

The impact of role play activities on the development of communicative skills in FL classrooms

Johana Y. Meneses A.

Hugo A. Portilla S.

English and French Program

Nariño University

2016

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Johana Y. Meneses A.

Hugo A. Portilla S.

Submitted to the School of Human Sciences in partial Fulfillment of the requirements for the  
Degree of B.A in the Linguistics and Language Department.

English and French Program

Nariño University

August 2016

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## **Acknowledgments**

Firstly, I would like to express my gratitude to my parents for providing me with their unlimited support and encouragement during all my years of study and the process of researching and writing this thesis. This achievement would not have been possible without them. Also, I am very thankful to my closest friends, Gina, Elizabeth and Leonardo for their support and unconditional friendship. Finally, I would like to thank my thesis advisor Edmundo Mora, and the judges Magda Caicedo and Mario Guerrero for their valuable comments on this thesis.

Johana Meneses

I would like to convey my heartfelt gratitude and sincere appreciation to all people who have helped and inspired me during this long process. This project would not have been possible without those supports from many people, especially I want to thank my mother, brother, my grandparents and my girlfriend, for giving me the opportunity to study in this wonderful university, and letting me to achieve a dream with your big support. Finally I would like to express my gratitude to my supervisor Edmundo Mora, and the teachers that are part of the jury Magda Caicedo, and Mario Guerrero thanks for your support.

Hugo Portilla

### **Abstract**

This work explains the importance to develop communicative skills during the English learning process as a foreign language. For this purpose, role play activities are proposed as a meaningful tool because it provides a setting to communicate and practice English in real life situations. This project uses a qualitative method and a sample of 20 students at IEM Ciudadela. The instruments used to collect information about the impact of role play activities in students' communicative skills were the observation, pre and posttests, and questionnaires. Finally, it provides a theoretical reference for people, especially teachers who want to focus on his technique.

Key words: Role play, communicative skills.

## **Resumen**

Este trabajo explica la importancia de desarrollar habilidades comunicativas durante el proceso del aprendizaje de inglés como lengua extranjera. Para este propósito, actividades de juego de rol son propuestas como una herramienta importante ya que provee un contexto para comunicarse y practicar inglés en situaciones de la vida real. Este proyecto usa un método cualitativo y una muestra de 20 estudiantes de la IEM Ciudadela. Los instrumentos usados para coleccionar información sobre el impacto de las actividades de juego de rol en las habilidades comunicativas de los estudiantes fueron la observación, pre y post-test, y cuestionarios. Finalmente, se provee una referencia teórica para aquellas personas especialmente profesores que quieran enfocarse en esta técnica.

Palabras clave: juegos de rol, habilidades comunicativas.

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## **Introduction**

According to the MEN in Colombia, one of the main purposes of learning English is the ability to communicate taking into account international standards which provide bilinguals with better opportunities for a job, education, and even for fun purposes. For this purpose the MEN states that at the end of high school students should achieve a pre-intermediate level (B1) according to the CEFR, and advanced level should be acquired in posterior studies at college or university. However, we are far away from achieving this goal based on the fact that just the 1% of eleventh grade students achieve a B1 level. This is due to the fact that most of the classrooms do not provide enough opportunities for improving English in terms of communication. English lessons and activities are mostly focused on grammar structures or vocabulary which are not enough, especially when English is taught as a FL.

This project explains the importance of looking for new activities which help students to develop communicative skills. The first chapter describes the lack of communicative skills on language classrooms and it proposes role play activities as a useful tool to improve them. Besides, it provides the importance of this project. The second chapter presents about the context of the research and the theories which indicate the impact that role play activities could have in terms of communicative skills. The third chapter shows the methodology aspects and instruments that will be applied to see the impact of role play activities on communicative skills. Finally, the last chapter describes the administrative aspects of the study.

## **1. Technical and scientific aspect**

### **1.1 Problem**

When a language is studied in a foreign context, one of the most difficult skills to acquire is communication. Learners do not communicate in a foreign but a native language outdoors classroom which does not allow them to practice English in real life. Besides, English lessons focus on grammar and vocabulary with a minimal focus on communication, another reason why students are not able to communicate and achieve the English level expected by standards in Colombia.

### **1.2 Description of the Problem**

The lack of opportunities to develop communicative skills in a FL are based on the fact that classrooms are focused on grammar structures, vocabulary, memorization, and mostly written work. It is clear that oral communication is the guarantee of mastery of a language being learnt. Taking this into account, it is necessary to look for alternative activities that could facilitate the development of communicative skills.

The implementation of activities inside the classroom is essential at the moment of learning a language. However, it is necessary to adapt these activities according to the setting we are working, students, their English level, and task level, among other elements to consider. So, to improve communicative skills, role play activities are proposed as a meaningful tool to improve oral skills. It helps students to practice the target language in context by experiencing everyday situations. Besides, it contributes to build confidence, motivation and development of speaking skills according to Ladousse (1987).

### **1.3. Problem Statement**

How can role play activities impact the development of communicative skills in FL classrooms?

### **1.4 Objectives**

#### **1.4.1. General Objective**

To identify how role play activities impact the development of communicative skills in the process of English learning as a foreign language.

#### **1.4.2. Specific objectives**

- ✓ To observe English teacher's methodology
- ✓ To figure out if role play activities or other communicative tasks have been applied before.
- ✓ To identify students' attitudes toward speaking during the implementation of role play at beginning, during and at the end of the study.
- ✓ To assess students' progress in communicative skills after the implementations of role plays

#### **1.4.3. Justification.**

This study could lead teachers to adopt new techniques inside the classroom in order to make learning more productive and meaningful. Besides, taking into account the goal of the MEN to make learners competitive in a globalized world. It is necessary the use of new methods and activities that promote communicative skills.

Also, this study would offer valuable information which may demonstrate that role-play is a

useful and effective technique in an EFL context taking into account the fact that it provides contextualization where learners are able to communicate in a real life situation by using the target language.

Finally, it is hoped that this study serves as a future theoretical reference for those who want to focus on this technique

#### **1.4.4. Limitations**

The following limitations can be presented inside the classroom during the application:

- ✓ Role plays could be embarrassing for some students. This could contribute to the loss of confidence, and it may affect their performance.
- ✓ Because of the large classes, it is difficult to engage all students in one lesson, so, teachers may consider ways to enhance students' participation.
- ✓ Applying role play could trigger chaos and noise. Teachers need to establish specific time for activities, so the students could have enough time to develop them.
- ✓ Role-plays need to suit students' abilities. It is not suggested to put students with different levels together.

## **2. Reference framework.**

### **2.1 Context framework**

#### **2.1.1The importance of English**

English is considered as a universal language, and it is the most learnt and taught language, because knowing English is a basic need in a globalized world in order to opt for better opportunities in terms of job, education, business, or fun purposes.

Taking into account this, the MEN has proposed a bilingual program named “Colombia bilingüe 2014-2018”. The goal of this program is that Colombian students are able to communicate in English according to international standards to compete in a globalized world. In Colombia, English learning and teaching is based on a foreign context. This means that English is learned inside the classroom but not outside of it because it is not required. Taking this into account the MEN has proposed to improve the quality of English teaching whose goal is to achieve the B1 level (pre- intermediate level) at the end of eleventh grade through standards.

### 2.1.2 Standards in Colombia

Colombian standards are based on the common European framework as reference taking into account Colombian Context. This standards consists on clear and public criteria that allow to establish the level of English that students should acquire.

The next table shows the levels that students should achieve at the end of each grade according to the CEFR and “Colombia bilingüe” program. MEN (2006).

Levels according to the CEFR	Name	Educative level	2019 Goals
A1	Beginner	1 <sup>st</sup> and 2 <sup>nd</sup> grades	
A2	Basic	4 <sup>th</sup> and 7 <sup>th</sup> grades	
B1	Pre-intermediate	8 <sup>th</sup> and 11 <sup>th</sup> grades	Minimum level for the 100% of middle school graduate students.
B2	Intermediate	Superior education	Minimum level for English teachers Minimum levels for professionals of different careers
C1	Pre-advanced		Minimum level for language graduated students.
C2	Advanced		

More specifically, These standards describe the English level that students should acquire at the end of each grade in terms of listening, reading, writing, monologues, and speaking.

The development of this research will take place at the IEM Ciudadela. It is a public school located in Villa Flor neighborhood. It has primary and high school, and the students belong to a

low-medium socio economic level. Taking into account English as a priority in their curriculum they have looked for new alternatives in order to improve the students' English performance. However, it is still presented the low level of English language. This project will focus on ninth grade students in order to improve their communicative skills under the following objectives taken from the Colombian standards stated by the MEN (2006).

- ✓ Read and comprehend readings of familiar topics and comprehend short and easy readings.
- ✓ Comprehend general ideas in a clear language about his/her daily life.
- ✓ Participate in conversations and express opinions about personal topics of the daily life.

## **2.2 Theoretical framework**

This section describes the theoretical foundation that explains communicative skills, and how role play impacts its development. It shows how beneficial it could be, and how to apply it inside the classroom.

### **2.2.1 Communication**

The ability to communicate is essential to measure oral production. According to Finocchiaro and Brumfit (1983), cited by Richards and Rodgers (2014), "language learning consists in learning to communicate" However, since our perspective as students and teacher assistants in high schools, the lack of opportunities to produce oral language is clear.

Classrooms are focused on learning grammar structures or memorizing vocabulary which is not enough for a communicative purpose. Taking into account this, Freeman (2000) establishes that "students could produce sentences accurately in a lesson, but could not use them appropriately when genuinely communicating outside the classroom" (p.121).

Littlewood (1981), cited by Hamid (1990), and authors as Brown (2000), states that to improve language production it is important to develop strategies which relate the grammar structures with a communicative function in real situations.

Suitable activities are crucial in language learning. According to Goh and Burns (2012), “it is necessary to include activities which potentially develop learners speaking skills engaging critically with their academic learning and social environment” (p.32). Clark and Silberstein (1977 as cited in Richards, 2015) claims that “to learn a foreign language, the activities should parallel the real world as closely as possible” (p.69).

Classroom activities need to engage students in communication by applying processes of information sharing, negotiation of meaning and interaction. We propose role plays as a useful instrument to apply inside the classroom.

### **2.2.2 Role play**

Livingstone (1983), cited by Al-Senaidi (2009), defines Role play as “a classroom activity which gives the students the opportunity to practice the language they may need outside the classroom”. Moreover, Ladousse (1987) states that “when learners are assigned a situation to role play in, they had put in the effort to think of the appropriate language that could be used to express their views and thoughts for communication” (p.5).

One important aspect is that role-plays are useful to students because they emphasize a simulation of the real world and learners can use spontaneous language. Ladousse (1987) and Thornbury (2005) suggest this technique because it provides a variety of experiences into the classroom. Learners are allowed to make decisions about what to say and how to say it. Besides, they can choose their location and context which helps to build their confidence. It presents to the learners a valuable opportunity to learn and practice the language that has been learned and to



assess their achievements and progress.

### ***2.2.2.1 History of role-play***

The idea of play as a medium for instruction can be traced back to the Greeks. Probably, the first role-play session was run when a master teaching a pupil said to him: “Act as if I am a customer and you are serving me “. The pupil played his role. The master played his role as a would-be-customer. When they discussed their roles afterwards, the play was used as a technique of instruction, according to Corsini, Shaw and Blake (1961, p.20).

Moreno (1946) was the first to examine role-play in a scientific way. She created the sociometric measure, a technique that studies interpersonal attraction and group membership in institutional settings (e.g., reform schools). He used role-play for psychiatric objectives. These plays are known under the names of psychodrama and sociodrama. In psychodrama, the enactment and its emotional and behavioral confrontations are the central activity; discussion and analysis are minimal according to Joyce and Weil (1980). Another origin can be found in Germany, in the 1920s (Corsini, Shaw and Blake, 1961; Wohlking & Gill, 1980). The educational use of role-play became more and more widespread. During the 1970s and 1980s, the use of role-play increased even further and role-play is now common-place in university curricula, business, and industrial training programs.

### ***2.2.2.2 Advantages of Role Play***

In terms of advantages, Ladousse (1987) claims that “role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation” (p.7)

For example, Al-Senaidi (2009) conducted her study in an Omani school with three

students from 4<sup>th</sup> course for a period of four months by adapting role play in order to improve oral fluency. She video-recorded the students' role-playing activities while they were performing. In the study, she focused on how much students said and how they said it. Besides, she paid attention to their interactions and fluency in terms of length of the turns and the number of the turns in each role play activity for each student. At the end of the study, she found that the length of turns had increased gradually over the four months. She concluded that learners improved their ability to produce a stream of speech without lengthy pauses through the use of role play.

The use of role play is a good resource to motivate students. It is a fun and interesting tool which encourages thinking and creativity. Rachmawati's thesis (2013) describes the implementation of this technique and the students' responses toward its use in the classroom. She used a qualitative method using observation and a questionnaire after role play performances. Role play activities were done based on the curriculum.

After knowing the material, the researcher created two different kinds of dialogues that students had to choose to perform. However, students should change the example of the dialogue with their own words and their creative ideas. Once they finished the role play performances, questionnaires were provided and filled according to their feelings about performing. The students' interest for this technique was appreciated, students felt happy learning by using role plays and they increased their self-confidence during role play performance. Besides, they agreed to continue with this kind of activities in their English classes. It was concluded that this technique motivated students to learn, created a non-threatening environment, and increased student's self-confidence.

In addition, Ladousse (1987), states that role play activities contribute to include and introduce areas of vocabulary grammar and structures and other constructs of the language

system. As it is demonstrated in Maldonado and Pauta's (2013) study conducted in a school of tenth class, the objectives were to improve speaking skills by applying role play activities and demonstrate the effectiveness of this technique. In terms of methodology, they used surveys, interviews and a pre and post oral test during 3 class sessions. The pretest and posttest submitted by the students were based on five criteria, vocabulary, grammar, fluency, comprehension and pronunciation.

First, it was necessary to apply the pre-test in order to identify the learner's language knowledge. In the results it was found that the majority of students had serious problems to express in English as a foreign language. After each role play performance, students were always given feedback in order for the next performance to be improved. Besides, they were asked about the experience they had. Once the role play activities finished, an oral posttest was applied and results showed that learners gradually improved their language use in the five criteria. Besides, the surveys and interviews established the effectiveness and the positive impact in role play activities.

Other advantages of role plays are proposed by Chesler and Fox (1966, as cited in Ments, 1999, p.25):

- ✓ Students express hidden feelings.
- ✓ Students discuss private issues and problems.
- ✓ Students empathize with others and understand their motivations.
- ✓ Students get practice in various types of behavior.
- ✓ Generalized social problems and dynamics of group interaction, formal and informal are portrayed.

- ✓ Life and immediacy to academic descriptive material is given.
- ✓ Providing opportunity for non-articulated students and emphasize importance of non-verbal, emotional responses.
- ✓ Students are motivated and given affection because it involves activity.
- ✓ Role plays provide rapid feedback for both students and tutor.
- ✓ It is student- centered and addresses itself to the needs and concerns of the trainee.
- ✓ The group can control content and pace.
- ✓ Closing gap between training and real life situation.
- ✓ Changing attitudes.
- ✓ Permitting training in the control of feelings and emotions.

### **2.2.2.3 *Teacher's role***

Teacher's role goes beyond an authority in the classroom. Teachers and learners need to have identical roles during the teaching and learning process. Some of the possible teacher's roles are described below:

- Facilitator - students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate, the feeding in of new language should take place at this stage. As students practice the role-play, they might find that they are stuck for words and phrases. In the practice stage the teacher has a chance to 'feed-in' the appropriate language. This may need the teacher to act as a sort of 'walking dictionary', monitoring the class, and offering assistance when necessary.
- Spectator - The teacher watches the role-play and offers comments and advice at the end.

- Participant - It is sometimes appropriate to get involved and take part in the role-play yourself.

#### ***2.2.2.4 Learner's role***

The role of the learner has to go beyond traditional methods where students are just passive receivers of information. They need to be able to participate in the learning and teaching process. Breen and Candlin (1980) describe the role of the learner as a “negotiator- between the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes” (p.110).

#### **2.2.5 How to organize a role play**

The good organization is determinant in the success of any activity. Huang (2008) proposes the following procedure to apply role play activities:

##### ***2.2.5.1 Decide on the Teaching Materials***

The teacher must decide which teaching materials will be used for role play activities depending on learner's level and interests. Material for role plays can be created by the teachers or they can be found in newspapers, magazines, songs, movies, and pictures, among others. In this part, it is necessary to define the objectives of the activity such as topics, time, and goals.

##### ***2.2.5.2 Select Situations and Create Dialogs***

The teacher and students decide the context and the role they will perform. It is better to try to keep the roles as close to real life as possible. For every role play situation, dialogues should be provided by the teaching materials. Besides, the teacher should be clear to the students in

terms of what is expected to learn at the end of the lesson.

#### ***2.2.5.3 Teach the Dialogs for Role Playing***

The teacher has to provide learners with appropriate language. It means that the teacher should teach and make sure that learners manage the vocabulary, sentences, and dialogues which are necessary for the role play situation.

#### ***2.2.5.4 Have Students Practice the Role Plays***

Students practice in pairs or in small groups for a considerable time meanwhile the teacher monitors the class and offers assistance when it is necessary. At this stage, students can modify the situations and/or dialogs to produce a variation of the original role play. After they have played their own roles a few times and they feel confident, the teacher asks them to perform it in front of the class.

#### ***2.2.5.5 Evaluate and Check Students' Comprehension***

In terms of mistakes along the performance, it is better not to give corrections during the role play but at the end because students can lose confidence and motivation to complete the task. Finally, the teacher can evaluate the effectiveness of the role play activities by asking questions in relation to the role play performed. Also, it is possible that other students simulate the same role play or explain what the topic of the role play was.

### **3. Methodological Aspect**

This chapter describes the method of how to develop the present research. The paradigm and type this research has and what steps are going to be followed in order to get clear information

about the stated problem are specified. Additionally, the way how all information will be analyzed in order to determine how useful role play activities are to enhance communicative skills will be presented.

### **3.1. Research paradigm**

A qualitative research has been chosen because it is based on deep observations which allow researchers to get closer to the participants or a particular activity to see how a process is developing. This kind of paradigm is based on questions, collecting data, recording, and making interpretations of what was observed. It differs from a quantitative paradigm whose data is analyzed through statistical analysis. (Johnson & Christensen, 2012, p.37-39).

### **3.2. Research type and design**

This study is based on an experimental research which consists on manipulating variables in order to observe how they effect on other variables. This kind of research is very useful because it gives us clear information and details which occur during the experiment such as the feelings, improvements or failings students could have on their learning during role play activities.

Phakiti (2014) states that this kind of research allows “to vary a factor or factors, and manipulate other factors by making them constant, and then to observe participants’ behavior according to the variations made” (p.15). In this study, the variables that are going to be manipulated are the communicative skills and role play activities in order to see its impact on them.

### **3.3 Research Context**

This study is going to be performed at the IEM Ciudadela. It is a public school located in Villa Flor neighborhood. It has primary and high school, and the students belong to a low-medium socio

economic level.

### **3.4 Population and sample**

This research will be applied at Ciudadela School, with students of 9th grade, between 14 and 16 years old, both male and female. This research will use a sample of 20 students, 10 boys and 10 girls during 3 months which is equivalent to 24 sections. Each section is equivalent to 1 hour.

### **3.5 Data gathering**

#### **3.5.1 Instruments**

**3.5.1.1 Observation:** It is one of the most important methods of data collection. It entails being present in a situation and making a record of one's impressions of what takes place. In observation the primary research instrument is the self, consciously gathering sensory data through sight, hearing, taste, smell and touch. By various means of record keeping, traces of those impressions are stored for careful scrutiny and analysis after the event. (Somekh & Lewin, 2005, p.131).

**3.5.1.2 Questionnaires:** A questionnaire consists on a set of questions with the purpose of collecting information on a specific objective. According to Dörnyer (2014), this is a useful tool in the following terms "researcher time, research effort and financial resources" (p.9).

**3.5.1.3 Pre and posttests:** A pretest is a measure tool which allows to measure the preexistent knowledge students have before a course or study. A posttest is provided at the end of the course, or study in order to measure the impact on student's learning.



### **3.5.2 Techniques**

This study will take three months, it means 24 sections, and each section is equivalent to one hour. During the first three sections researchers will focus on observing English lessons. This allows to know the teacher methodology, topics, activities, feedback and how students are engaged during the process of teaching. The criteria for observation is presented in Annex I. Also, a questionnaire (annex II) will be applied and addressed to students in order to know all the activities in which students have been engaged, how they have felt and how easy or difficult these have been for them.

After knowing how students and teacher manage English lessons, a pretest which consists on an oral test (annex III) will be applied to the students. The oral test will indicate their communicative skills in terms of pronunciation, fluency, vocabulary, grammar and comprehension. The questions in oral test are based on the dialogues provided in the readings that are going to be applied during the study.

Once the pretest of each of the twenty students is analyzed and graded through the criteria presented in annex IV, they will be divided in five groups of four people, taking into account the grades they got. It is necessary to make sure the groups share a similar level for the study.

Once the groups are organized, role play readings (annex V) will be provided to each group. The role play readings are adapted to real life situations, such as going shopping, in a restaurant, talking with a friend, among others. The readings will be explained in order to avoid misunderstandings and students could learn expressions, vocabulary, and pronunciation from them. Once readings are analyzed, students along with the researchers' help will create a role play based on the readings. After the role plays created by the students are ready, each group will perform them. The researchers will be carefully observing all performances and evaluating them

taking into account the criteria presented in annex VI. After the performances, each group will be provided with their respective feedback. Besides, at the end of the performance students will complete a questionnaire (annex VII) in order to know how they feel about performing.

After six sections doing the same procedure, the researcher will ask students to create and perform their own role plays based on all knowledge they have acquired during the last activities. In this phase, the researchers will work along with the students and will set a time limit for the performances. Once again, observation and questionnaires will be used. At the end of each group performance, feedback will be provided and mistakes will be revised.

The last procedure will last at least four sections. After that, the groups will be facing more challenging activities. The researchers will provide students with role play situations (Annex VIII) in order to perform it. The challenge consists on improvising a role play using all their previous knowledge. It allows researchers to know through observation and questionnaires how much knowledge and communicative skills the students have gotten during all performances. This phase will last for six sections.

Finally, in order to compare the students' oral production got from the beginning to the end of the study the pretest applied at the beginning of the study will be applied this time as a post test.

### **3.6. Data analysis techniques**

The information collected by the observation, questionnaires, and pre and posttest will be analyzed based on five phases proposed by Yin (2011, p.176):

- ✓ Compile database
- ✓ Disassemble data
- ✓ Reassemble data
- ✓ Interpret data

✓ Conclude

### **3.6.1 Compile database**

The first phase consists on gathering all information collected through the observation, tests, and questionnaires used for data collection during the study. The main objective is to organize the data in a consistent form in order to lead a solid analysis.

### **3.6.2 Disassemble data**

In this phase, the information will be reduced. It means that the information that does not have to do with the specific objectives of the research will be omitted. The relevant information needs to be organized in specific items such as: events, opinions, attitudes, methodology, and changes, among other factors presented during the study.

### **3.6.3 Reassemble data**

Here, an analytic process is necessary taking into account that researchers will manipulate the information in order to make it meaningful.

### **3.6.4 Interpret data**

In this phase, the researchers need a deeper understanding about the data and give their own meaning to the reassembled data. The interpretation they give to the data has to be credible.

### **3.6.5 Conclude**

At this point, conclusions from the entire study will be drawn. These conclusions will be related to the interpretation done in the last phase.

## **4. Administrative Aspects**

This chapter shows the chronogram about the activities and events during the study. Also, it shows the budget needed to its development.

#### 4.1 Timeline

The next table indicates the process and activities done during the development of the study.

<b>Date</b>	<b>Activity</b>	<b>Description</b>
February 16th	Advisor's letter Pre -project delivery	A letter and pre-project is addressed to the Comité Curricular in order to ask for an advisor.
March 3rd	First Pre -project corrections	Pre -project corrections are made by the advisor.
May 3rd	Jury's letter and Pre -project delivery	A letter and Pre -project is addressed to the Comité Curricular in order to request the appointment of juries.
May 17th	Corrections by the jury	Pre -project corrections are suggested by the jury.
August 11th	Corrections delivery	Delivery of the project with the corrections suggested by the jury.
August 12th	Corrections by the jury	Pre -project corrections are suggested by the advisor.
August 23th	Oral defense	

#### **Plan of the study**

The following lessons will be applied during the sessions of the study. Observation, questionnaires, pretest and posttest, will be used during the lessons in order to collect information. Finally, all the information will be analyzed taking into account the phases showed in the analysis and interpretation of information techniques.

<p>Sessions 1 to 3</p>	<p>Class observation, and questionnaires</p>	<p>The first sessions will focus on class observation in order to know the teacher’s methodology. A questionnaire will be addressed to the students to know what kind of activities the teacher does during English lessons.</p>
<p>Sessions 4 to 5</p>	<p>Pre test</p>	<p>The students will take an oral test. This test provides researchers to know how much the students know and what their oral proficiency is.</p>
<p>Sessions 6 to 12</p>	<p>Observation, role play readings , performance and Feedback</p>	<p>During six sections the students will be provided with a dialogue reading that will be analyzed along with the teacher. After that the students will be asked to create and perform a role play based on the reading. At the end, the teacher will provide the respective feedback.</p>
<p>Sessions 13 to 16</p>	<p>Observation, Free role play creations, performances and feedback</p>	<p>Each group will be free to create a role play. The teacher will be open to questions and help. After performances, the teacher will provide feedback.</p>
<p>Sessions 17 to 22</p>	<p>Review, role play performances and feedback</p>	<p>Students will perform role plays by applying what they learned during all performances. The teacher will use role play cards for this purpose. At the end of the performances, the teacher will provide feedback.</p>

Sessions 22 to 24	Posttest	The students will take the same oral test to know how much the students have learned and what the impact oral skills development was.
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#### 4.2 Budget

The budget needed to carry out the study is presented below:

Supplies	Quantity	Subtotal
Project inscription	One	\$35.000
Paper	(Questionnaires, readings copies, printing included)	\$40.000
Transportation	Ten bus tickets for university issues (7 months) 16 tickets per month to go to school (3 months)	\$98.000 \$67.000
Internet	Monthly service (7 months)	\$350.000
<b>Total</b>		<b>\$590.000</b>

## ANNEXES

### ANNEX I

Factors to observe before, during and after the project	Comments
Introduction of the topic	
Activities	
Language level	
Assessment	
Materials	
Participation	
Attitudes	
Motivation	

### ANNEX II

	Easy	Difficult	Adequate	Like	Dislike
Grammar exercises					
Vocabulary					
Translations					
Songs					
Role plays					
Oral/written tests					

**ANNEX III**

<p><b>Oral Test.</b> The following questions will be asked to students in order to know their communicative skills. The questions are based on the dialogues that will be applied during the study.</p>		
<p><b>Introducing</b></p> <p>Please introduce yourself. Mention your name, where you are from, what you do and your hobbies.</p>	<p><b>At the restaurant</b></p> <ul style="list-style-type: none"> <li>▪ What do you like to eat in a restaurant?</li> <li>▪ What is your favorite restaurant?</li> <li>▪ What would you like to drink in a restaurant?</li> <li>▪ Who do you go to the restaurant with?</li> </ul>	<p><b>At the hairdresser</b></p> <ul style="list-style-type: none"> <li>▪ How often do you go to the hairdresser/barbershop?</li> <li>▪ How much is your haircut?</li> <li>▪ Do you like your haircut?</li> </ul>
<p><b>Cooking</b></p> <ul style="list-style-type: none"> <li>▪ Can you cook?</li> <li>▪ What is your special dish?</li> <li>▪ How often do you cook?</li> <li>▪ Do you prepare your own food?</li> </ul>	<p><b>Bed time</b></p> <ul style="list-style-type: none"> <li>▪ What time do you go to bed?</li> <li>▪ What time do you get up?</li> <li>▪ Do you count sheep before you fall asleep?</li> <li>▪ How long do you sleep?</li> </ul>	<p><b>Parties</b></p> <ul style="list-style-type: none"> <li>▪ Do you like to go to parties?</li> <li>▪ Who do you go with?</li> <li>▪ How often do you go?</li> <li>▪ When do you go to parties?</li> </ul>
<p><b>Plans for the weekend</b></p> <ul style="list-style-type: none"> <li>▪ What are you going to do this weekend?</li> <li>▪ Do you practice any sport?</li> <li>▪ Where do you like to go out on weekends?</li> <li>▪ Do you visit your family or friends?</li> </ul>	<p><b>Birthday</b></p> <ul style="list-style-type: none"> <li>▪ When is your birthday?</li> <li>▪ Do you always have birthday parties?</li> <li>▪ What has been your favorite present?</li> <li>▪ What is your best and worst birthday party?</li> </ul>	<p><b>Old Friends</b></p> <ul style="list-style-type: none"> <li>• Do you have best friends?</li> <li>▪ When was the last time you saw him/her?</li> <li>▪ What did you do at that time?</li> <li>▪ Where did you go?</li> </ul>
<p><b>New in a place</b></p> <ul style="list-style-type: none"> <li>▪ Have you been to another city, or neighborhood?</li> <li>▪ How was the experience?</li> <li>▪ How did you make new friends?</li> <li>▪ Is it a safe or dangerous place?</li> </ul>	<p><b>Living</b></p> <ul style="list-style-type: none"> <li>▪ Where do you live?</li> <li>▪ How do you get there?</li> <li>▪ Who do you live with?</li> <li>▪ Do you live in a house or apartment?</li> </ul>	<p><b>Borrowing notes</b></p> <ul style="list-style-type: none"> <li>▪ What is your favorite subject?</li> <li>▪ When you are sick, do you go to school?</li> <li>▪ If you miss class, do you borrow your friend notes?</li> </ul>



**ANNEX IV**

<b>Students name:</b>			
<b>Criteria</b>	Excellent	Good	Poor
<b>Grammar</b>	Student uses appropriate and complex structures grammar during the oral test.	Student uses appropriate but basic grammar structures during the oral test.	Student does not use adequate grammar structures during the oral test.
<b>Pronunciation</b>	The pronunciation is very clear, and the speech is easy to understand	The pronunciation is good, and it does not interfere with the communication	The pronunciation is poor, and it is difficult to understand the speech.
<b>Vocabulary</b>	The use of vocabulary is rich and varied.	The use of vocabulary is good.	The use of vocabulary is poor and repetitive.
<b>Comprehension</b>	Student is able to comprehend and to respond appropriately to the questions.	Student is able to comprehend and to respond to most of the questions.	Student has difficulty understanding the questions.
<b>Fluency</b>	Student speaks clearly with appropriate pronunciation and pauses.	Student speaks with some difficulties and uses some long pauses.	Speaks with a lot of difficulties and uses inappropriate long pauses.
<b>COMMENTS:</b>			

**ANNEX V**

The next dialogues will be used during the study. They represent real life situations, these

dialogues were taken and adapted from:

[http://bogglesworldesl.com/survival\\_travel\\_english/restaurants.htm](http://bogglesworldesl.com/survival_travel_english/restaurants.htm)

<p style="text-align: center;"><b>INTRODUCING PEOPLE</b></p> <p><b>A:</b> Hi! My name is Martha. I am from Cali. What is your name?  <b>B:</b> I'm Brian Orlando.  <b>A:</b> And where are you from, Brian?  <b>B:</b> I am from Pasto.  <b>A:</b> Oh, really? Nice to meet you.  <b>B:</b> Nice to meet you, too.  <b>A:</b> By the way, what do you do?  <b>B:</b> I am engineer. And how about you?  <b>A:</b> I am a dancer instructor.  <b>B:</b> Hey, can I join your class  <b>A:</b> sure.</p>	<p style="text-align: center;"><b>WHICH BUS TO TAKE</b></p> <p><b>A:</b> Do you know which bus I can take to Parque Nariño?  <b>B:</b> Yes, of course. You can take the route C2  <b>A:</b> thank you. Do you know where I can take it?  <b>B:</b> Yes, you can take in Lorenzo neighborhood.  <b>A:</b> ok, thank you.  <b>B:</b> You are welcome!</p>	<p style="text-align: center;"><b>AT THE HAIRDRESSER</b></p> <p><b>A:</b> Is my hair done yet?  <b>B:</b> Yeah, I just need to make the final touches.  <b>A:</b> How long until you're finished?  <b>B:</b> I'm finished. What do you think?  <b>A:</b> I like my hair so much.  <b>B:</b> Do you really?  <b>A:</b> It's beautiful.  <b>B:</b> Well, thank you very much.  <b>A:</b> How much is it?  <b>B:</b> You owe me \$10000.  <b>A:</b> Thanks for everything.  <b>B:</b> You are very welcome. Come back again.</p>
<p style="text-align: center;"><b>IT'S TIME FOR SCHOOL.</b></p> <p><b>A:</b> Wake up, it's time for school.  <b>B:</b> I'm so tired. Let me sleep for five more minutes.  <b>A:</b> You have to get up and get ready for school.  <b>B:</b> I know, but just five more minutes.  <b>A:</b> I can't let you go back to sleep, because you won't wake back up.  <b>B:</b> I promise I'll wake up, in five minutes.  <b>A:</b> You still need to eat breakfast, take a shower, and get dressed.  <b>B:</b> I Know it! And I can do all that when I wake up in five minutes.  <b>A:</b> I don't want you to be late for school today.  <b>B:</b> I'm not going to be late today.  <b>A:</b> Fine, five more minutes.  <b>B:</b> Thank you.</p>	<p style="text-align: center;"><b>WHAT TO COOK</b></p> <p><b>A:</b> What's for dinner tonight?  <b>B:</b> It's whatever you're planning on cooking.  <b>A:</b> You're not going to cook?  <b>B:</b> No, I always cook.  <b>A:</b> Yes, and I love your cooking.  <b>B:</b> Don't give me that. If you're hungry, then cook dinner.  <b>A:</b> are you serious?  <b>B:</b> Look, I'm really tired tonight. I don't feel like cooking dinner.  <b>A:</b> I'll make dinner tonight.  <b>B:</b> Thank you. I'm going to bed.  <b>A:</b> Do you want me to wake you up when dinner is ready?  <b>B:</b> Yes, please.</p>	<p style="text-align: center;"><b>IT IS BED TIME</b></p> <p><b>A:</b> It's time for bed.  <b>B:</b> I'm not ready to go to sleep. I'm not tired.  <b>A:</b> It's quite late, and you have an early day tomorrow.  <b>B:</b> I'm not going to be able to fall asleep.  <b>A:</b> Why don't you try counting sheep?  <b>B:</b> I've tried that before. It really doesn't work.  <b>A:</b> but, you still need to go to bed.  <b>B:</b> Why can't I just stay up until I fall asleep?  <b>A:</b> If I let you do that, then you're just going to be up all night.  <b>B:</b> I promise I'll go to sleep soon.  <b>A:</b> No, you're going to sleep now! Good night!  <b>B:</b> ok, See you in the morning.</p>
<p style="text-align: center;"><b>PLANS FOR THE WEEKEND</b></p> <p><b>A:</b> Are you going to the party on Saturday?  <b>B:</b> I was thinking about it. Are you?  <b>A:</b> Yeah, I heard it's going to be a lot of fun.</p>	<p style="text-align: center;"><b>PLANS FOR THE WEEKEND</b></p> <p><b>A:</b> What are you doing this weekend?  <b>B:</b> I am not sure. What are you doing?  <b>A:</b> I am going to go to the beach.  <b>B:</b> That sounds like a great idea!</p>	<p style="text-align: center;"><b>BIRTHDAY PARTY</b></p> <p><b>A:</b> Roberto, are you going to be in town this weekend?  <b>B:</b> I don't have anything scheduled yet.  <b>A:</b> We were wondering if you would like to come to Maria's</p>

Running head: ROLE PLAY AND COMMUNICATIVE SKILLS

<p><b>B:</b> Really? Well, what time does it start?  <b>A:</b> It starts at 8:00 pm, and I really think you should go.  <b>B:</b> Well, who is going to be there?  <b>A:</b> Everybody from school.  <b>B:</b> How do you know it's going to be so fun?  <b>A:</b> This party is going to have a DJ, food, and drinks.  <b>B:</b> Wow that does sound like it's going to be fun.  <b>A:</b> So, am I going to see you at the party?  <b>B:</b> Yeah, I will be there.</p>	<p><b>A:</b> Would you be interested in joining me?  <b>B:</b> Sure, I would love to go with you. When would you be leaving?  <b>A:</b> I thought that we could leave around 8:00 on Saturday morning.  <b>B:</b> That would give us plenty of time to explore. Did you know that there is a music festival on the beach in Tumaco?  <b>A:</b> That was part of my plan.  <b>B:</b> Well then, I'll see you on Saturday. Thanks for asking me to go with you.</p>	<p>birthday party on Saturday.  <b>B:</b> I would enjoy coming to her party. Will it be at your house?  <b>A:</b> The party will be at Hugo's house.  <b>B:</b> Will everyone be pitching in with some food?  <b>A:</b> It would be great if you could bring a side dish, but the rest of the food will be provided.  <b>B:</b> What should we wear?  <b>A:</b> whatever you feel comfortable.  <b>B:</b> Sounds like we'll have a great time. When you've figured out the details, drop me an e-mail.</p>
<p style="text-align: center;"><b>A LONG TIME WITHOUT SEEN YOU</b></p> <p><b>A:</b> It has been a long time since I saw you.  <b>B:</b> You are right. It has been a long time.  <b>A:</b> Can you remember when we last saw each other?  <b>B:</b> It was about two years ago.  <b>A:</b> What have you been up to for the past two years?  <b>B:</b> I am finishing up my degree.  <b>A:</b> What subject did you decide to study?  <b>B:</b> International communications  <b>A:</b> That sounds very interesting.  <b>B:</b> I am expecting to get a good job</p>	<p style="text-align: center;"><b>MOVING INTO A NEW TOWN</b></p> <p><b>A:</b> Are you new in town?  <b>B:</b> Yes, I am new in town.  <b>A:</b> It's very nice to meet you.  <b>B:</b> It's nice to meet you too.  <b>A:</b> How long has it been since you moved here?  <b>B:</b> It's been a month.  <b>A:</b> Do you like it here so far?  <b>B:</b> I actually do like it here.  <b>A:</b> Isn't it beautiful?  <b>B:</b> It is absolutely beautiful here.  <b>A:</b> Let me welcome you to the neighborhood.  <b>B:</b> Thank you. I'm glad to be here.</p>	<p style="text-align: center;"><b>BORROWING NOTES</b></p> <p><b>A:</b> Do you have the notes from last week's class?  <b>B:</b> Did you come late?  <b>A:</b> I couldn't make it.  <b>B:</b> Why is that?  <b>A:</b> I was sick.  <b>B:</b> Oh, okay. Well, here you go!  <b>A:</b> Are these all of them?  <b>B:</b> Oh, wait, here are the rest.  <b>A:</b> Thank you so much.  <b>B:</b> Don't mention it.</p>
<p style="text-align: center;"><b>AT THE RESTAURANT</b></p> <p>Waiter: Welcome to La Meced. Here are your menus. Today's special is grilled trout. I'll be back to take your order in a minute.  Waiter: Are you ready to order?  Customer 1: <i>I'd like</i> some spaghetti.  Waiter: And you?  Customer 2: <i>I'll have</i> a hamburger and fries.  Waiter: Would you like anything to drink?  Customer 1: I'll have a coke, please.  Waiter: And for you?  Customer 2: Just water, please.  Waiter: OK. Spaghetti, one hamburger and fries, one coke, and one water. I'll take your menus...  Waiter: Here is your food. Enjoy your meal...  Waiter: How was everything?  Customers 2: Delicious, thanks.  Waiter: Would you like anything for dessert?  Customer 1: No, just the bill please.</p>		<p style="text-align: center;"><b>ASKING FOR DIRECTIONS</b></p> <p><b>A:</b> Could you help me?  <b>B:</b> What do you need?  <b>A:</b> I can't find my class.  <b>B:</b> What building is it in?  <b>A:</b> It's in the C building.  <b>B:</b> Oh, I know exactly where that is.  <b>A:</b> Do you think you can tell me where it is?  <b>B:</b> Sure, what room number is it?  <b>A:</b> It's room number 206.  <b>B:</b> I have a class around there right now.</p>

**ANNEX VI**

<b>Name of the student:</b>			
<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Poor</b>
<b>Content and organization</b>	Information is presented in an orderly and clear manner. Student Shows management of the topic. Student shows coherence in their ideas.	Information is generally organized. Student shows regular management of the topic. Student shows coherence in their ideas.	Information is disorganized, it presents problems in terms of coherence. Students shows weakness in the management of the topic.
<b>Motivation</b>	Student demonstrates strong enthusiasm during the performance.	Student demonstrates some enthusiasm during the performance.	Student demonstrates absolutely no enthusiasm.
<b>Voice (rate, volume and tone)</b>	Tone, volume and rate are accurate according to the context of the performance.	Tone, volume and rate are generally appropriated according to the context of the performance.	Tone, volume and rate are not appropriated according to the context of the performance.
<b>Fluency (pronunciation, pauses)</b>	Student speaks clearly with appropriate pronunciation and pauses	Student speaks with difficulties and use some long pauses	Student speaks with difficulties and use unnecessary pauses.
<b>Grammar and vocabulary</b>	Student uses a variety of vocabulary and adequate sentences.	Student uses a basic use of vocabulary but shows some grammar mistakes.	Student uses a poor and repetitive use of vocabulary and big grammar mistakes.
<b>Comments</b>			

**ANNEX VII**

Role play performance								
R.P	Topic	Like	Dislike	Confident	Nervous	Easy	Difficult	Okay
Comments								

**ANNEX VIII**

You meet an old <i>friend you have not seen in a long time.</i>	You got sick and you do not want to go to school.
You need to go to a specific place, but you got lost.	You see somebody who is new at school. During recess you notice she/ he is sad. What would you do?
You are in charge of preparing your best friend birthday party.	Talking about your plans for vacations.
You are at the restaurant and you ask for your favorite dish.	Your mom prepared your favorite food. What would you say?
You are moving to a new city.	You got sick and could not go to school. You need to borrow notes.
You are asking for help to do your homework.	You want to watch TV but your brother is playing video games.
You and your friends plan to watch a movie.	You meet a new person, you introduce yourself.
You have a party. You want to get a new haircut.	You need to go shopping.
Your phone is broken. What would you do?	The teachers said stop talking, but your friend keeps talking to you.
It is bed time but you want to finish the movie	Talking about your family

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