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

CARRERA DE IDIOMAS

Research presented as a part of the requirements to obtain the degree as "Licenciada en Ciencias de la Educación: Profesora de Idiomas: Inglés."

TITLE OF RESEARCH WORK

"ANALYSIS OF THE USE OF ROLE PLAY TO IMPROVE SPEAKING SKILL AT PRIMER AÑO DE BACHILLERATO, AT UNIDAD EDUCATIVA "MIGUEL ÁNGEL LEÓN PONTÓN" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019"

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ACADEMIC YEAR
2019

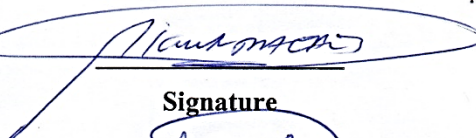**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS**

"ANALYSIS OF THE USE OF ROLE PLAY TO IMPROVE SPEAKING SKILL AT PRIMER AÑO DE BACHILLERATO, AT UNIDAD EDUCATIVA "MIGUEL ÁNGEL LEÓN PONTÓN" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019"

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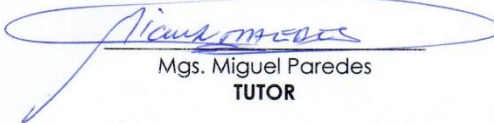|	
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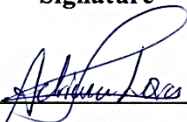
CERTIFICACIÓN

Que, **CAMACHO FREIRE GISSELA KATHERINE** con CC: **180493992-2**, estudiante de la Carrera de **IDIOMAS**, Facultad de **CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado "**ANALYSIS OF THE USE OF ROLE PLAY TO IMPROVE SPEAKING SKILL AT PRIMER AÑO DE BACHILLERATO, AT UNIDAD EDUCATIVA "MIGUEL ANGÉL LEÓN PONTÓN" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019**", que corresponde al dominio científico **DESARROLLO SOCIOECONÓMICO Y EDUCATIVO PARA EL FORTALECIMIENTO DE LA INSTITUCIONALIDAD DEMOCRÁTICA Y CIUDADANA** y alineado a la línea de investigación **EDUCACIÓN SUPERIOR Y FORMACIÓN PROFESIONAL**, cumple con el 12%, reportado en el sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 8 de Febrero del 2019

Mgs. Miguel Paredes
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THESIS AUTHORSHIP

The content of this research is under the responsibility of the author Gissela Katherine Camacho Freire, student of the Language Career, with the following theme:

"ANALYSIS OF THE USE OF ROLE PLAY TO IMPROVE SPEAKING SKILL AT PRIMER AÑO DE BACHILLERATO, AT UNIDAD EDUCATIVA "MIGUEL ÁNGEL LEÓN PONTÓN" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019"

The contents, thoughts, analysis and conclusions are those of the author and correspond to the National University of Chimborazo.

Riobamba 4 de Febrero, 2019

Gissela Katherine Camacho Freire

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ACKNOWLEDGEMENTS

DEDICATORY

To God for giving me wisdom, guidance and protection.

To my father Rodrigo for his support and trust. To my Mother Luz, thanks for her understanding and love. To my siblings, Mabel and Jordan, they were my inspiration, I did it for them. To my relatives who supported, in this long journey. Thanks for all have given.

To my teachers who shared their knowledge and experience.

To my true friends, Carolina, Nataly, Marcia and Carlos for all the moments lived during the career.

Gissela Katherine Camacho Freire

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RESUMEN

El objetivo del estudio fue analizar el uso del *"Role Play"* para mejorar la expresión oral de los estudiantes que cursan el Primer Año de Bachillerato, en la Unidad Educativa "Miguel Ángel León Pontón" en la ciudad de Riobamba de la provincia de Chimborazo, durante el período académico 2018-2019. El estudio se propuso, ya que después de algunas observaciones, se evidenció que es muy difícil para los estudiantes iniciar, mantener y concluir una conversación en el aula utilizando el inglés. El estudio se enmarca en el enfoque cualitativo, en este sentido se utilizó el método etnográfico. Para el proceso de recolección de datos, se utilizó una observación que se llevó a cabo durante algunas clases y una encuesta que se aplicó a la profesora. Los instrumentos se construyeron teniendo en cuenta las bases teóricas presentadas en el marco teórico. Los resultados demuestran que los factores más importantes para aplicar el "Role Play" en actividades que involucran expresión oral se descuidaron en las distintas etapas del proceso, por lo que los resultados no son los deseados. Se sugiere tomar cursos pedagógicos, ya que las debilidades detectadas en la aplicación de "Role Play" no afectaron solo al desarrollo del habla, sino a los objetivos de aprendizaje en general y también es recomendable mantener una mejor relación entre la teoría y la práctica, esto ayudará a mejorar el desempeño profesional del docente y objetivos de aprendizaje de los alumnos.

Palabras clave: Role Play, Expresión Oral, Desempeño Docente.

ABSTRACT

The objective of the study was to analyze the use of Role Play to improve the speaking skill of students coursing the Primer Año de Bachillerato, at Unidad Educativa "Miguel Ángel León Pontón" in the city of Riobamba, Chimborazo Province, during the academic period 2018-2019. The study was proposed since after some observations, it was evidenced that it is very difficult for students to initiate, maintain and conclude a conversation in the classroom by using English. The study frames into the qualitative approach, in this regard the ethnographic method was used. For the data collection process, it was used an observation which was carried out during some classes and a survey that was applied to the teacher. The instruments were constructed bearing in mind the theoretical basis presented in the theoretical framework. The results demonstrate that the most important factors to accurately apply Role Play in speaking activities were neglected in the pre, while and post stages and so the results are not the desired. It is suggested to take pedagogical courses, since the weaknesses detected in the application of role plays did not affect only to the speaking development but to the learning goals in general and also to keep a better relationship between theory and practice; it will help improve the teacher's professional performance and students' learning goals.

Key words: Use of Role Play, Speaking Skill, Teacher's Performance.

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DIRECTORA DE LA CARRERA DE IDIOMAS

INTRODUCTION

Today the way of teaching foreign languages have adopted innovative approaches that consider students to be the principal character of the process. Everything is intended to do within the classroom is based on the students' needs, interests, age, level and background; therefore, it is the teachers' responsibility to promote meaningful contexts in which students can develop their communicative abilities in the target language, considering always their multiple realities. Nunan (2001) states, Role Play are one of the most suitable strategies for achieving the mentioned goal.

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

A similar approach is stated in the national context; the new English National Curriculum sets the policies and strategies to be followed in order to help students build up their communicative language competence in its linguistic, sociolinguistic, and pragmatic components (National Curriculum Guidelines, 2014). These new conceptions are established in all of the components of the Macro, Meso and Micro Curriculum.

A clear example of what was aforementioned is that in the textbooks, for both public and private schools and high schools, there are many speaking activities, which foster the development of students' communicative abilities. For instance, it is possible to find: information gap activities, simulations, dialogues, and role plays. The material for practicing speaking is vast and so the situations or contexts where students can rehearsal it; in consequence, with this entire staff available in their hands, it is supposed that students may have a good speaking.

Unfortunately, for most of the students, speaking activities result very complex. Along some observations to students at Primero de Bachillerato at Unidad Educativa "Miguel Ángel León Pontón", located in the city of Riobamba, Chimborazo province, it was noticed that it was difficult for students to maintain a basic dialogue.

The Unidad Educativa "Miguel Ángel León Pontón" is a public educational institution constituted with the mission of providing services of Educación Inicial,

General Básica and Bachillerato Técnico Industrial, with specialization in machining and metal constructions, installations, equipment and electrical machinery; and, air conditioning. In the institution, there are 3580 students who are technically formed under the responsibility of 146 teachers from whom 13 are English ones.

Role-play in this English class was not more than a memorizing activity in which students repeated what was proposed in the work-book with no purpose and any emphasis in developing authentic communication abilities. In consequence, the benefits that many authors affirm that the use of role-play has, are not gotten. In this context, the principal goal of the study was to analyze how this academic resource was being used when practicing speaking to determine the principal factors that obstruct the accomplishment of the desired learning goals.

To accomplish this goal, it was used the ethnographic method that facilitated the understanding of the research problem at its natural setting; for gathering the necessary data it was used a survey which was applied to the teacher and an observation. These facts place the study into the qualitative approach and within the English-teaching-methodology area.

The importance and pertinence of the study is determined by the qualified information, which was gathered. Information may be beneficial for both teacher and students. Its feasibility was marked by the availability of the necessary scientific, technological, human and economic resources.

The present research is constituted by five chapters, which systematically present the research process:

Chapter I. - It contains the referential framework that covers the problem statement, objectives and justification of the problem, in which it is explained in detail the significance and the final target of the study.

Chapter II. - It contains the theoretical-scientific data of the research, an important factor that supports the analysis, discussion and interpretation of the obtained results.

Chapter III. – In this chapter it is explained the research process, in other words, the design, type and level of the research, methodology and techniques used in the process of data collection, analysis and interpretation.

Chapter IV. – It contains the principal results obtained after the observation process and their analysis and interpretation.

Chapter V. – In this chapter, the main conclusions and recommendations gotten are presented after performing the study.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. RESEARCH PROBLEM

It is very difficult for students to initiate, maintain and conclude a conversation in the classroom by using English.

1.2. PROBLEM DEFINITION

Making students be able to manage a real life conversation is not easy; it demands lots of authentic practice. From the view of different authors, a suitable tool to help students develop or improve their communication skills is Role Play. Arham, Yassi, & Arafah; (2016) affirm that this academic resource urges students to communicate and use the language in a plenty of situations that go from a medical appointment to a professional situation in their future. Barbara and Thorntun (2008) add that Role Play also allows students to be creative and become active characters responsible of their own learning process.

According to Arifin & Rosnija (2013) by the means of Role Plays, students are encouraged to think and be creative. This resource gives learners the opportunity to develop and practice new language and behavioral skills in a relatively non-threating setting. Killen (2006) claims, Role Play let students practice in thinking real-life roles and deal with real-world problems.

The policies set by the Ecuadorian Ministry of Education for the English area supports the aforementioned approach. Today, English must be taught focusing on the development of students' communication capabilities. Therefore, the macro, meso and micro curriculum is framed in the same epistemology. A clear example is that in the textbooks, for both public and private schools and high schools, there are many speaking activities such as information gap activities, simulations, dialogues, and role-plays, in order to give students a wide variety of situations to rehearse and develop their speaking skill.

This study defends the approach that Role Play is an amazing and so useful tool to help students improve their speaking skill. It is assumed that with this entire staff

available in their hands, students are supposed to have a good speaking but along some observations, it was noticed it was difficult to keep a conversation.

The study pretended to analyze how the teacher is using Role Plays and determine the most suitable procedure to help students develop their speaking skill. For this target, it was applied a survey to the teacher and some observation to English classes in which students presented a role-play. In this context, the method used was the ethnographic; furthermore, since the research involves multiple teaching and learning conceptions, it frames into the English-Methodology area and has the characteristics of qualitative approach.

The deep analysis that was carried out and the vast information that is provided to the teacher about the ideal use of Role Play will help to improve the teaching and learning process, and so students may have the opportunity to meaningfully develop their speaking skill. This fact certifies the importance, pertinence and feasibility of the study.

Based on the presented background, it was proposed the research project entitled "Analysis of the use of Role Play to improve speaking skill at Primer Año de Bachillerato at Unidad Educativa "Miguel Ángel León Pontón" in the city of Riobamba, Chimborazo province, during the academic period 2018-2019".

1.3. PROBLEM FORMULATION

How is Role Play used when practicing the speaking skill at Primer Año de Bachillerato at Unidad Educativa "Miguel Ángel León Pontón"?

1.4. GUIDING QUESTIONS

- How is Role Play used when performing speaking activities?
- Which are the tips for using Role Play effectively?
- How would the use of Role Play be evaluated?

1.4.1. *Question Guidelines operationalization*

AREA OF STUDY	QUESTIONS		OBJETIVES	
	GENERAL	**GUIDING**	**GENERAL**	**SPECIFIC**
Methodology	How is Role Play used when practicing the speaking skill of students at Primer Año de Bachillerato at Unidad Educativa "Miguel Ángel León Pontón"?	1. How is Role Play being used when performing speaking activities?	To analyze how Role Play is used when performing speaking activities at Primer Año de Bachillerato at Unidad Educativa "Miguel Ángel León Pontón"	1. To identify how Role Play is used when practicing speaking activities
		2. Which are the tips for using Role Play effectively?		2. To describe the tips to use Role Play in a proper way.
		3. How would the use of Role Play be evaluated?		4. To contrast the observation results with the information obtained from the teacher´s survey.

Done by: Gissela Camacho

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

To analyze how Role Play is used when performing speaking activities at Primer Año de Bachillerato at Unidad Educativa "Miguel Ángel León Pontón"

1.5.2. SPECIFIC OBJECTIVES

1. To identify how Role Play is used when practicing speaking activities
2. To describe the tips to use Role Play in a proper way.
3. To contrast the observation results with the information obtained from the teacher´s survey.

1.6. JUSTIFICATION

The study was developed because it was identified that to initiate, maintain and conclude a conversation in English was very difficult for students. Furthermore, it was noticed that the process to apply Role-plays had some characteristics that negatively affected the achievement of the benefits that many authors affirm that the use of role-play has. In this context, the study aimed to analyse how this academic resource was used when practicing speaking to determine the principal factors that obstruct the accomplishment of the desired learning goals.

In the study, it is assumed that the correct use of Role Plays would help in the development of the students' speaking skill since Role Play is considered one of the most useful resources to help students develop their communicative abilities because its use involves thinking real-life roles and deal with real-world problems (Killen, 2006). From the view of Arham, Yassi, & Arafah; (2016), the importance and effectiveness of Role Play in English classes, is due to it urges students to communicate and use the language in a plenty of situations that go from a medical appointment to a professional situation in their future. In the same lid Barbara and Thorntun (2008) state, that Role Play also allows students to be creative and become active characters responsible of their own learning process. These issues justify the use of Role Play to foster de development of speaking in EFL students.

The feasibility of the study was reflected in the availability of all the human, bibliographic, technological and economic resources, which were necessary to carry out the research process. The teacher and students who participated in the study were always willing to contribute in the process, there are plenty of studies related to the proposed, that scientifically support it and with the help of the technological resources such as internet that made possible to review bibliography worldwide. It also had the authorization and support of the authorities at Unidad Educativa "Miguel Ángel León Pontón", as well as, the Languages Career at Universidad Nacional de Chimborazo.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED

After reviewing the virtual repository of the Universidad Nacional de Chimborazo, there were identified many studies related to the speaking skill, but few regarding to the use of role-play and speaking. One of them is the study performed by Salazar (2018) who offers different perspectives and ways of using role-plays to develop the students' speaking skill.

Around the world, there are multiple studies that deeply explain how teachers should use Role Play to improve students' speaking capabilities. For mentioning some authors whose ideals constitute the principal theoretical foundations of this study we can mention to Kuśnierek, A. (2015), Lyons, D. (2018), Ahmad, S. R. (2016), Arifin, Z., & Rosnija, E. (2013).

2.2. THEORETICAL FUNDATIONS/BASIS

The theoretical framework in this study is built up to provide the necessary scientific information to understand the three principal elements in this research: speaking, Role Play and their relationship in the improvement of students' speaking skill.

2.2.1. SPEAKING

Speaking is one of the four English macro-skills; Kuśnierek (2015) defines it as a productive skill, which makes possible oral communication. From the view of many authors, speaking constitutes the most important skill to be developed when learning a foreign language since it involves a vast knowledge of different language aspects that make effective communication possible. Dakowska (2005) claims that speaking is now the most emphasized skill in the field of foreign language teaching. The author affirms that idea of language teaching is to help students to fluently use the language and be able to deal with any communication situation.

For Bygate (1998) speaking is based on interactional skills, which involve making decision about communication. Following the same approach Howarth (2001) defines speaking as a two–way process involving a true communication of ideas, information or feelings, and so does Luoma (2004) who claims that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

In this respect Nunan (1989) advocates that rather than teaching learners to make well-formed sentences and then -putting these to use in discourse, teachers should encourage learners to take part in spoken discourse from the very beginning.

2.2.2. PURPOSE OF SPEAKING

Nunan (1989) identifies two purposes by which speaking are used, it can be for transactional or interactional targets. In transactional discourse, the author states that the language is used primarily for communicating information. Clearly, in this type of interaction, accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. In the case of interactional, the purpose comes to be establishing or maintaining a relationship. This, for Yule (1989) plays an important social role in oiling the wheels of social intercourse.

Kingen (2000) presents a more detailed approach that combines both the transactional and interpersonal purposes of speaking and proposes an extensive list of twelve categories, which involve the use of speaking:

Personal. - expressing personal feelings, opinions, beliefs and ideas.

Descriptive. - describing someone or something, real or imagined.

Narrative. - creating and telling stories or chronologically sequenced events.

Instructive. - giving instructions or providing directions designed to produce an outcome.

Questioning. - asking questions to obtain information.

Comparative. - comparing two or more objects, people, ideas, or opinions to make judgments about them.

Imaginative. - expressing mental images of people, places, events, and objects.

Predictive. - predicting possible future events.

Interpretative. - exploring meanings, creating hypothetical deductions, and considering inferences.

Persuasive. - changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

Explanatory. - explaining, clarifying, and supporting ideas and opinions.

Informative. - sharing information with others

2.2.3. COMMUNICATION ABILITY

Speaking requires some micro-skills to be developed if intends to fit in the level of communicative competence. Canale and Swain (1980) distinguish four elements explained as follows:

Grammatical competence that includes the knowledge of language rules such as vocabulary, formation of words or sentences, and pronunciation,

Sociolinguistic competence which addresses the appropriateness in terms of both the meaning and form, which can vary with the status of participants, objectives of the communication and norms of the communication,

Discourse Competence that includes an understanding of how spoken texts are organized and is related to the cohesion and coherence of utterances, and finally;

Strategic Competence, which is compensatory in nature, drawn on when the developing language system of the second/foreign language learner is deficient in some regard. It refers to mastery of both verbal and nonverbal communication strategies.

In consequence, the communication contexts within the classroom should be a wide spectrum of authentic speaking activities that give to the students the opportunity to meaningful practice speaking. Arham, Yassi, & Arafah (2016) affirm that Role Play is one of the most appropriate tools to work on speaking since it urges students to communicate and use the language in a plenty of situations, allows them to be creative and to put themselves in another person's place (Barbara and Thorntun, 2008) and so, become active characters in their learning process.

2.2.4. ROLE PLAY

Nunan (2001) states that Role-play is approved to be communicative language learning since students actively get involved in conversations. For Arham, Yassi, & Arafah (2016), role-play is a strategy categorized as skill orientation development. The authors affirm that when developing role-play in the class, students play more active role in own learning, and assume part of the responsibility to improve their communication abilities.

For Doff (1993) Role play provides students a deep learning, since learning through role play involves all senses of human beings: cognitive, affective and kinaesthetic aspects which are used simultaneously as in real life situations.

Kuśnierek (2015) advocates that Role-play can be a very successful tool in the teacher's hands as its prime goal is to boost students' interaction within the classroom.

2.2.5. TYPES OF ROLE PLAY

There are two kinds of role-play, real-plays and surreal-plays (Kuśnierek (2015). In the case of the first textual material should be authentic and realia may be brought into the classroom. This kind of plays fit in the desire for realism because it gives students the chance to practice typical activities they will probably perform in real life. In contrast, surreal-play should encourage an imaginative self-expression of the inner world of each student's mind (Al-Arishi 1994).

2.2.6. ROLE PLAY AS PEDAGOGICAL TOOLS

According to Harmer (2012), for a Role Play to be success, it is necessary to bear in mind three vital elements: the engage stage, study stage and activate stage. The

author explains that in the first phase the teacher's task is to attract and keep learners' attention and interest in the lesson. Students' minds have to be involved and emotionally connected with the lesson. Then, in the second phase, learners need to study the new language; it may be grammar or vocabulary exercises. Having known the new item, students are given a possibility to activate both the new language and the language they already know. Having been engaged, being presented the new language and having practised it, learners try to activate it and carry the activity out, this is the third phase.

Kowalska (1991) affirms that with role-playing learners develop fluency in speaking. The wide range of language functions, with role-play are exercised more than in any other activities. Learners' focus is put on the communication of meaning rather than on the appropriate use of language. Therefore, through role-playing, teachers may train students' speaking skills in any social situation. Porter-Ladousse (1987) takes the view that thanks to role-playing learners have the possibility to develop the language which is necessary in social relationships, but which is neglected in teaching syllabuses. Another reason for incorporating role-playing in EFL classes is that it is very advantageous for students to have tried out in a pleasant and safe environment in the classroom with the language they will presumably use in their professional future. In this regard, role-play is a helpful rehearsal, which allows students not just to acquire phrases, but to learn how to interact in a variety of circumstances (Porter-Ladousse 1987: 7).

Kuśnierek (2015) advocates that Role-play can be a very successful tool in the teacher's hands as its prime goal is to boost students' interaction within the classroom. For the author, role-play is the perfect activity to catch students' attention and make them practice the language through activities that fits their interest and needs.

For Arham, Yassi, & Arafah (2016) Role play is a strategy categorized as skill orientation development since students not only practice the language but they develop some social skills such as cooperation and empathy. The authors affirm that when developing role-play in the class, students play more active role in their own learning, and assume part of the responsibility to improve their communication abilities. Therefore, it results very important to involve them in the planning stage as well as in the decision making process, attract, and keep learners' attention and interest in the

lesson. Students' minds have to be involved and emotionally connected with the lesson (Harmer, 2012)

When students participate in the organization on role-plays, they have the opportunity to personalize the activity and consider factors that real communication involves (Nunan, 2001). Livingstone (1983) tells that Students' level of language proficiency should be taken into consideration, in this way the teacher can know if the role play requires more profound linguistic competence than the students possess. In this respect, Shaw, Corsini, Blake & Mouton (1980) highlight the importance of introducing the grammar and vocabulary to be used in the role-play. This issue helps students to develop the activity successfully. When students integrate their previous knowledge with the new one, they develop meaning learning and are able to use this integrated patterns in future communication events (Shaw, Corsini, Blake & Mouton, 1980).

At the beginning level, teachers might elicit the development of the role-play scenario from students and then enrich it. Students have to be those who propose the roles they can perform according to their potentials as well as the different resources they need to make the role play more real (Sciartilli, 1983).

Once the role-play is finished, it is very useful to spend some minutes to ask questions about the activity. It is also important to pointing out and correcting mistakes as a general feedback avoiding to specify who made the. If every mistake is analysed students will feel as there work was not well enough. It might also cause the students get less confident and less willing to do the other role plays (Livingstone, 1983). Horner & McGinley (1990) explain that Follow-up means asking every student's opinion about the role-play and welcoming their comments. The aim is to discuss what has happened in the role-play and what they have learned.

2.2.7. THE TEACHER'S ROLES IN ROLE-PLAY

Budden (2004) explains that one of the teacher's function is being a facilitator, in this regard he/she may discover that students lack words or phrases and may need new language to successfully develop the activity. This role makes the teacher act as a kind of a "walking dictionary", evaluating the class and offering help when it is necessary.

Another teacher's role is being a spectator. His or her task is to watch the role-play and then give remarks and advice at the end of the performances (Budden 2004). According to Porter-Ladousse (1987) teachers have to walk around the classroom listening to the students talking and putting down the mistakes that should be later discussed.

2.3. BASIC TERMS DEFINITIONS

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

Act out is a physical representation performed by students about a particular situation.

Procedure is the way or methodology a teacher uses for caring out a specific activity within the classroom.

Role Play is an academic resource that urges students to communicate and use the language in a plenty of situations.

Speaking is the students' ability to use orally the English language with communication purposes.

Strategy is the methodology, which teachers use to engage students and discover their potentials.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

The study frames itself to the qualitative approach since the use of Role Play was analyzed, with students at Primero de Bachillerato at Unidad Educativa "Miguel Angel León Pontón" and thus, determined the principal reasons why this academic resource was not being effective; in this context the method used was the ethnographic with its corresponding techniques, a survey which was applied to the teacher and observations to English classes where Role Play was used.

3.2. TYPE OF RESEARCH

Qualitative. - Because it was analysed the use of Role Play with students at Primero de Bachillerato at Unidad Educativa "Miguel Angel León Pontón" and thus, determined the principal reasons why this academic resource was not being effective.

3.3. LEVELS OF RESEARCH

Descriptive research. - due to it was described why the use of Role Play with students at Primero de Bachillerato at Unidad Educativa "Miguel Angel León Pontón" was not being as effective as in other academic encounters, in this regard it was carried out with some observations and a survey to teacher.

3.4. METHODS OF RESEARCH

Ethnographic method. - this method is considered one of the most useful for the educational field; since it shows real information, and help to directly explore the problem in its natural setting.

3.5. POPULATION AND SAMPLE

Population: The study was applied at Unidad Educativa "Miguel Ángel León Pontón" located in the City of Riobamba, Chimborazo province, with students at Primero de Bachillerato, constituted by 38 students and 1 teacher.

Sample: the population was relatively small; in consequence, it was not necessary to take a sample.

3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

To collect the necessary information to accomplish the goals set in the study, it was used an observation which was applied during some classes and a survey that was applied to the teacher. All the instruments were constructed bearing in mind the theoretical basis presented in the theoretical framework, considering principally the proposals by Nunan (1989), Kingen (2000), Nunan (2001), Arham, Yassi, & Arafah (2016), Kuśnierek (2015) and Harmer (2012).

3.7. PROCEDURE

Before starting with the observation phase, it was necessary to do some administrative procedures in order to get the authorization to apply the study at Unidad Educativa "Miguel Ángel León Pontón" located in the City of Riobamba, Chimborazo province, with students at Primero de Bachillerato.

After developing the data-gathering instruments, the observation process was carried out. In about two months were observed four classes to find if the proposed objectives were gotten.

The information obtained was analyzed and contrasted with the theoretical foundations in order to determine the principal causes why the use of Role Plays is not being effective in the development of the speaking skill with students at Primer Año de Bachillerato at Unidad Educativa "Miguel Ángel León Pontón". The results evidenced that the poor use of Role-play in the observed English classes was no more than a memorizing activity in which students had to repeat what was proposed in the workbook with no purpose and emphasis in developing authentic communication

abilities. In consequence, the benefits that many authors affirm role-play has, were not gotten.

Once finished the analysis of the results, it was developed the report of the study to be presented and approved by the tutor and professors who are part of the tribunal. It is important to declare that all the phases aforementioned were monitored and supported by the tutor.

3.8. WORK FIELD

The whole research process demanded the permanent interaction with the authorities at Miguel Ángel León Pontón high school where the study was applied and with the authorities of the Languages Career-UNACH too. Furthermore, it was necessary to agree with the teacher and students at Primero de Bachillerato of the aforementioned institution about the principal objectives, procedure and activities to be carried along the study.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

The results obtained after applying the survey to the English teacher and the observations carried out in some classes at Primer Año de Bachillerato at Unidad Educativa "Miguel Ángel León Pontón" helped me to identify and understand the principal reasons that obstruct the improvement of the students' speaking skill when using Role Play. The data collection process followed a systematic dynamic marked by the specific objective of the study.

In the following pages, it is presented the results obtained from the survey and the observations; this information was analyzed and contrasted in order to achieve the first and third specific goals of the study. This interdependent analysis helped me to understand deeply the nature of the problem.

OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS	CONTRAST WITH THEORY
Specific Objective 1 To identify how Role Play is used when practicing speaking activities	**Engage stage** The topics catch students' attention	In the survey, it was stated that for catching students' attention, it is necessary to propose topics that are related to their interests, likes and preferences. This fact appeared to be contradictory with the results obtained after the observations. It was noticed that the Role Plays that were performed	Kuśnierek (2015) advocates that Role-play can be a very successful tool in the teacher's hands as its prime goal is to boost students' interaction within the classroom. For the author, role-play is the perfect activity to catch students'

Specific Objective 1	Role play are related to the students' lives	in the class were those presented in the workbook. One of them was about "Going to the doctor", it was evident that this topic did not catch the students' attention and it seemed that they performed the activity because they had to. From my perspective, this kind of problem generally occurs since in workbooks, the factors before mentioned have not been updated.	attention and make them practice the language through activities that fits their interest and needs.
To contrast the observation results with the information obtained from the teacher´s survey.			Harmer (2012), for a Role Play to be success, it is necessary to bear in mind three vital elements: the engage stage, study stage and activate stage. The author explains that in the first phase the teacher's task is to attract and keep learners' attention and interest in the lesson. Students' minds have to be involved and emotionally connected with the lesson.
	Students decide about the principal features of the activity (characters, material, settings, etc.)	It was affirmed that it is important to, before starting a task, foster students' imagination and make them think about the principal features of the activity. The results obtained in the observation denied this appreciation. As stated before, the students did not have the opportunity to develop other activities apart from those presented in the workbook. In consequence, they had only to memorize and repeat some dialogues; activities that do not have any relationship with the metacognitive process of imagination and reflective thinking.	

	The way how the role play may be carried out and the factors to be considered in the evaluation are discussed	It was observed that before starting the Role Playing activity, the teacher encouraged students to "live the role and perform the characters as in real life" and tried to emotionally involve them in the class. However, when the students had to present the activity, most of them were only stood and repeat the dialogues by memory. From my view, that occurred due to the topics to be role-played were not interesting.	For Arham, Yassi, & Arafah (2016) role-play is a strategy categorized as skill orientation development since students not only practice the language but they develop some social skills such as cooperation and empathy. The authors affirm that when developing role-play in the class, students play more active role in their own learning, and assume part of the responsibility to improve their communication abilities. Therefore, it results very important to involve them in the planning stage as well as in the decision making process.
	Students decide about the resources they are going to use and how they will present the role play	In the survey, it was advocated that students have to be part of the organization of the Role Play. Along the observations, it was noticed the contrary; the teacher only gave the instructions and immediately the students had to develop the activity, as the dialogues were memorized, the role-play was not applied correctly. I assume that this factor influence in the regrettable behaviour of students when doing role-plays.

Furthermore, the resources for the role play, for | |

		example the scenery or costumes to turn the activity more real were not considered. The students did not have the chance to propose something in this respect. The instructions always were, "practice your role, practice the activity and present it to the class." I consider that this also affected to the optimum development of the activity.	When students participate in the organization on role plays, they have the opportunity to personalize the activity and consider factors that real communication involves (Nunan, 2001).
	Study stage The students' previous knowledge is elicited	The importance of activating students' previous knowledge before starting a new topic was highlighted in the survey but it was observed that this did not happen. The new topic and those previously developed were not related. In consequence, the opportunities to develop meaningful learning were avoided.	Livingstone (1983) tells that Students' level of language proficiency should be taken into consideration, in this way the teacher can know if the role play requires more profound linguistic competence than the students possess.
	Grammar and vocabulary is introduced before starting with the activity	It was also affirmed that introducing the grammar and vocabulary to be used in the role-play is important. Effectively, it was observed that the teacher provided the necessary vocabulary to perform the activity and taught the grammatical	Shaw, Corsini, Blake & Mouton (1980) highlight the importance of introducing the grammar and vocabulary to be used in the role-play. This issue helps students to develop successfully the

		features which had to be used. This issue is one of the positive factors observed in the application of role-plays. It was also noticed that the typical use of Role Plays obeyed to a mechanical process of memorizing, practicing and repeating dialogues without considering some authentic communication factors such as: intonation, rhythm, stress, and body language.	activity.
	Students reflect about how they can use the knowledge they already have and the one just presented	In the same context, students were not encouraged to reflect about how they may use their previous knowledge with the new one, even when in the survey it was fostered the idea of relating the students' previous knowledge with the topics to be learned.	When students integrate their previous knowledge with the new one, they develop meaning, learning and are able to use this integrated patterns in future communication events (Shaw, Corsini, Blake & Mouton, 1980).
	Students organize and assign the roles they will perform in the role play	The importance of making students decide and organize the roles they have to perform in the activity was recognized, since it helps to get them	At the beginning level, teachers might elicit the development of the role-play scenario from students and then enrich it. Students have to be those who propose the roles they can perform according to their potentials as well as the different resources they need to make the role play more real (Sciartilli, 1983).

	The teacher monitors and helps students with the language they need for enriching the activity	involved and eager to participate. Nevertheless, the observation evidenced a different fact. The students did not have the opportunity to suggest about this.	Once the role-play is finished, it is very useful to spend some minutes to ask questions about the activity.
	Activate stage The teacher takes notes about the mistakes students make to later correct them for the whole class	In all the classes, which were observed, the monitoring process was not performed. From my perspective, this fact affects a lot to the accomplishment of the academic goals, since without monitoring; the problems going on cannot be understood.	It is also important to point out and correcting mistakes as a general feedback avoiding to specify who made the. If every mistake is analysed students will feel as there work was not well enough. It might also make the students get less confident and less willing to do the other role-plays (Livingstone, 1983).
	When the activity is finished, feedback is carried out to let students know their blunders	Since monitoring was neglected, the opportunity to write down students' mistakes and speaking problems was abandoned too. In consequence, the evaluation, feedback, and reinforcement process were affected; Therefore, Role Plays did not have the effectiveness desired. In all the classes, which were observed, I could not notice that feedback was	

| | | Reinforcement is applied on the issues students show weaknesses and some strategies to overcome those are given

At the end the pros and cons of this kind of activities are discussed | avoided. Even, students made lots of mistakes in their presentation, these inaccuracies were not communicated and therefore the students considered their presentations were perfect.

It is broadly known that if feedback is not carried out, reinforcement cannot be developed too. This happened in the class. From my point of view, if students do not know their weaknesses and the teacher does not communicate them, the students' level cannot be improved.

It was affirmed that discussing and reflecting about the pros and cons of these kind of activities is important. Along the observation phase, any reflection could not be appreciated. In my view, this constitutes another factor that affected the development of the students' speaking skill. | Horner & McGinley (1990) explain that Follow-up means asking every student's opinion about the role-play and welcoming their comments. The aim is to discuss what has happened in the role-play and what they have learned. |
| | | **The engage stage, study stage and** | Harmer (2012) sustains that for a correct usage of Role Play, it is necessary to bear in mind three vital elements: |

Specific objective 2	activate stage	**The engage stage, study stage and activate stage.** The author explains that in the first phase the teacher's task is to attract and keep learners' attention and interest in the lesson. Students' minds have to be involved and emotionally connected with the lesson. The author explains that in the first phase the teacher's task is to attract and keep learners' attention and interest in the lesson. This was the first factor omitted by the teacher, she did not do anything to catch students' attention; on the contrary, by only using the topics proposed in the work-book the students' turned to get bored and so their engagement was weak. This made Students' minds not to be involved and emotionally connected with the lesson.
To describe the tips to use Role Play in a proper way	**Learners need to study the new language**	
	Learners carry the activity out	
		Then, in the second phase, **learners need to study the new language**; it may be grammar or vocabulary exercises. Having known the new item, students are given a possibility to activate both the new language and the language they already know. One positive factor observed in the application of role-plays was the introduction of new vocabulary and grammar, therefore the students know which words to use and how. However, a negative issue in this stage was that the new vocabulary presented was not related to what students already know, so they did not have the opportunity to meaningfully acquire the topic.
		Having been engaged, being presented the new language and having practised it, **learners try to activate it and carry the activity ou**t, this is the third phase. When the role play is being prepared, there are other factors that the teacher has to bear in mind, for example Budden (2004) explains that the teacher may discover that students lack words or phrases and may

need new language to successfully develop the activity, Kingen (2000) states that the teacher need to be always evaluating the class and offering help when it is necessary, and give remarks and advice at the end of the performances (Kuśnierek, 2015) teacher has to walk around the classroom listening to the students talking and putting down the mistakes that should be later discussed (Porter-Ladousse, 1987) as part of the feedback, reinforcement and reflection process (Nunan, 2001). Unluckily, most of these issues were omitted by the teacher in the application of role-plays, in consequence, this negatively affected to the academic process and the learning goals were not accomplished.

When the application of role-plays fits Harmer's suggestions, learners develop fluency in speaking this is affirmed by Kowalska (1991) since role playing involves a wide range of language functions that help students focus on: the communication of meaning rather than on the appropriate use of language. If used appropriately, role-plays help learners be able to use speaking in any social situation (Porter-Ladousse 1987: 7).

For a good application of role-plays Budden (2004) explains that the teacher should be a facilitator, in this regard discover students' language need and be a kind of a "walking dictionary", it is also important to be always evaluating the class and offering help when it is necessary. Another vital teacher's role is to watch the role-play and then give remarks and advice at the end of the performances.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- There were issues such as catch student attention, contrast previous and new knowledge and let students organize the role play which are not properly applied in the pre, while and post stages and so the results are not the desired.
- The most important factors such as feedback, reinforcement and reflection to apply Role Play accurately in speaking activities were neglected.
- The information gathered through the application of the survey and the observations evidenced that there was no relation between what was believed about Role Play and how it was used when practicing speaking.

RECOMMENDATIONS

- Some pedagogical courses should be taken, since the weaknesses detected in the application of role-plays did not affect only to the speaking development but to the learning goals in general.
- To apply effectively Role Play, it should be considered all the issues involving the pre, while and post stages of an activity or a class.
- It is recommended to keep a better relationship between theory and practice; it will help improve the teacher's professional performance and students' learning goals.

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ANNEXES

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

TEACHER'S SURVEY

Objective: To identify the teacher's perceptions about the use of Role Play when practicing speaking activities.

Instruction: Tick the statements that best fits your opinion.

Parameters	Strongly agree	Agree	Disagree	Strongly disagree
Engage stage				
The topics I propose when doing role play easily catch my students' attention				
I foster my students' imagination making them decide about the principal features of the activity (characters, material, settings, etc.)				
The topics I propose when doing role play are related to my students' lives so they feel emotionally involve in the activity				
I discuss with my students about how the role play may be carried out and the factors to be considered in the evaluation				
I let my students decide about the resources they are going to use and how they will present the role play				
Study stage				
I elicit what my students already know about the activity				
Before starting with the activity, I				

introduce the grammar and vocabulary my students need for carrying the activity out				
I make my students reflect about how they can use the knowledge they already have and the one I have just presented				
I help my students to organize and assign the roles they will perform in the role play				
Along the practice, I monitor and help my students with the language they need for enriching the activity				
Activate stage				
While my students perform the role play I take notes about the mistakes they make to later correct them for the whole class				
When the activity is finished, I feedback my students and let them know their blunders				
I reinforce the features in which my students show weaknesses and give them some strategies to overcome those				
At the end with my students, we discuss about the role play and reflect about the pros and cons of this kind of activities				

OBSERVATION FILL

Objective: To observe how the teacher uses Role Play when performing speaking activities.

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

the activity out				
The teacher makes the students reflect about how they can use the knowledge they already have and the one she has just presented				
The teacher helps students to organize and assign the roles they will perform in the role play				
Along the practice, the teacher monitors and helps students with the language they need for enriching the activity				
Activate stage				
While the students perform the role play the teacher takes notes about the mistakes they make to later correct them for the whole class				
When the activity is finished, the teacher feedbacks students and lets them know their blunders				
The teacher reinforces the features in which the students show weaknesses and gives them some strategies to overcome those				
At the end the teacher with the students discuss about the role play and reflect about the pros and cons of this kind of activities				