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The Development of Speaking Skill Through the Use of Role Playing Activities

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Resumen

La habilidad de habla es un aspecto que muchos estudiantes encuentran difícil de desarrollar cuando aprenden inglés como idioma extranjero debido a varias razones; una de ellas, y posiblemente la más recurrente, es quizá la falta de oportunidades para su práctica, y el énfasis de los maestros en los métodos tradicionales, que no brindan suficientes oportunidades para que los estudiantes utilicen el lenguaje en contextos comunicativos que simulen contextos reales. Por lo tanto, dadas las características que tienen los juegos de roles, este proyecto propone su implementación, ya que pueden brindar mejores oportunidades para que los estudiantes practiquen la habilidad de habla en el idioma extranjero en contextos más significativos.

Palabras clave: habilidad del habla, juego de roles, contextos reales.

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Abstract

Speaking is a skill that many students find difficult to develop when learning English as a foreign language due to several reasons; one of them, and possibly the most recurrent, is probably the lack of opportunities for its practice, and teachers' over emphasis on traditional methods, which do not provide enough opportunities for students to use the language in communicative contexts that simulate the way it is used in real life. Therefore, given the features role plays have, this project proposes their implementation as they may provide better chances for students to practice their speaking skills in the foreign language in more meaningful contexts.

Keywords: speaking skill, role play, real contexts.

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Introduction

Learning a foreign language implies handling the four skills (listening, reading speaking and writing); this is what makes learning a language a complex process. Speaking and listening are abilities that a human, with all the capacities, is able to develop since the first moment he gets in contact with others. For that reason, learning a language implies to communicate orally and interact with others. Speaking is the means through which learners can communicate with others to express their intentions, opinions, and hopes. Besides, it allows people to construct meanings, and concept through the interaction, which involves producing, receiving and processing information.

Nevertheless, speaking is sometimes the last skill that many English teachers try to develop in the process of teaching English, or it does not receive enough attention in the classrooms with the students, and as a result student later on find it difficult to speak a second language, even after years of instruction. This problem was evident during the process of observations made at the IEM INEM with fifth graders, a reality that led us to consider the use of role playing as a strategy to develop the speaking skill, which has long been neglected in most classrooms at the primary and high school levels.

A large body of research has shown that the use of role plays contributes in the speaking skill because after the implementation of role play activities, it was demonstrated that students developed speaking skills, and they found it fun to play someone else`s role. Besides, it was observed that during the lessons, almost all of the students were really involved in the role-play activities (Kusnierek, 2015). Likewise, it was evident that students developed greater capacity to work in a team, increased their creativity and especially the

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ability to adapt to new situations that forced them to develop a different facet from the role of students (Quezada 2011).

Technical and scientific aspect

In this first chapter the research problem is developed, it consists of the description of the problem and the problem statement. Likewise, it mentions the objectives of this project, which are focus on the speaking skill through the use of role play, and the importance of this study as well as some limitations that can be presented inside the classroom.

Description of the problem

After analyzing some observations made with fifth graders of the IEM INEM some problems in the subject of English were noticed, which could affect the teaching and learning process of that language. First it was observed that the teachers made more emphasis, most of the time, on writing and reading skills by using traditional methods without taking into account the other skills such as speaking and listening, so it was evident that students displayed lack of good pronunciation; student's got bored with the class; they did not want to participate in the activities proposed by the teacher; they did not make use of the target language as a means of communication in the classroom, and they did not understand the English materials that were presented to them. Besides, in this educational context, it was clear that for students, speaking was one of the most difficult skills to develop. This problem may be due to some factors that are commonly present in the classroom such as time, number of students, teachers without enough qualifications, and over emphasis on grammatical methods. For those reasons, the speaking skill was ignored in that particular setting and in general by some English teachers, which can finally affect the teaching and learning process of a second language.

However, given the current need everyone has for learning English, future teachers must implement strategies, and techniques that allow students to acquire a second language as a

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whole. Considering this reality and the different demands that this globalized society is facing every day, this project suggests the use of role playing as a strategy to develop speaking skill, since according to some authors it helps students to participate in the classroom actively, use the target language as a means of communication, and develop critical thinking, among others. According to Benabadji (2016), role playing activities develop a strong group of interaction and students are more likely to express themselves, participate, and perform actively in an authentic learning environment. Besides, according to Fadilah (2016), using role play activities permit students to put themselves in someone else's shoes by expressing and performing imaginary people, and the most importantly, role play is conducive to the development of critical thinking and posture. For example, in the classroom, teachers can use debates in favor or against some topic to encourage students to express different views by taking the opinions of someone else into account and participating in debates.

Research question

How DOES the use of role play activities improve the speaking skill among fifth-grade students of IEM INEM?

Objectives

General Objective

To analyze how the use of role play activities improves the speaking skill among fifth grade students of IEM INEM?

Specific Objective

- ✓ To evaluate the initial English level of fifth grader students at IEM INEM
- ✓ To implement a set of role play activities to develop the speaking skill.

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- ✓ To analyze if the role plays help to develop the speaking skill with fifth graders after the implementation of role play.

Significance of the study

Globalization has had great impact on the society in the last few years. In South American countries, the necessity to speak English has grown and has become in a dominant world player in terms of the most popular languages in the world. That is why this language has become an important tool that creates opportunities in different areas, such as, work in international business, study abroad and benefit from it, travel and know about cultures, live new experiences, and stay more connected with the world around us. The importance of this research project lies in the fact that it tries to encourage learning English as a foreign language from an early age, emphasizing on the functional part of it; since it allows people to interact and communicate with others through the language without leaving aside the other language components (reading, writing, listening). Furthermore, this project attempts to fill the gap at the University of Nariño, given that until this moment, not enough projects about the development of speaking skill through role playing has been implemented. The current study, also intends to overcome the traditional and grammatical methods by focusing on communicative approaches through role playing activities.

Limitations

Through this study, we could face some limitations and difficulties that could affect the process of this project. Aspects such as time, students' attitude, school activities, null student's participation, number of students or classroom management could be a challenge for the researchers.

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First, when planning a class, the time is necessary to achieve the goals, but usually factors that were not originally planned can arise during the class, which could delay the process. Second, the students' attitude is the main factor that has to be taken into account; since the first moment, teachers must create a motivating environment for students to participate actively and feel connected with the class, but sometimes there are some factors that the teacher cannot control like students' personal problems that affect immediately the students' attitude. Third, the school activities such as, strikes, teachers' training, meetings, school programs and extra activities could also delay the teaching and learning process; moreover, the large number of students in classroom could be a negative factor since this could lead to limited participation, and consequently is more difficult for the teacher to ensure the participation and the progress of everybody in the classroom.

Reference framework

Contextual framework

Many studies about the development of the speaking skill have been conducted around many parts of the world, each one of them contributing to the issue from different perspectives. To begin with, Torres (2017) carried out a study with students of the first cycle of a higher technical education institution in Peru. The method used for this research was of a descriptive, of cross-sectional nature, and non-experimental design. The main objective was to determine the level of use of the role-play technique in teaching English. After the procedures, the findings revealed that there was a significant percentage of teachers using the technique at very good levels 20.0%, good 68.0% and 12.0% used the technique with limitations in teaching English. Based on these results, the researchers suggest that teachers must promote an environment of creativity among students as part of

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the learning process because it helped them to feel more comfortable when learning and speaking English.

Another international study evidenced the importance of using role play activities in the process of learning a second language; that is the case of Benabadji (2006), who carried out a study at the University of Orán (Algeria); the study involved intermediate adult learners from Sibawaih School of foreign languages. This group faced difficulties regarding the acquisition of grammatical structures, vocabulary words, and speaking skills that resulted in difficulties when interacting and communicating with others. The data analysis and interpretation of results consisted of the use of four tables, each one giving the results of evaluating the students before and after the use of role-play. The objective was to find out if the use of communicative drama activities such as role-play would help to enhance the learners' speaking skill. According to the author, using "role plays" in the classroom let students use their imagination, creation and invention, and at the same time, they develop strong group interaction and are more likely to express themselves, participate and perform actively in an authentic learning environment. In this sense, after the implementation of role-play, the researcher confirmed that there were significant improvements in the learners' skills, which suggested that this technique was an effective and important pedagogical tool in language teaching and learning because it gave the learners the opportunity to practice through interaction. Additionally, it revived the learners' motivation to use the target language in a convivial atmosphere.

Similarly, Quezada (2011), teacher at the University of Antofagasta - (Chile), implemented the use of role-play as an alternative strategy to assess university students. This qualitative research was carried out with undergraduate students of the Public

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Administration, Business Administration and Social Work programs. The results of the study revealed that students indeed improved their academic performance. In addition, the researcher found that by implementing role-play, students developed greater capacity to work in a team, increased their creativity and especially the ability to adapt to new situations that forced students to develop a different facet from the role of students. The reason that accounts for these findings is the fact that this assessment technique involves the development of teamwork, leadership, communication, responsibility and tolerance, which offers the opportunity to achieve a more real meaningful learning.

Another contribution regarding the use of role-play activities is found in the study by Kusnierek (2015), who states that English has become a lingua franca in many parts of the world, and learning it enables individuals to communicate effectively with other users of the language. However, teaching to communicate in real, everyday situations is very often neglected and students have little chance to practice ordinary language in class. For this reason, Kusnierek worked with students of English, and her project had as a main objective to investigate whether role-play activities contributed to developing students' speaking skills. Kusnierek claims that learning a foreign language involves assimilation of all four skills, but special emphasis is put on teaching speaking that means having communicative efficiency. Additionally, Rios (1993) affirms that the implementation of role-play in different areas of the university is important, since the use of role-playing allows people to understand and experience the reality of other people following an empathic process, which helps in a meaningful learning process. Besides, role playing initiates the students in the analysis of the motivations of other people (known, unknown, historical) and therefore increases its understanding and tolerance towards diversity of people, opinions, and

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situations (Ríos (1993) cited in Quezada, 2011, p. 254). On the other hand, this project worked with a series of role-play activities based on situations. After those activities were implemented, it was demonstrated that students developed speaking skills, and they found it fun to play someone else's role. Besides, the teacher observed that during the lessons, almost all of the students were really involved in the role-play activities.

On the other hand, in our Colombian context, some studies about role-play as a strategy to develop the oral skill have contributed to this study. Forero and Loaiza (2013) conducted study following the pre-experimental model put forward by Larsen-Freeman (2000). This model consists in making observations to detect possible problems, the use of an initial test, the design of 6 workshops based on role-plays and a final test to evaluate the results. This research involved pre-school students. At the beginning, the researchers noticed that the students did not understand the content nor what was presented in the books. Hence, the objective of this project was to contribute to English learning, and it emphasized on the idea stated by Harmer (2001) "Children are not taught language ... they acquire it unconsciously as a result of the massive exposure to which they get from the adults and other children around them" (Harmer as cited in Forero and Loaiza, 2013, p.13). After implementing the use of role-play, this research evidenced that students remembered larger pieces of information, and participated in the activities. In addition, the research showed that students communicated in English during role-plays and improved respect in the classroom.

Conceptual Framework

Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to express their

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intentions, opinions, and hopes. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill; Brown (2001) points out that when a person can speak a language it means that they can maintain a reasonable and competent conversation. In addition, he states that the key point for the success of language acquisition is the demonstration of ability to accomplish pragmatic objectives through an interactive dialogue with other language speakers. (p. 267). Rivers (1981), cited by Fattah (2006), argues that "speaking is used twice as much as reading and writing in our communication" (p.14) in this way we could affirm then that "to speak" is an interactive process between two or more people, that can be given in any context. Richards and Renandya (2002) provide that for effective oral communication, they suggest to use language appropriately in social interactions, which involved paralinguistic elements such as tone, speech, accent and intonation. In addition to the non-linguistic elements such as body expression, gestures and expressions, which are very important in the transmission of messages (p.204). moreover, the form and meaning of this interactive process dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Speaking is often spontaneous, open-ended and evolving. However, speech is not always unpredictable. Speaking requires not only that learners know how to produce specific points of language, such as grammar, pronunciation, and vocabulary (linguistic competence), but also that they understand when, why and in what way to produce language (sociolinguistic competence). Brown (2001) adds the micro skills are important in teaching oral communication. One involvement is the attention of focusing on both the forms and the functions of the language. He also mentions that the

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pieces of language should be given importance for more that make up to the whole.

Moreover, he mentions micro skills of oral communication (p.271-272):

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced forms if words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to the situation, participants and goals.
13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.

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14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinetics, body languages, and other non-verbal cues among with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

Nowadays, learning English has become a necessity, since we have the facility to travel to different parts of the world, and that is where the challenge arises for teachers of all schools to include the ability of speaking in the process of teaching and learning. Dong Xiaohong (1994) cited by Idrissova, Smagulova & Tussupbekova (2016) says that speaking is “one of the most necessary language proficiency indicators” (p.278). Speaking, thus, seems to be the most important skill that should be paid attention to in the process of teaching and learning. Likewise, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, can students express themselves and learn how to follow the social and culture rules.

Role Play

It is for this reason that researching different strategies to develop this skill, our work seeks to emphasize on one of them: "role play", Ladousse (2004), notes that "Role Play" is in the range of communicative techniques that help develop fluency in students of different languages. In addition, it increases motivation and interaction within the

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classroom. (p.7) Therefore, it indicates that the role play increases the learning between student and teacher, in which the teacher will be able to satisfy a variety of the student's needs; in this way he suggests that the role play is perhaps one of the most flexible communication techniques in the range. Larsen-Freeman (2000) says, "Role-plays are very important in the Communicative Approach because they give students an opportunity to practice communicating in different social contexts and in different social roles." (p.134). In the same way, Alkin and Christie (2002) cited by Westrup & Planander (2013) define role play as a pedagogical method, which allows the students, who are the participants and the teacher the instructor facilitator of learning, to establish interaction in the classroom, taking into account that through the role play activities a safe environment is formed. (p.201),

According to Scrivener (2005), he points out that within the Role-Plays the student should be assigned a "role", e.g. a person or a job title, which are usually printed on "role cards", for this, students prepare themselves for a specific time to make short presentations using their ideas; It is important to clarify that these "role cards" only name the role e.g. pop star, thief, or you could also get guidance on what to do in any place, e.g. find out when your train is from Paris will arrive. (p.155-156), in this way, we could say that a role play is a highly flexible learning activity which has a wide scope for variation and imagination.

Finally, it is important to keep in mind that in the development of role plays, it is necessary to be aware of the roles that each student has; to achieve this, each student must put himself/herself in the place of the other and experiment, as much as possible, the thoughts and feelings of one another. If someone is capable of feeling empathy, they can correctly interpret events and interactions social.

Methodological Aspect

This chapter describes how to develop the method of the present research, the paradigm and type that this research has; additionally, the data, that contain the tools necessary to know if the role play activities improve the oral skill, and the procedure with a description step by step of this project.

Paradigm

The present research will be carried out under the quantitative paradigm based on a quasi-experimental design given that the subjects were not chosen randomly. Also, this project seeks to analyze and collect data to obtain statistical results that would be interpreted objectively; in this case, to determine how role play influences the speaking ability with fifth graders. Besides, it attempts to generate knowledge and to create understanding about the social world; it also tries to provide answers to questions about the frequency of a phenomenon or the magnitude to which the phenomenon affects the sample population (Allen, 2017).

Research type and design

The quasi-experimental design is the one chosen in this project because we will be working with two intact groups belonging to fifth grade: one will be the control group and one the experimental group, which will receive the treatment by means of role play activities. The quasi experimental designs have a high level of availability. Based on this, their application is advisable when there are limitations in the context and researchers cannot use an experimental design; this type of design can offer the possibility of obtaining

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scientifically valid results (Cabr  2012). Since this is a quasi-experimental study, it is necessary to mention that there exist two variables; independent and dependent variable.

Variable of the Research

In science, a variable is any element, condition or factor that can be controlled, varied or measured within an investigation (Porto & Gardey, 2008). In this study there are two variables. They are independent variable and dependent variable.

1. Independent variable

The values of this type of variables do not depend on the value of others (Buddies, 2017). In this project role play activities are considered as the independent variable.

2. Dependent variable

The values of these variables depend on other variables as their name indicates explicitly (Buddies, 2017). In this project the dependent variable is the oral ability that will be achieved by the fifth students involved in this study.

Research Setting

This study will be held at IEM INEM, a public school located on Panamericana Avenue, an institution that takes students belonging to low and middle class.

Population and Sample

The population of this research is fifth graders of IEM INEM, between 10 and 11 years old, both female and male. This research will involve a sample of 29 students: 15 girls and 14 boys, for the experimental group, and 25 for the control group. Both groups are intact groups and were chosen because they were assigned to the researchers at the beginning of the school year.

Data gathering

Through the development of the research, it is very important to take into account the process that is going to be used for the data collection since it determines the validity and reliability of the research. Furthermore, it thoroughly describes the techniques and instruments that are crucial for the success of this research. The data collection techniques refer to the process that the researcher must follow to establish a relation with the object of study and the subject; it answers the question “*how*”.

On the other hand, the instruments to collect data are related with the tools that the researcher must use to collect, code, process and register the data.

Instruments

Pre-test ad post- test: the pretest–posttest design involves obtaining a pretest measure of the outcome of interest prior to administering some treatment, followed by a posttest on the same measure after treatment occurs. Pretest–posttest designs are employed in both experimental and quasi-experimental research and can be used with or without control groups (Salkind, 2010). In this particular case, in order to determine if role plays

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influence the development of the speaking skill, the pre-test and post-tests will be applied to both the control and experimental groups.

Role play activities: An activity describes any procedures in which learners work towards a goal such as play a game or engaging in a discussion (Jack Richards, ND).

Table 1
Instruments

| General Objective: To analyze how the use of role play activities improves the speaking skill among fifth-grade students of IEM INEM. | | |
|--|----------------------|------------------|
| Specific objective | Instruments | Work unit |
| To assess the initial English level of fifth graders students at IEM INEM | Pre test | Fifth graders |
| To apply a set of role play activities to develop the speaking skill. | Role play activities | Fifth graders |
| To analyze if the role plays help to develop the speaking skill with fifth graders after the implementation of role play. | Post test | Fifth graders |

Procedure

After asking for permission at the institution in order to work with fifth grade, a pre-test is orally administered in both the experimental and control group to assess the initial level of English; once it is done, the series of role play activities designed by the teachers

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are used with the experimental group; each role play activity will be developed during two lessons; that is, two weeks for a period of three months.

After the application of the series of role play activities, the teacher will analyze if the improvement of the speaking skill was achieved through a post-test with similar questions to those used in the pre-test, related to the topics worked during the three months. The post-test is applied to the experimental as well as the control group.

The pre-test and post- test are going to be applied individually and orally, both in the experimental and control group by using the following criteria established according to Harri's frame: pronunciation, grammar, vocabulary, fluency and comprehension (See appendix a).

Finally, to determine whether there is a significance difference between the two groups, an independent sample T- test will be used to compare statistically the data collected pre-test and post- test. In order to run the T-test, we will use the overall grades obtained by students based on the scoring criteria.

Conclusions

1. Speaking is an ability that most teachers at the school neglect, or do not pay attention to in the same way they do to the other skills; this could be due to lack of teachers' qualification, which sometimes leads to over emphasis on traditional methods.

2. Students generally display low motivation when learning and speaking a foreign language; this could be because they are not provided with more real or meaningful contexts in which they can realize how the foreign language is actually used. That way, they could probably understand the possibilities or usefulness of learning it.
3. The use of role play activities could create a joyful environment, where students feel comfortable working in pairs or in small groups while they play their own roles, get involved and take part in the role play.
4. The use of role play activities could enable students to use the language for communicative purposes inside and outside the classroom, since role play activities engage them in communication by negotiation of meaning and interaction.
5. It is necessary to understand that learning a foreign language implies the development of the four skills, but most important to immerse oneself in the language itself; this means to use the language when learning and to practice it all the way of learning.

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Anexes

Appendix A: Rubric to evaluate fifth graders

Table 1.1. The frame of Harris's oral English rating scale

| No | Criteria | Rating Score | Comments |
|----|---------------|--------------|---|
| 1. | Pronunciation | 5 | Has a few of traces of foreign language |
| | | 4 | Always intelligible, though one is conscious of defined accent |
| | | 3 | Pronunciation problem necessities concentrated listening occasionally lead to misunderstanding |
| | | 2 | Very hard to understand because of pronunciation problem, most frequently be asked to repeat |
| | | 1 | Pronunciation problem to serve as to make speech virtually unintelligible |
| 2. | Grammar | 5 | Make a few (if any) noticeable errors of grammar and words order |
| | | 4 | Occasionally makes grammatical and or words order errors that do not, however obscure meaning |
| | | 3 | Make frequent errors of grammar and word order, which occasionally obscure meaning |
| | | 2 | Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern |
| | | 1 | Errors in grammar and word order, so, severe as to make speech virtually unintelligible |
| 3. | Vocabulary | 5 | Use of vocabulary and idioms is virtually that of native speaker |
| | | 4 | Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities |
| | | 3 | Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary |
| | | 2 | Misuse of words and very limited vocabulary makes comprehension quite difficult |
| | | 1 | Vocabulary limitation so extreme as to make conversation virtually impossible |
| 4. | Fluency | 5 | Reading as fluent and efforts less as that of native speaker |
| | | 4 | Speed of reading seems to be slightly affected by language problem |
| | | 3 | Speed and fluency are rather strongly affected by language problem |
| | | 2 | Usually hesitant, often farced into silence by language limitation |
| | | 1 | Reading is so halting and fragmentary as to make conversation virtually impossible |
| 5 | Comprehension | 5 | Appears to understand everything without difficulties |
| | | 4 | Understand nearly everything at normal speed although occasionally repetition may be necessary |
| | | 3 | Understand most of what is said at slower than normal speed without repetition |
| | | 2 | Has great difficulty following what is said can comprehend only social conversation spoken slowly and with frequent repetition |
| | | 1 | Can not be said to understand even simple conversational English |

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Table 2

Appendix B

Institución Educativa INEM

Universidad de Nariño

Departamento de Lingüística e Idiomas

Pre-test Fifth Graders



Date:

Audience: 5th graders

Place: IEM INEM

Time: 1 HOUR

Objective: To evaluate the initial English level of fifth graders students at IEM

INEM

 **Answer the next questions**

1. **Where do you live?**
2. **Who do you live with?**
3. **Who is your favorite actor or actress?**
4. **Do you like coffee?**
5. **When do you drink coffee?**
6. **Should people drink coffee in the mornings?**

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Table 3

Appendix C

Institución Educativa INEM

Universidad de Nariño

Departamento de Lingüística e Idiomas

Post-test Fifth Graders



Date:

Audience: 5th graders

Place: IEM INEM

Time: 1 HOUR

Objective: To analyze if the role plays help to develop the speaking skill with fifth graders after the implementation of role play.

Personal information

1. **What is your name?**
2. **Where do you study?**
3. **Tell me a little bit of your daily routine?**
 - **What time do you get up?**
 - **What do you do in the mornings, evening and afternoon?**
4. **Tell me about your family?**
 - **Their names?**
 - **What do you enjoy the most to do with your family?**
5. **How many friends do you have?**
6. **Describe yourself**