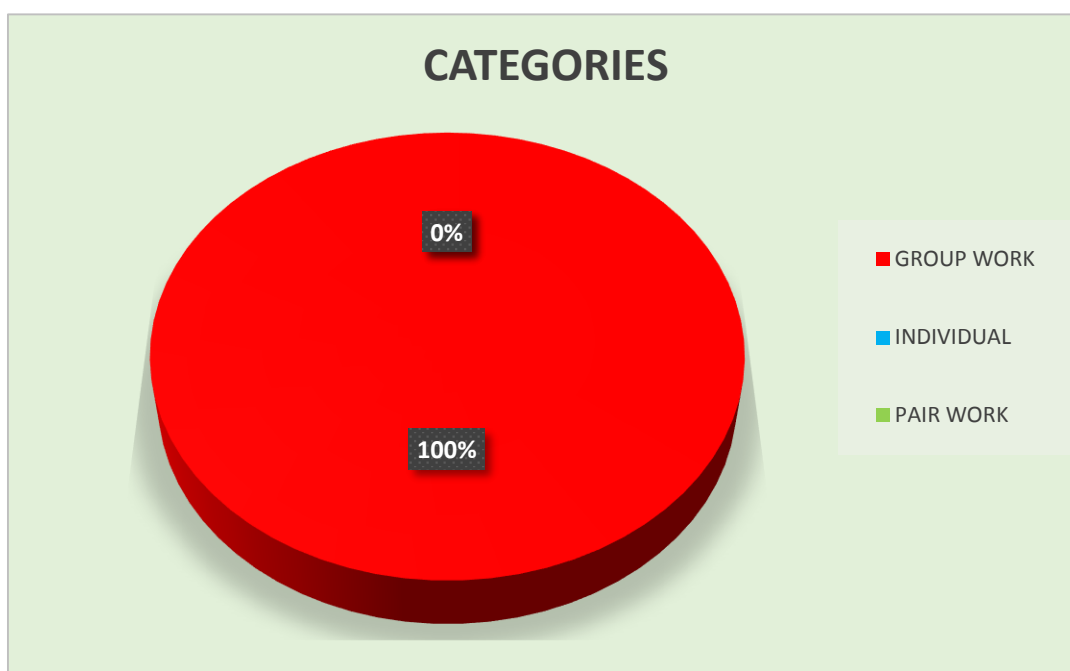
Chart 9. – The importance of the speaking skill in students' English learning process.

CATEGORY	FREQUENCY	PERCENTAGE
VERY IMPORTANT	3	100%
IMPORTANT	0	0%
SLIGHTLY IMPORTANT	0	0%
TOTAL	3	100%

Source: survey conducted to English Teachers at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 9. The importance of the speaking skill in students' English learning process.



Source: chart N°9

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 100% said that it is very important the speaking skill in students' English learning process.

Interpretation: Speaking skill is important because it helps to have an effective communication

QUESTION 10

10. - How much does Role Play technique increase students 'speaking skill?

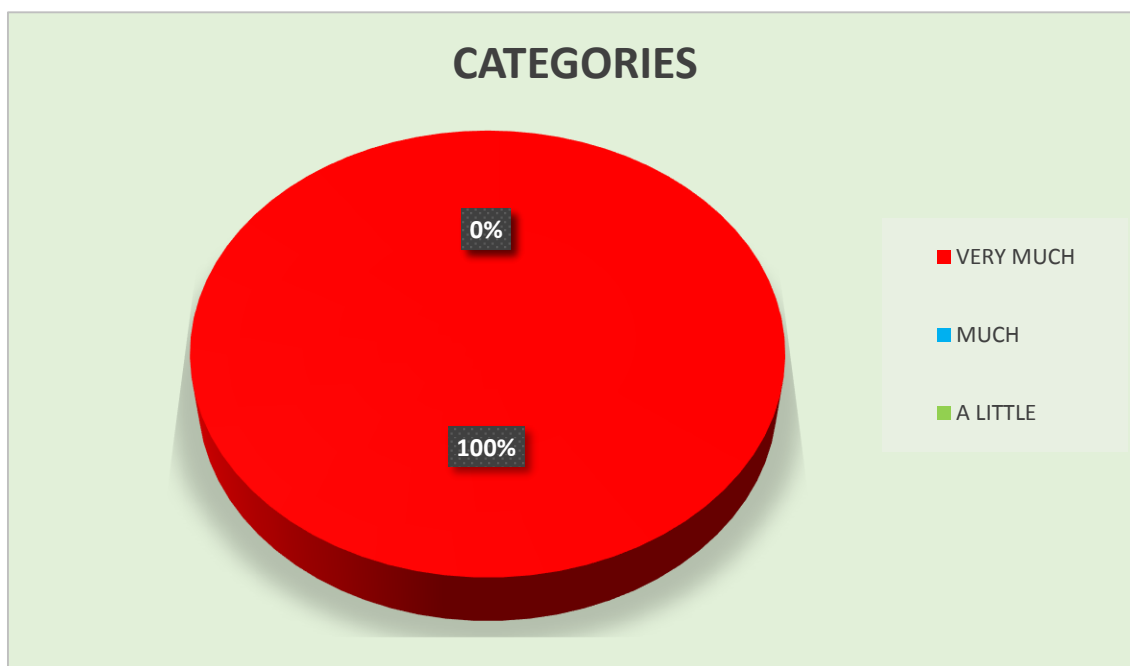
Chart 10. – Role Play technique increases students 'speaking skill

CATEGORY	FREQUENCY	PERCENTAGE
VERY MUCH	3	100%
MUCH	0	0%
A LITTLE	0	0%
TOTAL	3	100%

Source: survey conducted to English Teachers at Unidad Educativa Intercultural Bilingüe “Monseñor Leonidas Proaño”

Made by: Vanesa Idrobo and Mónica Velozo

Graphic 10. Role Play technique improve students 'speaking skill



Source: chart N°10

Made by: Vanesa Idrobo and Mónica Velozo

Analysis: 100 % said that Role Play technique increases students 'speaking skill.

Interpretation: Role Play technique increases students 'speaking skill.

CHAPTER V

5. CONCLUCIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- ❖ The lack of grammar, vocabulary and pronunciation provoke misunderstanding and confusion
- ❖ Teachers have not been used the Role Play Technique to develop the speaking skill instead of, dialogues are used.
- ❖ Students have had the interference between the mother tongue (Quichua) and English sounds.
- ❖ Students have difficulties to think and speak in English.

5.2 RECOMMENDATIONS

- ❖ Encourage teachers to apply the role play technique to develop and improve the speaking skill.
- ❖ Avoid traditional methods used in the learning process.
- ❖ Teach through role play technique to enhance the pronunciation and enrich the subject.
- ❖ Stimulate and motivate students to practice the pronunciation inside and outside of the classroom.

BIBLIOGRAPHY

- Adedimiji. (2007). *ACADEMIA*. Retrieved from https://www.academia.edu/7720135/MOTHER_TONGUE_INTERFERENCE_IN_THE_PRONUNCIATION_OF_ENGLISH_SOUNDS_BY_YORUBA_LANGUAGE_SPEAKERS
- Brown. (1997). *Speaking Components*. Retrieved from What is Speaking?: <https://adiani77.wordpress.com/2013/06/28/speaking-components/>
- Brown, 1., & Burns & Joyce, 1. (1994; 1997). *CENTER FOR ADULT ENGLISH LANGUAGE ACQUISITION*. Retrieved from Improving Adult English Language Learners' Speaking Skills: http://www.cal.org/caela/esl_resources/digests/Speak.html
- Burns, & Joyce. (1997). *CENTER FOR ADULT ENGLISH LANGUAGE ACQUISITION*. Retrieved from Improving Adult English Language Learners' Speaking Skills: http://www.cal.org/caela/esl_resources/digests/Speak.html
- Burns, Joyce, McCarthy, C. &, & Cohen. (1997; 1995; 1996). *CENTER OF ADULT ENGLISH LANGUAGE ACQUISITION*. Retrieved from Improving Adult English Language Learners' Speaking Skills: http://www.cal.org/caela/esl_resources/digests/Speak.html
- Dictionary, O. E. (2016). *Oxford Dictionaries*. Retrieved from <http://www.oxforddictionaries.com/definition/english/role-playing?q=role+playing>
- Gerard. (2000). *speaking components*. Retrieved from What is Speaking?: <https://adiani77.wordpress.com/2013/06/28/speaking-components/>
- Heaton. (1978). *blogknowledge*. Retrieved from Speaking: <https://margarethanikx.wordpress.com/english-skill-and-component-3/speaking/>
- Moreno, J. (1889-1974). *Dr. V.K. Maheshwari, Ph.D.* Retrieved from Role-playing - "Learning through Acting": <http://www.vkmaheshwari.com/WP/?p=224>
- Tarigan. (1990). *Rujukan Skripsi*. Retrieved from Definition of Speaking Skill (Skripsi Pendidikan Bahasa Inggris Gratis) : <http://rujukanskripsi.blogspot.com/2013/06/definition-of-speaking-skill.html>
- Willis. (1990). *Teaching and Learning Vocabulary*. Retrieved from Introduction: What we mean vocabulary: <file:///C:/Users/personal/Downloads/Dialnet-TeachingAndLearningVocabulary-2282507.pdf>

Zaremba. (2006). *translation journal*. Retrieved from translator education:
<http://translationjournal.net/journal/63learning.htm>

Zhang. (2009). *translation journal*. Retrieved from translator education:
<http://translationjournal.net/journal/63learning.htm>

ATTACHMENTS

ATTACHMENT N°1

SURVEY 1

SURVEY APPLIED TO SECOND YEAR OF BACCALAUREATE “A” STUDENTS AT UNIDAD EDUCATIVA INTERCULTURAL BILINGÜE “MONSEÑOR LEONIDAS PROAÑO”.

Your responses will be treated confidentially. Read the question carefully before choose one item.

1. - How much does your mother tongue interfere in your English speaking skill development?

- Very much
- Much
- A little

2. - How often do you feel afraid when you speak English?

- Usually
- Sometimes
- Seldom

3. - How is your participation in the English class?

- Poor participation
- Ok participation
- Effectively participation

4. - How often are Speaking skill classes dynamic and participatory?

- Seldom
- Often
- Rarely

5. - How often do you get confused when you want to speak English?

- Usually
- Sometimes
- Seldom

6. - How often do you practice your speaking skill outside of the classroom?

- Sometimes
- Often
- Rarely

7. - How much does group work help you in learning speaking?

- Very much
- Much
- A little

8. - How much would speaking skill help to improve your pronunciation?

- Very much
- Much
- A little

9. – What language do you use more to communicate in class?

- English
- Spanish
- Quichua

10. – How important is speaking skill to communicate effectively in the English learning process?

- Very important
- Moderately important
- Slightly important

Source: Students' survey

Done by: Vanesa Idrobo and Mónica Velozo

ATTACHMENT N°2

SURVEY 2

SURVEY APPLIED TO ENGLISH TEACHERS AT UNIDAD EDUCATIVA INTERCULTURAL BILINGÜE “MONSEÑOR LEONIDAS PROAÑO”

Your responses will be treated confidentially. Read the question carefully before choose one item.

1. How do you consider students would work better in class?
 - Group work
 - Individual
 - Pair work
2. What language do students use more to communicate when they work in class?
 - English
 - Spanish
 - Quichua
3. What do you do in pre- teaching classes commonly?
 - Brainstorm
 - Feedback
 - Connect the last class with new class.
4. What do you do in while teaching classes commonly?
 - Do book activities
 - Extra activities
 - Interact among students
5. What do you do in post-teaching classes commonly?
 - Evaluate
 - Feedback
 - Activities
6. How often do your students practice the speaking skill in class?
 - Often
 - Sometimes
 - Rarely

7. What do you think is the best evaluation in the learning process?
 - Diagnostic
 - Formative
 - Summative
8. What is the most important aspect to improve in the speaking skill?
 - Fluency
 - Coherence
 - Both
9. How important is speaking skill in students' English learning process?
 - Very important
 - Important
 - Slightly important
10. How much does Role Play technique increase students' speaking skill?
 - Very much
 - Much
 - A little

Source: Teachers' survey

Done by: Vanesa Idrobo and Mónica Velozo.

ATTACHMENT N° 3

While visiting the institution



While applying the survey to students



While applying the survey to teachers



