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EXPLORATION OF INFORMATION GAP AND ROLE PLAY ACTIVITIES FOR DEVELOPING THE SPEAKING SKILL IN STUDENTS OF TERCERO DE BACHILLERATO AT UNIDAD EDUCATIVA “MERCEDES DE JESUS MOLINA”. CITY OF RIOBAMBA. CHIMBORAZO PROVINCE. DURING THE ACADEMIC PERIOD, SEPTEMBER 2016 – FEBRUARY 2017

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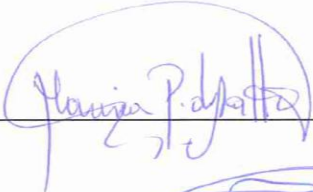
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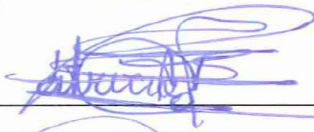
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CERTIFICO

Que el presente trabajo de graduación titulado “EXPLORATION OF INFORMATION GAP AND ROLE PLAY ACTIVITIES FOR DEVELOPING THE SPEAKING SKILL IN STUDENTS OF TERCERO DE BACHILLERATO AT UNIDAD EDUCATIVA “MERCEDES DE JESUS MOLINA”. CITY OF RIOBAMBA. CHIMBORAZO PROVINCE. DURING THE ACADEMIC PERIOD, SEPTEMBER 2016 – FEBRUARY 2017” de autoría del señor **Mario Nicolas Salazar Ramos** ha sido dirigido y revisado durante las cuatro fases del proceso de investigación: preparación de proyecto, trabajo de campo, análisis de resultados y preparación del informe final. El citado trabajo cumple el 100% con los requisitos metodológicos requerimientos esenciales exigidos por las normas generales de graduación, en tal autorizo la presentación del mismo, para su calificación correspondiente.



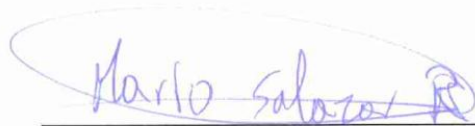
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AUTHORSHIP

I, Mario Nicolas Salazar Ramos. Student of language career, declare that I am the only author of the research named “EXPLORATION OF INFORMATION GAP AND ROLE PLAY ACTIVITIES FOR DEVELOPING THE SPEAKING SKILL IN STUDENTS OF TERCERO DE BACHILLERATO AT UNIDAD EDUCATIVA “MERCEDES DE JESUS MOLINA”. CITY OF RIOBAMBA. CHIMBORAZO PROVINCE. DURING THE ACADEMIC PERIOD, SEPTEMBER 2016 – FEBRUARY 2017”, all the ideas and commentaries specified in this document belongs exclusively to the author.

Riobamba, June 30, 2017



MARIO NICOLAS SALAZAR RAMOS

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Mario Salazar

DEDICATORY

I dedicate my thesis to my family as they have always been by my side and to my special person that have helped me with all my doubts and kept pushing me into finishing my thesis. Also to all my teachers at Universidad Nacional de Chimborazo because they have transmitted me with all their knowledge and experiences that have allowed me to apply it in my personal and professional live.

Mario Salazar

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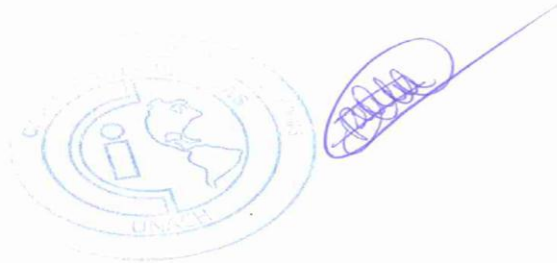
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RESUMEN

La investigación realizada en esta tesis, es la exploración de Information Gap y Role Play para el desarrollo de la destreza de hablar en Estudiantes de Tercero de Bachillerato en la Unidad Educativa “Mercedes de Jesús Molina” en la Ciudad de Riobamba. Provincia de Chimborazo, el problema está enfocado en la falta de interés y poca motivación hacia la habilidad del habla, ya que la mayoría de las indicaciones son dadas en inglés y después traducidas en español, causando que los estudiantes tengan miedo de hablar en inglés, por el temor a cometer un error o la burla de sus compañeros. Como solución al problema se busca motivar y desarrollar la habilidad del habla por medio de actividades comunicativas como el “Information Gap y Role Play”. La razón por la que se usa estas actividades es porque el docente y sus estudiantes han realizado actividades similares. Para que la investigación fuese veraz, se utilizó el método cualitativo etnográfico, que proporcionó un acceso directo a la información real y necesaria cerca de las estrategias y elementos que atribuyó al mejoramiento de la destreza del habla en los estudiantes de tercero de bachillerato. El nivel de estudio de la investigación realizada es exploratorio tomando como población a la docente y los 25 estudiantes, un total de 26 personas. La técnica empleada en la investigación fue una observación no-participativa, el rol del investigador fue pasivo, el instrumento utilizado para la recolección de datos es una hoja de cotejo. Se concluyó que las actividades comunicativas promovieron una actitud positiva de parte de los estudiantes por medio de la confianza y seguridad en sus capacidades actuales, aun siendo la actividad de Role Play en la que los estudiantes sintieron más libertad en el desarrollo de sus actividades.

ABSTRACT

The current research's focus, is the exploration of Information Gap and Role Play Activities for the development of the speaking skill in Students of Tercero de Bachillerato at Unidad Educativa "Mercedes de Jesus Molina". Riobamba City. Chimborazo Province, the problem is focused in the lack of interest and motivation toward speaking, since most of the instructions are given in English and after translated into Spanish, causing students to fear in speaking English, for the fear of committing an error or being laughed at by his classmate. As a solution to the problem, it looked to motivate and develop the speaking skill through communicative activities like "Information Gap and Role Play". The reason for using these activities is because the teacher and the students have already done similar activities. For the investigation to be truthful, the qualitative- ethnographic method has been used, that provided a direct access to the real information and necessary about the strategies and elements that attributes the advancement of the speaking ability in the learners of Tercero de Bachillerato. The level of study of the research done is exploratory taking as population the teacher and the 25 students, a total of 26 people. The employed technique in the research was a non-participatory observation the role of the investigation was passive, the instrument used for the collection of data is a tally sheet, in conclusion the communicative activities promoted a positive attitude from part of the students by the confidence and security in their current capacities, yet being the Role Play activity in where the students felt more freedom in the development of their activities.



INTRODUCTION

“Speaking is an important skill that allows an easy communication and proper interaction between peers and the teacher. Making it possible the exchange of information, ideas and views.” (Richards & Schmidt, 2002). So, the purpose of this research is to explore the problems that students face at the moment of speaking in English inside the classroom as the students of the High School “Mercedes of Jesus Molina” have been overly exposed to the grammar translation method.

The present study was applied in the Unidad Educativa “Mercedes de Jesus Molina”. This institution is located in Chimborazo province, Riobamba city. It was founded in 1985. As a technical high School, Nowadays, this Fiscomisional Institution counts with more than 650 students and 20 teachers, where there is only one English teacher in charge of the students from 8th grade to 3rd year of high school that are approximately 170 students, this has caused the teacher to feel overwhelmed that causes her to rarely apply activities that involve students to speak.

The investigation is mainly focused on the students of 3rd year of high school. During their lessons they have spent more time translating text and dialogues than articulating words for a proper interaction and communication. Speaking being an essential skill that allows a significant improvement in this skill, that by using Information Gap and Role play activities, will help students gain an appropriate academic formation while been able to express opinions and ideas in English and in the same way to promote practical classes. As well as it’s necessary for them to have a good level of English for their studies in any career at the University.

The main problem is that the students at Unidad Educativa “Mercedes de Jesus Molina” haven’t got enough opportunities to practice and develop properly the speaking skill, causing students to feel worry and lose confidence when they have to speak in front of other classmates. As a goal is sought to develop the communicative activities in the students of 3rd year of high school, speaking skill taking into account the communicative activities (role play and information gap) in the process of teaching and learning that are currently being used.

The purpose of this research is to conclude that the Information Gap & Role Play activities have helped motivate and improve students’ confidence for speaking in English.

So, this research highlights all the problems that students face at the moment of speaking in English inside the classroom.

The current research is being done with the knowledge provided by the institutional authorities. The applied methodology for this research is the qualitative method because the observer will put importance to the setting that will let determine how communicative activities help improve the speaking skill. The instrument that will be used for gathering and interpreting the data. Will be a tally sheet, and with the use of the ethnographic method to find out what happens in the field of research and the participation of students in the classroom.

The purpose of this research is to determine how the communicative (Information Gap & Role Play) strategies allow students to communicate with other peers of the Unidad Educativa “Mercedes de Jesus Molina”

The present research has been organized in five chapters, which are detailed below:

Chapter I.-It presents the referential framework, problem statement. Also, it includes the general and specific objectives, justification and importance of the problem.

Chapter II.-It presents the theoretical aspects of the use of Information Gap & Role Play activities in order to develop speaking skill, which is the scientific support of this research.

Chapter III.-It presents the methodological framework which includes design and type of research, the population and sample, techniques, collecting instruments of data and techniques of procedure for the analysis.

Chapter IV.-It presents the analysis and interpretation of results.

Chapter V.-It presents conclusions and recommendations of this research.

CHAPTER I:

1. REFERENTIAL FRAMEWORK

1.1. PROBLEM STATEMENT

Students are not being properly motivated to speak in class.

1.2. PROBLEM DEFINITION

Speaking is an essential skill for communicating with other English speakers, but a small number of students of 3rd year of high school at Unidad Educativa “Mercedes de Jesus Molina” show an inadequate level of speaking, and some are just too timid to speak in front of their classmates. This institution is located in Chimborazo province, Riobamba city. It was founded in 1985. As a technical high School, Nowadays, this Fiscomisional Institution counts with more than 20 teachers, there is only one English teacher, Since the High School is composed of 650 students, where she is in charge of the students from 8th grade to 3rd year of high school that are around 170 students. This can cause her a form of stress for the teacher and even become overwhelming, making it hard for her to apply activities that require the students to speak. Since, it seeks to develop the social skills in students in 3rd year of high school.

The students in 3rd year of high school are not used to putting into practice their speaking skill, which can cause them a lot of trouble when using the language. One of the reason for why the speaking skill is underdeveloped, it's because the English teacher uses the grammar translation method in her classes, this have made students very passive during classes and even more, when trying to produce the English language or intonate some English words properly. But the problem isn't only being able to speak, they also spend most of the time in classes filling the book, and they don't dedicate their time trying to understand other speakers.

The motivation shows that the students at Unidad Educativa “Mercedes de Jesus Molina” have been excessively exposed to the grammar translation method in which now as a goal is sought to develop the communicative activities in the students of 3rd year of high school, speaking skill taking into account the communicative activities (role play and information gap) in the process of teaching and learning that are currently being used.

The present research is to highlight the different problems that students have at the moment of speaking in English inside the classroom. By using the communicative activities (Role Play and Information Gap) students will be able to participate and interact with other classmates. So, this study will show us that by using communicative activities student will feel more confident at the moment of speaking and even show a more positive attitude towards their English classes.

1.3.PROBLEM FORMULATION

How do Information Gap and Role Play activities help develop the speaking skill in students of Tercero de Bachillerato at Unidad Educativa “Mercedes de Jesus Molina”?

1.4.GUIDING QUESTIONS

- Which communicative activity encourages students to speak?
- How will students feel towards the communicative activity?

1.5.OBJETIVES:

1.5.1.GENERAL OBJECTIVE

To explore the information gap and role play activities that help to develop the speaking skill in students of Tercero de Bachillerato at Unidad Educativa “Mercedes de Jesus Molina”.

1.5.2.SPECIFIC OBJECTIVES

- To analyse the communicative activities (information gap & role play)
- To describe students attitude towards the communicative activity in the classroom.

1.6.JUSTIFICATION

The present research is of great interest, because the use of communicative activities smooths the development of the speaking skill, the usage is based on a meaningful communication and the activities that permit people to express ideas, exchange information adequately. Also, students now have to be able to communicate with each other through what it is called real or natural interaction that is why communicative activities are mainly being used inside the classroom, with the purpose of creating a dynamic and comfortable environment that permits an easy interaction between classmates and teacher.

The investigation is of importance as the Information Gap and Role Play activities enriches students learning and proficiency to understand other English speakers. For an activity to become communicative it requires students express or exchange information. Normally this kind of activities are done through a dramatization where student`s objective is to get information that they need. However, student`s motivation to speak was being held back by student`s attitude towards the activities. As their class normally is spoken in English but also translated into Spanish making it harder for students to foster the English language naturally.

The activities were observed through a tally sheet that would demonstrate how the activities affect student`s attitude towards having to speak in English inside the classroom this mean that their feelings, behaviour and knowledge are going to be observed and determine if the communicate activity truly made it possible for students to demonstrate their capabilities.

The direct beneficiaries of this study are the students of 3rd year of High School, also the English teacher can benefit from this study as these activities will help students communicate with their teacher and see it fun and less stressful. And the indirect beneficiaries in the institution, the university and readers that want to expand their knowledge in how communicative activities help develop the speaking skill.

CHAPTER II:

2. THEORETICAL FRAMEWORK

2.1. PRECEDENTS OF INVESTIGATIONS REALIZED WITH REGARD TO THE PROBLEM

It was reviewed some international studies related with the present, some of them are:

“THE USE OF COMMUNICATIVE ACTIVITIES TO DEVELOP ENGLISH SPEAKING ABILITY OF THE FIRST YEAR DIPLOMA VOCATIONAL STUDENTS” (2012). The author examines that using the communicative activities had a positive effect on the first-year diploma students English speaking ability, where students showed a positive perception and attitudes towards the communicative activities used in the classroom.

Written by Kittiya Phisutthangkoon.

It was reviewed some international studies related with the present, some of them are:

“DEVELOPING THE STUDENTS’ SPEAKING SKILL THROUGH COMMUNICATIVE LANGUAGE TEACHING” (2013). The author concludes that even many activities were introduced to help students improve their speaking skill it caused the students to have a failed communication in the learnt language

Written by Mennaai Sanaa

At Ciencias de la Educación Humanas y Tecnologías faculty of Universidad Nacional de Chimborazo THERE ARE NOT previous investigations about EXPLORATION OF INFORMATION GAP AND ROLE PLAY ACTIVITIES FOR DEVELOPING THE SPEAKING SKILL, but there are researches, which are similar:

“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”. The author says that the learning of the language has to be done through a fun atmosphere as the mother tongue is an interference at the moment of developing their speaking skills.

Written by Yesenis Vanesa Idrobo Bermeo and Mónica Isabel Velozo Oñate

“COMMUNICATIVE ACTIVITIES (DIALOGUES, ROLE PLAYS, SIMULATIONS AND GAMES) AS A TEACHING STRATEGY TO DEVELOP THE SPEAKING SKILL IN THE STUDENTS OF SEGUNDO AÑO DE BACHILLERATO, CLASS “F” AT UNIDAD EDUCATIVA PEDRO VICENTE MALDONADO DURING ACADEMIC YEAR 2014-2015”. The writer summarizes for the speaking skill to be properly develop is necessary to use more actual, dynamic and fun techniques as to obtain a good speaking level, the author also says that this was achieved thanks to the use of inductive –deductive method, of course with some guidance of an observation sheet.

Written by Christian Xavier Yanchaliquín Espinoza

2.2. THEORETICAL FOUNDATION.

2.2.1. Information Gap Activity:

According to Hayriye (2006) as cited in Jondeya (2011) publication, “The activity is done in pairs. Where one student has some of the information, while their partners have to try and obtain the necessary information through questions. Information Gap activities have a lot of purposes like solving problems or to collect information. As well, each classmate plays an important role because the assignment cannot be completed without the other student’s information. These activities are effective because all the students have the chance to speak freely in the foreign language.”

2.2.2. Information Gap Strategies for Developing Speaking Skills:

1. Using minimal responses

According to Lynch in Mejilla, Calero y Salgado (2014) thesis “Language learners who do not possess a high level of participation as they lack the ability to have an active participation inside the classroom during oral activities commonly some learners only listen as an audience, whereas their peers create an oral interaction. One form of obtaining the learners free participation is by supporting them in the construction of the minimal response where the learners can use for creating a real communication. As it very useful for starters.”

As found in Mejilla, Calero y Salgado (2014) thesis, Freeman believes “Minimal responses are predictable, as they are composed of idiomatic phrases that comrades can easily show they understand, agree, uncertainty, and other answers to what the other communicator has to say. Having a store of such replies enables a beginner to concentrate on what the other participant is saying, without having a preprogramed answer.”

2. Recognizing scripts

According to Brysson in Mejilla, Calero y Salgado (2014) thesis “Nearly all of the communicative conditions have a connection with a series of spoken interactions -a script. Greetings, apologies, compliments, invitations, and extra functions that are directed by social and cultural standards that normally follow a series of outlines or dialogues. Therefore, the exchange of messages is related to activities where the communicator obtains information and make a purchase. In these dialogues, the relationship between a speaker’s can answer and anticipate the response.”

“The teacher is responsible of helping students improve their speaking skill by understanding the dialogues for all the different conditions, so they can guess what they are going to hear and what or how they have to answer, this is done through interactive activities, instructors can give pupil exercise to develop the management and variation of the English language that different scripts contain.”

3. Using language to talk about language

“Learners normally feel too embarrass or shy when they have to speak even more when they are asked to give feedback of what they understood or to realize that they conversation partners did not understand what they tried to transmit. Instructors can help pupils overcome their shyness by comforting them that mistakes and the need to correct those errors will happen at any moment of interacting with someone, without paying attention to the language skill level of the participants. Instructors are able to offer students strategies and phrases that they can use for clarification and comprehension check.”

“By motivating the use of clarification phrases in class, student can avoid having some misunderstanding, and by acting in a positive way when they have to, instructors can develop a true practice environment within the classroom itself. As they get the handle to various clarification tactics, pupils are going to have confidence in their ability to control all the various communicative situations that they can encounter outside the classroom.”

2.2.3. Developing Speaking Skill through Role Play:

In role-play, the students have to act in an already stablished scenario, the actors take on different roles related to the adaptation. There are occasions were all three aspects of the speaking skill can be developed in the curriculum within a role play. It can be focused on the different needs that learners present, e.g. by designing the role play in a specific way that focuses on the responding skills and speaking plainly to create a real communication. It can be followed by an evaluation of the issues that arise creating an opportunity for discussion.

Role play works best with people who know each other and have developed a degree of trust. Teachers should be sensitive to learners who are shy or reluctant to take part.

1. Selection of a scene that is relevant to the learners, e.g. taking part in a team meeting, handling a difficult customer, making an appointment over the phone, buying a train ticket.

2. Clearly explain the instructions of the purpose of the role play to the learners.
3. Develop a variety of situations that can be applied to the scenario that describe what each member in the role play have to do.
4. The use of props in the scenario, e.g. phones, hats, desks.
5. Talk about the possible role play scenario with the students. Look for suggestions for possible contributions. What could be said? What should not be said? Mention the use of facial expressions and body language. How can member demonstrate that they are listening?
6. Split the groups into a suitable sized group for the situation and hand out the role-play cards.
7. The use of observers is very useful. At the end of the role play, the observer is in charge of giving positive criticism and suggestions for improvement.
8. Establish the time limits. At the end of the time request feedback from all the learners.
(Cava & Pilataxi, 2015, pg23-24)

2.3.1. Definition of Attitude

As cited in Yu, (2010), Baker, (1992) defines Attitudes as “a theoretical principle used to describe the path and tenacity of human behavior”. To Brown (2001) (as cited in İnal, Evin, & Saracaloğlu. (2005), “attitude is characterized by a large proportion of emotional involvement such as feelings, self, relationships in the community.” Learning cannot be possible without the interest and positive attitude towards the communicative activities, and the origins of attitudes come from the life experiences, on the other hand. Attitude influences the success or failure in the learning process as it plays a crucial role.

According to Fakeye, (2010) as cited in Eshghinejad (2016) publication. The learner’s motivation is recognized as a prime factor that impact on learning a language.

2.3.2. Structure of Attitudes

The structure of attitudes can be divided in three components.

1. **Affective component:** this has to do in a person’s feelings / emotions about the attitude object. For example: “I am scared of spiders”.
2. **Behavioral (or conative) component:** the way the attitude influences the way we act or behave. For example: “I will avoid spiders and scream if I see one”.

3. **Cognitive component:** this involves a person's belief / knowledge about an attitude object. For example: "I believe spiders are dangerous". (McLeod, 2009)

2.3.3. Key differences between Attitude and Behaviour.

The difference between attitude and behavior can be drawn clearly on the following grounds:

1. Attitude is defined as a person's mentality that controls of our way of thinking or how we feel toward someone or something. Behavior involves our actions, manners or roles as an individual or group towards other people.
2. The attitude of a person is centered on the experiences gained during a whole life. In contrast, the behavior is centered on the situation.
3. Attitude are the subconscious thoughts and feelings of a person. As opposed to, behavior that is presented directly in a person's attitude.
4. The way a person thinks or feels is reflected in their attitude. In Contrast, a person's behavior becomes reflected in their conduct.
5. Attitude is defined by the way we perceive things whereas behavior is ruled by social standards.
6. Attitude is involved in a human characteristic but behavior is an inborn aspect. (Surbhi, 2016, n/p)

2.3.4. The triple E's of Attitude:

1. **Environment:** Environment possesses an important role in the construction of people's positive attitude. For example, home, school, media, peer groups etc.
2. **Education:** In learning, focuses on the interaction between classmates and teachers.
3. **Experience:** There will always be good or bad experiences. While the experiences are good, a person will keep good attitude. (Jin, 2013, n/p)

2.4.1. Pair Work & Group Work:

There are some important reasons why the teachers should use pair/group work in the classroom for increasing the language and communication in the classroom.

PAIR WORK	GROUP WORK
<p>Pair work let the students leave the fear and insecurity of speaking in English, because they feel more confident with their partners.</p> <p>Pair work let students to interact and get information from each other, practice the language and learn it.</p> <p>When students finish the set task they should change the roles and do the task again.</p> <p>Working in pairs needs the teacher tell the class how long the activity will last?</p> <p>Teachers should monitor the activity all the time to be sure that all pairs are speaking in English and remain on task, and providing help, information and feedback upon request. (Torres, 2009)</p>	<p>Groups give the students more time to speak and more practice to learn English.</p> <p>Groups are fun for the students.</p> <p>The students use real communication, they don't just repeat dialogues.</p> <p>Students develop a cooperative learning.</p> <p>Students get more confidence speaking with their partners.</p> <p>The students feel less anxious speaking in groups than in front of the whole class.</p> <p>The students working in groups develop their responsibility and independence.</p> <p>Working in groups lets students get better outcomes.</p> <p>Students interact using the language. Sharing ideas and information, they are given the opportunity to use the language in a non-threatening environment. (Torres, 2009)</p>

2.4.2. Monitoring:

In monitoring, pair work is harder to observe than group work because there are going to be a lot more of mini groups inside the classroom. It is necessary to make sure that all the students are clear and understand and what they have to do in the activity. To **walk around the classroom during the activity** is considered the best way to manage pair and group work, correcting students who make mistakes and answering questions. You can measure the efficiency of the activity by asking students to give feedback or their opinion about the activity. When the students have difficulties completing an activity, it is likely to have been caused by wrongly practicing incorrectly grammar structures during the exercise. This is unfortunate and highlights the importance of checking that students have properly understood the material by doing firstly practice exercises as a class before telling them to organize in groups or pairs. If you find out that the wrong material is being used, the instructor must recheck or analyse that the target is properly structured and be certain

that it is properly structured before using the same activity with another class. (Torres, 2009)

2.4.3. Pairing/Grouping students:

When students are allowed to sit with the same classmates the whole school year. it very certain that they will only choose to work together. There are friends that work really good together, that is really good but normally not all the pupils work well together with the same partner the whole year. The rotating of class seating is a good method to maximize the key points to their learning, they have many opportunities when they work with different classmates. The creation of different groups is easy mainly when the seating gets changed around during the school year. Even more when there are less than thirty students inside the classroom, it is possible to group them by rows or columns for class exercises. Pairs/ Groups can be formed with student that sit close to each other or have them count off for example from one to five and after question students who have counted the same number to get together in groups. It is considered an easy method when it comes to forming groups, guide students to the different spaces of the room where the groups are going to work. Remember that when you tell the students to count from 1 to 5 there will only be 5 groups, so you need to already plan out how many groups will be necessary for the planned-out activity. (Arntsen, 2015)

2.4.4. What is Warm-Up?

In Rushidi (2013). “A warm-up stage is an opening stage that helps students to get relaxed and also to create a positive mood for learning.” According to Robertson & Acklam (2000) “warm up is a short activity used to start the planned activity”. Kay (1995) believes that “warm-ups are activities that help the student in the familiarization to the English language vocabulary, reviewing previously introduced materials and become interested in the lesson Lassche (2005) believes that the language learning lesson warm-up is the “initial orientation”. (As cited in Haque, 2014)

2.5. BASIC TERMS DEFINITIONS.

Interaction: “the way in which a language is used by interlocutors.” (Richards & Schmidt, 2002, pg 263)

Information Gap: “In Communicative Language Teaching it is said that in order to promote real communication between students, there must be an information gap between them, or between them and their teacher. Without such a gap the classroom activities and exercises will be mechanical and artificial.” (Richards & Schmidt, 2002, pg 257)

Role play: “In language Teaching drama-like classroom activities in which students take the ROLES of different participants in a situation and act out what might typically happen in that situation. For example, to practice how to express complaints and apologies in a foreign language, students might have to role-play a situation in which a customer in a shop returns a faulty article to a salesperson.” (Richards & Schmidt, 2002, pg 460)

Communication: “the exchange of ideas, messages, views, information between people by sending and receiving messages. To achieve communication the presence of the following is required: a sender of the message, a receiver of the message, the message, and the interpretation of the message that is manifested by the response issued by the receiver after processing the message, and they are called feedback.” (Richards & Schmidt, 2002, pg 89)

Effectiveness: “it is the degree of improvement in the students’ speaking skills in English language as a result of using information gap technique and measured statistically by using Eta square of the effect size.” (Jondeya, 2011, pg 8)

Attitude: “A predisposition or a tendency to answer actively or depressingly towards a number of things like ideas, people or conditions. Attitude stimulates people’s selections of their way of life, and answer to tasks, motivations, and recompenses also known as stimuli. Four major components of attitude are (1) Affective: emotions or feelings. (2) Cognitive: belief or opinions held consciously. (3) Conative: inclination for action. (4) Evaluative: positive or negative response to stimuli.” (Business Dictionary, n/d)

CHAPTER III

3. METHODOLOGIC FRAMEWORK

3.1. TYPE OF RESEARCH

Qualitative Research: This type of investigation is focused on the studied phenomenon in its natural environment as the researchers is the main instrument for the collection of data, in which he cooperates. As this type of research is adequate for the recollection of information of the strategies that facilitates the communication inside the classroom.

3.2. LEVEL OF RESEARCH

Exploratory: this level of research it easy to get a mayor reach and understanding of the problem, which made it possible to have a general guiding idea of the problem of interest to the researcher. That it studies an interesting topic of interest to many future professionals. The process it flexible, the sample is small and non-representative, analyses qualitative data.

3.3. RESEARCH DESIGN

Ethnographic: it a social study that is well suited in the educational field. This qualitative research method was selected that allows to learn and describe the level of interaction and participation inside the classroom and strategies used specifically by English teacher. Were the data is possible to be collected through participant observation and descriptive and interpretative information.

The present investigation was done with the students 3rd year of High School at Unidad Educativa “Mercedes de Jesus Molina”, in the city of Riobamba, Chimborazo province during the academic period 2016 – 2017.

3.4. POPULATION AND SAMPLE

Population: the chosen population for this research were the students of 3rd year of High School at Unidad Educativa “Mercedes de Jesus Molina”. The reason for choosing this population was because the students show interest and consider important being able to speak in English but lack the confidence and knowledge, apart that they don’t have much opportunities to practice speaking outside their classroom since must of the students

live in rural areas and also the teacher spends more time making students translate than improving their productive skill.

Sample: As the population was small therefore it was not important to apply the sample.

3.5. PROCEDURE

The activity of the research project was divided into: Preparatory, Field Work, Analytical and informative. In the Preparatory phase, the researcher designed and created the tally sheet with the all the aspects that will be observed during the classes, after obtaining the institution`s and teachers permission to apply the present study on the students of 3rd of High School. In the Field Work, the researcher applies participant observation, where the researcher will define if the teacher uses communicative activities in the classroom that help the students participate and speak in English. The researcher will only observe and gather the necessary information by using an tally sheet. In the Analytical phase, The Observation was done with the students of third year of high school on the 14th, 21st of June, two hours per day. Once finished the observation. Firstly, it was done the data reduction, date transformation, the accurate analysis of the objectives and data confrontation. And finally approached to the moment for the revision of the final draft with the presentation of the final report.

3.6. WORK FIELD

The researcher was the person responsible of the observation that defined if the used strategies used in class motivated and developed the speaking skill in the students of third Year of High School. The role of the researcher during the class was to observe and gather the necessary information. During the observation the teacher and the students took part in the communicative activities. The investigation was possible as the teacher used communicative activities that allowed student to practice speaking, which gave good results. As the class was cooperative and very active.

All the necessary information was collected through an observation sheet that allowed to answer the objectives for this research: First, to observe students' performance in a communicative class. Second, to analyse the communicative activities (information gap & role play). Third, to describe students' attitude towards the communicative activity in the classroom. The members that made it possible to do this research were the authorities that

allowed the development of this research. The technique used for this research was Observation that the information was gathered the instrument of an tally sheet. Which highlighted the used strategies in communicative activities to develop the Speaking Skill. Once all the information gathered for the analytical phase, the researcher is responsible of writing up the final report with the result for this research.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

The research work was developed at third of bachelor of Unidad Educativa “Mercedes de Jesus Molina” in order to observe the student’s development of the speaking skill.

The observation was applied on 14th, 21st of June two hours per day in third of high school at Unidad Educativa “Mercedes de Jesus Molina”. The observation permitted determine the used strategies to motivate speaking.

4.1. ANALYSIS AND DESCRIPTION OF THE ROLE PLAY ACTIVITY AT THIRD YEAR OF HIGH SCHOOL.

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
<ul style="list-style-type: none"> To analyse the communicative activities (information gap & role play) 	<p>The teacher applies a warm up activity.</p> <p>The communicative activity was explained in English.</p>	<p>The teacher started the class with a warm up activity with the idea to get students relaxed but when the teacher was explaining the activity in English, the teacher was forced to repeat the instructions in Spanish as her students began to lose focus in the class.</p>	<p>For Rushidi, (2013) A warm-up stage is a preparatory stage, where the students can feel relaxed and also sets a positive mood for learning. Also, Kay (1995) claims that warm ups are different types of activities that help and allow students to start thinking in English.</p>
	<p>The teacher organizes students in Groups.</p>	<p>The students were established in groups, so they could work on their cooperative learning and improve their confidence, but some of the students were against it, as they expressed they do not get along as others say is that they do not like to work with their peers because they do not work as</p>	<p>Torres M. (2009) considers that the student will feel less anxiety when speaking in a group than in front of the whole class. Also, students are able to easily interact and share ideas without having to fear of having a wrong opinion.</p>

		they spend only talking with others and cause distraction in the group.	
	The teacher organizes students in Groups/Pairs according to count off (1-5)	The students were told to count from 1 to 5 as the teacher wanted to them working with other classmate and not with the same people because they only pass the time speaking about other things and they end up doing a poorly work. As she looks to get everyone giving ideas and helping with the activity.	According to Arntsen (2015) creating different groups of students is easy mainly if your class size is under thirty, you may be able to group students by row or column for activities. As it convenient to have students change partners as it maximizes their abilities and participation.
	For the role play, the students use in classroom: Facial expression & Body Language.	When the role plays were being presented students had to use facial expression and body language because they did not have other types of props available that could of help them develop it even better.	In Cava & Pilataxi (2015) work, they mention that in a scenario is necessary to talk about the facial expression and body language that they must present, as well that props are very useful for identifying the characters roles.
	The teacher uses the following strategies: time limit, asks for	The strategies used in the activity was to set a time limit and	In Cava & Pilataxi (2015) work, it is mentioned that setting time

	feedback.	ask for feedback but the teacher had to give them more time since some of the groups have not completed the activity, and lo the students have never before asked to give a feedback did not know how to give and they ended up criticism the other groups instead of helping them look what they did wrong.	limit is adequate as these ways the teacher can properly distribute and manage the time they have available, asking for feedback lets students participate and share positive criticism to their classmate that will help them correct or improve for the next activity.
	The teacher did not assign students a role to encourage them to participate.	The teacher didn't see it beneficiary to assign roles to each student as she believed that it would produce more problems like one learner will take over the activity and weak students will only function as observers and not participate equally.	In language Teaching drama-like classroom activities in which students take the ROLES of different participants in a situation and act out what might typically happen in that situation (Richards & Schmidts, 2002)
	The teacher monitor's students that all the members are speaking.	The teacher had to apply monitoring to make sure that all the students are cooperating in the	Arntsen (2015) says that the best way to monitor students working in pairs or groups is to

		<p>activity as some of the students only work when the teacher passes by their group, and to control that not only one student is doing the activity alone, she normally would get students to make a brainstorm before doing the written work but that made the activity longer, besides learners would only give an idea and think that they have helped enough and won't help with the other part of the activity.</p>	<p>walk around the classroom during the activity correcting students who make mistakes and answering questions.</p>
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4.2.ANALYSIS AND DESCRIPTION OF THE ATTITUDES AT THIRD YEAR OF HIGH SCHOOL.

<ul style="list-style-type: none"> To describe students attitude towards the communicative activity in the classroom. 	<p>Attitude (Behavioural)</p> <p>Speaking in English improves student's confidence.</p>	<p>As the class began, the students began settling in their seats, the teacher made a series of questions where at the start only some students wanted or knew the answer, but as she introduced an incentive that an opinion can never be wrong more students were willing to participate and speak, as the class progressed and they were set in groups the students participated even more as each gave an idea for how they could develop the activity, but near the end of the activity where one had to stand in front of their classmates to present their oral projects, the assigned students showed almost no interest in presenting the work and also it tone of voice lost some force</p>	<p>To Brown (2001). Learning could not come about easily unless students have positive attitudes toward it on one hand, and attitudes might originate from life experiences, on the other hand. McLeod (2009) believes, the way the behavioral attitude, we have influences how we act or behave. For example: "I will avoid spiders and scream if I see one".</p>
	<p>Students get worried when they have to speak.</p>		
	<p>Students pay attention to the English teacher instructions.</p>		
	<p>Students get embarrassed when they have to speak in front of others.</p>		

		making it difficult to hear the students speak.	
	Attitude (Emotional) Students do not like answering questions in class.	During the class the teacher made some questions related to the last class topic, the students were willing to try answer the question was because of the incentive that the teacher had establish that there was not wrong answer, as before she presented this condition not many student participated, and yet the students liked working in groups and doing the activities if they were allowed to speak at least a little bit in Spanish for words that they do not know the meaning of, which also was one of the reason that students could not speak in English fluently since they pronounced some of the words as in Spanish, but the students worked hard to	To Brown (2001). Learning could not come about easily unless students have positive attitudes toward it on one hand, and attitudes might originate from life experiences, on the other hand. McLeod (2009) thinks that the emotional attitude involves a person's feelings / emotions about the attitude object. For example: "I am scared of spiders".
	Students enjoy activities in English.		
	Students speak and communicate in English fluently.		
	Students do not like working with others.		

		correct their pronunciation errors with the students that possess a high level in speaking and pronunciation.	
	Attitude (Cognitive) Students memorize the dialogues.	In a role play activity, the students chosen to present the dialogue were given 5 to 7 minutes to practice what they were going to say, so students mainly tried to memorize the script as they had to prepared a written script, since students have always been accustomed to translate from Spanish into English using dictionaries they could only construct short sentences before having to consult words in the dictionary, even though they are able to understand English through listening in an audio not the teachers pronunciation.	To Brown (2001). Learning could not come about easily unless students have positive attitudes toward it on one hand, and attitudes might originate from life experiences, on the other hand. McLeod (2009) thinks that the cognitive attitude involves a person's belief / knowledge about an attitude object. For example: "I believe spiders are dangerous".
	Students are able to participate and interact easily.		
	Students apply the learnt into real life.		
	Students are being motivated to speak in English.		

4.3.ANALYSIS AND DESCRIPTION OF THE INFORMATION GAP ACTIVITY AT THIRD YEAR OF HIGH SCHOOL.

Specific Objectives	Collected Information	Analysis	Theory Contrast
<ul style="list-style-type: none"> To analyse the communicative activities (information gap & role play) 	<p>The teacher applies a warm up activity.</p> <p>The communicative activity was explained in English.</p>	<p>The warm up activity planned for the class was not used by the teacher as students did not want to do the activity, so the teacher continued to explain the topic and the activity in English.</p>	<p>For Rushidi, (2013) A warm-up stage is a preparatory stage, where the students can feel relaxed and also sets a positive mood for learning. Also, Kay (1995) claims that warm ups are different types of activities that help and allow students to start thinking in English.</p>
	<p>The teacher organizes students in Pairs.</p>	<p>The students were organised in pairs, as the teacher explained that the purpose of the activity will be develop through an interaction that they are going to attempt to obtain information from each other by creating a proper communication,</p>	<p>For Torres, (2009) Pair Work let students lose the fear insecurity when speaking, so they can be more confident with their partners. Also, students can interact and obtain information from each other, so they practice the language.</p>

	<p>The teacher organizes students in Groups/Pairs according to assigned seating.</p>	<p>At the start of the class the students were assigned a seat for the period of the class, so the teacher could see if the students were able to work properly in the activity with a different partner the students are used to, but not all the students were pleased to be changed around and some even seem to have lost interest in the class activity.</p>	<p>According to Arntsen, (2015) creating different groups of students is easy mainly if your class size is under thirty, you may be able to group students by row or column for activities. As it convenient to have students change partners as it maximizes their abilities and participation.</p>
	<p>The teacher uses the following strategies: Minimal Response and Recognizing the scripts.</p>	<p>The students were told to take out a sheet as they are going to create a dialogue as they have to try and get as much information from their partners. In the activity students were given the opportunity to start their dialogue with short answers as to increase their confidence to the student that normally do not like to speak. And that then they later had to change</p>	<p>Cava & Pillataxi, (2015) work mentions in one way to encourage such learners to begin to participate is to help them build up a stock of minimal responses, as Minimal Responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what</p>

		<p>their parts that helped students do the second part of the activity more confident as they already had an idea of how they should do the activity and they had less doubt about the capacity to do a communicative activity.</p>	<p>another speaker is saying. While for Recognizing the script, instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response.</p>
	<p>The teacher did not assign students a role to encourage them to participate.</p>	<p>The teacher didn't see it beneficiary to assign roles to each student as she believed that it would produce more problems like one learner will take over the activity and weak students will only function as observers and not participate equally.</p>	<p>In language Teaching drama-like classroom activities in which students take the ROLES of different participants in a situation and act out that helps participants know what might typically happen in that situation (Richards & Schmidt, 2002)</p>
	<p>The teacher monitor's students that all the members are speaking.</p>	<p>The teacher walks around the classroom seeing that all the students are working on the activity, the purpose of the teacher monitoring the students is to avoid</p>	<p>Arntsen, (2015) says that the best way to monitor students working in pairs or groups is to walk around the classroom during the activity correcting students</p>

		students from making mistakes and reduce the number of errors that could be found during the activity.	who make mistakes and answering questions.
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4.4.ANALYSIS AND DESCRIPTION OF THE ATTITUDES AT THIRD YEAR OF HIGH SCHOOL.

<ul style="list-style-type: none"> To describe students attitude towards the communicative activity in the classroom. 	Attitude (Behavioural)	<p>The students during the class showed a big interest in doing the activity since they had the freedom to pick the topic or subject of the dialogue they had to develop, so students felt really good about presenting their work to class, when the students had to be at the front of the class they just stood up and headed to the front, all the students knew what they were going to do during the preparation phase, and they had to present their work in front of their classmate. But there were few</p>	<p>To Brown (2001). Learning could not come about easily unless students have positive attitudes toward it on one hand, and attitudes might originate from life experiences, on the other hand. McLeod (2009) believes, the way the behavioral attitude, we have influences how we act or behave. For example: “I will avoid spiders and scream if I see one”.</p>
	Speaking in English improves student’s confidence.		
	Students get worried when they have to speak.		
	Students pay attention to the English teacher instructions.		
	Students get embarrassed when they have to speak in front of others.		

		students who felt a little insecure if they were going to successfully present the dialogue without making a mistake so they began getting nervous and embarrassed when they had to speak but the teacher helped them feel confident by telling them to continue as they were doing it really good.	
	Attitude (Emotional) Students do not like answering questions in class.	the teacher made some questions about the last class activity where they had to explain what they could remember but only three students gave answers related to the activity, two students gave a positive comment, but the other students said that it was difficult since they normally do not do activities like that. Since no other students wanted to speak, the teacher told them that they can begin the activity, so all the	To Brown (2001). Learning could not come about easily unless students have positive attitudes toward it on one hand, and attitudes might originate from life experiences, on the other hand. McLeod (2009) thinks that the emotional attitude involves a person's feelings / emotions about the attitude object. For example: "I am scared of spiders".
	Students enjoy activities in English.		
	Students speak and communicate in English fluently.		
	Students do not like working with others.		

		<p>students quickly prepared themselves for the activity, even though they were not exactly happy about working with the person they were paired up since they normally do not get long or simply because some of the students do not do anything and they have to do everything alone. Students are able to speak very fluent in English because they prepare a dialogue and they are given time to rehearse their dialogue.</p>	
	<p>Attitude (Cognitive) Students memorize the dialogues.</p>	<p>When the time to present their work in front of the class, almost all the students memorized the dialogue, this caused some problems as students were not properly able to develop their communication plus it provoked students to become even more</p>	<p>To Brown (2001). Learning could not come about easily unless students have positive attitudes toward it on one hand, and attitudes might originate from life experiences, on the other hand. McLeod (2009) thinks that the cognitive attitude involves a</p>
	<p>Students are able to participate and interact easily.</p>		
	<p>Students apply what they have learnt into real life.</p>		
	<p>Students are being motivated to</p>		

	<p>speak in English.</p>	<p>nervous and confused the other groups, while the students were in the preparation process, all the members of the different groups were giving ideas and actually getting involved in the work, they showed confidence in what they were doing, the activity in the class was mainly focused in the interaction between a client making a complaint or requesting a service, so the students showed basic knowledge on the necessary vocabulary for the activity that motivated students into trying to speak English for the activity.</p>	<p>person's belief / knowledge about an attitude object. For example: "I believe spiders are dangerous".</p>
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CHAPTER V

5. CONCLUSIONS AND RECOMENDATIONS

5.1. CONCLUSIONS

- The communicative activity used in class that allowed the students to excel in expressing their ideas and felt more freedom when participating was the role play as the activity allowed them to use different kinds of props and when the students forgot a line they had to improvise, so students were able to use even more new words. While the information gap activity made students feel a little bit more restricted since they had to use question to obtain information from their classmates and they had to work up to maximum of three people, also student's dialogue was mostly memorized and based on a prepared activity.
- The students had a very positive attitude in the role play activity as the students were confident at the moment of preparing the role play since they freely gave a wide range of ideas on how they could prepare the activity, even though some students at the start looked worried at the beginning, that preoccupation began disappearing as the class passed and as other groups gave the impression that the activity was not really that difficult.

5.2. RECOMENDATIONS

- The communicative activity can be done through a long-term process that allows students to feel a lot comfortable when having to speak let it be in front of a class or to answer a question, that will make students feel that speaking English fluently is nothing more than just a couple of steps closer than what they feel.
- The students will improve their attitude toward speaking in English in class is to get students to talk and create questions with other students who have passed that process of speaking in English and by getting them involve in activities where they can speak with other students who have a high level of English, because the advance level students can help guide by giving the other students tips or technique that facilitates the learning.

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7. ATTACHMENTS



UNIVERSIDAD NACIONAL DE CHIMBORAZO

**FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS
CARRERA DE IDIOMAS**

Teacher Observation Guide

**Observation during the classes in Tercero de Bachillerato at Unidad Educativa
“Mercedes de Jesús Molina”**

Researcher must observe the classes which the teacher of Tercero Año de Bachillerato uses Communicative Activities in order to develop the Speaking Skill.

Instructions: Tick the statements which you have observed during the whole class according to the indicators.

		Communicative Activity used in class			
		Information Gap <input type="checkbox"/>	Role play <input type="checkbox"/>		
No.	Statements	YES	NO		
1.	The teacher applies a warm up activity before the activity.				
2.	The communicative activity was explained in English.				
3.	The teacher organizes students in:				
	• Groups				
	• Pairs				
4.	The teacher organizes students in groups/pairs according to:				
	• Assigned seating				
	• Row or Columns				
	• Count off (1-5)				
5.	The teacher uses the following strategies: (Information Gap)				
	• Minimal Response.				
	• Recognizing Scripts.				
	• Language to talk about language.				
6.	For the role play, the students use in classroom.				
	• Props (phones, hats, desks)				
	• Facial expression & body language				
7.	The teacher uses the following strategies: (Role Play)				
	• An observer				
	• Set time limit				
	• Asks for feedback				
8.	The teacher assigns each student a role to encourage them to participate.				
9.	The teacher monitors students that all the members are speaking.				



UNIVERSIDAD NACIONAL DE CHIMBORAZO

**FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS
CARRERA DE IDIOMAS**

Student`s Observation Guide

**Observation during the classes in Tercero de Bachillerato at Unidad Educativa
“Mercedes de Jesús Molina”**

Researcher must observe students attitudes in class of Tercero Año de Bachillerato.

Instructions: Tick the statements which you have observed during the whole class according to the level of motivation in speaking.

Communicative Activity used in class	
Information Gap <input type="checkbox"/>	Role play <input type="checkbox"/>

No	Statements	AGREE	DISAGRE E
1.	Speaking in English improves students' confidence.		
2.	Students get worried when they have to speak.		
3.	Students pay attention to the English teacher instructions.		
4.	Students get embarrassed when they have to speak in front of others.		
5.	Students do not like answering questions in class.		
6.	Students enjoy doing activities in English.		
7.	Students speak and communicate in English fluently.		
8.	Students do not like working with others.		
9.	Students memorize the dialogues.		
10	Students are able to participate and interact easily.		
11.	Students apply the learnt content into real life.		
12	Students are being motivated to speak in English.		