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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

**Tema: ROLE PLAYING IN THE ENGLISH SPEAKING SKILL
DEVELOPMENT**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster
en la Enseñanza del Idioma Inglés como Lengua Extranjera

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Ambato – Ecuador

2018

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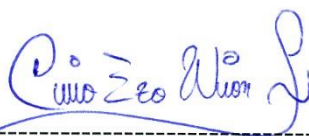


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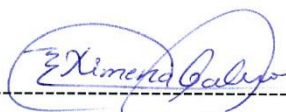
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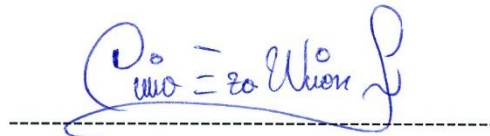
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Wilson

DEDICATORIA

First of all, I would like to dedicate this research work to God, because he is the one who makes possible our existence on Earth. Second, to my parents for having raised me up with the values of respect, responsibility and dedication. Finally, to my wife and daughters who have been my motivation to continue working and studying.

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FECHA: 17 de abril del 2018

RESUMEN EJECUTIVO

El presente trabajo de investigación **“JUEGO DE ROLES EN EL DESARROLLO DE LA DESTREZA ORAL DEL IDIOMA INGLÉS”** se desarrolló con el objetivo determinar el efecto de la utilización de juego de roles para desarrollar la destreza oral del idioma Inglés (speaking) en los estudiantes. En esta investigación se utilizó el enfoque cualitativo-cuantitativo; cualitativo porque se observó el desempeño y rendimiento de los alumnos en clase, y cuantitativo debido a que se realizó un análisis estadístico de las calificaciones obtenidas por los alumnos en el pre and post test. Además, este trabajo se efectuó bajo un estudio de investigación cuasi-experimental, puesto que el tratamiento basado en juego de roles fue implementado con los estudiantes en las clase de inglés. La población estuvo conformada por estudiantes correspondientes al nivel A2 “Elementary” pertenecientes a la Escuela de Formación de Soldados IWIAS “Crnl. Gonzalo Barragán”, los mismos que fueron divididos en grupo control con 18 estudiantes y grupo experimental con 17 alumnos. Cabe mencionar que esta investigación se efectuó de manera bibliográfica y de campo, bibliográfico debido a que se obtuvo información de varios libros publicados a nivel internacional, y de campo puesto

que se pudo observar el efecto del tratamiento en un grupo experimental. El instrumento utilizado fue un Key English Test – speaking part, el cual se lo administró antes del tratamiento con juego de roles y después del mismo. Se aplicó una prueba T de student con la finalidad de poder verificar la hipótesis; los resultados obtenidos mostraron que el tratamiento basado en juego de roles contribuyó a un mejor desempeño y rendimiento de los estudiantes en la destreza oral del idioma inglés y mostró un incremento significativo en las calificaciones correspondientes a los parámetros establecidos en el instrumento de evaluación de gramática y vocabulario, pronunciación, y comunicación interactiva.

Descriptor: Análisis estadístico, comunicación interactiva, desarrollo de la destreza oral, grupo de control, grupo experimental, gramática y vocabulario, instrumento de evaluación, juego de roles, post-test, pre-test, pronunciación, prueba T de student, tratamiento basado en juego de roles.

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THEME:
“ROLE PLAYING IN THE ENGLISH SPEAKING SKILL
DEVELOPMENT”

AUTHOR: Licenciado Wilson Fabián Criollo Erazo
DIRECTED BY: Licenciada Ximena Alexandra Calero Sánchez Magíster
DATE: April 17th, 2018

EXECUTIVE SUMMARY

The present research work **“ROLE PLAYING IN THE ENGLISH SPEAKING SKILL DEVELOPMENT”** was developed with the goal of determining the effect of using role playing to develop the students’ English speaking skill. Besides, this research work was based on a qualitative-quantitative approach. On the one hand, it was qualitative since the students’ performance was observed during the English classes. On the other hand, it was quantitative since a statistics analysis was carried out with the scores obtained from the pre and post-test. Furthermore, this research work was developed under a quasi-experimental design because the students were subjected to a treatment based on role playing in the English classes. Moreover, the population consisted of elementary students from Escuela de Formación de Soldados IWIAS “Cmnl. Gonzalo Barragán”. They were divided into a control group with 18 students and an experimental group with 17 learners. It is important to mention that the investigation was developed through a bibliographic and field research; bibliographic because the information was obtained from books published internationally, and field research since the effect of the treatment through role

playing was observed on the experimental group. In addition, the instrument used was the speaking part of a Key English Test; it was administered before and after the treatment with role playing. Besides, a t-test was carried out in order to verify the hypothesis. Thus, the results showed that the treatment with role playing contributed to a better performance in the students' English speaking skill. Additionally, they showed a significant improvement in the scores corresponding to the established parameters from the instrument i.e grammar and vocabulary, pronunciation, and interactive communication.

Key words: Role playing, interactive communication, statistics analysis, speaking skill development, control group, experimental group, pre-test, post-test, t-test, grammar and vocabulary, pronunciation, interactive communication, treatment based on role playing.

INTRODUCTION

This research's main objective focuses on the way how role playing affects the students' English speaking skill development. The revision of bibliographic material permitted to present relevant information about the relationship among the two variables under investigation. This investigation was developed due to the identification of oral communication problems on the students. They presented difficulties to interact among them through the speaking skill in the English classes. The difficulties were present on the three parameters of the instrument used i.e., grammar and vocabulary, pronunciation, and interactive communication.

This research was important because the English speaking skill is used for everyday communication. Thus, it was important to know how role playing helped the students to overcome the constraints to interact through the speaking skill. Hopefully this research will be useful because other teachers and institutions could use the theoretical support from this investigation to carry out future investigations about the use of role playing to face speaking problems.

This study consisted of a field quasi- experimental research. This approach was selected because the population was divided into an experimental and control group. Thus, the experimental group was subjected to a treatment based on role playing. The treatment was applied attempting to help the students improve their speaking skill not only in the scores, but also in performance. This research was carried out by a qualitative-quantitative approach. Equally important to mention, the instruments used for this research were a standardized pre and post-test specifically selected for the speaking part on elementary students.

Finally, developing this investigation was fruitful because it served to realize how role playing helped the students not only obtain better scores and performance, but also develop personal skills such as cooperation and decision making.

This research work is divided into six chapters:

CHAPTER I presents the theme of the problem, its contextualization at macro, meso and micro levels, critical analysis, prognosis, the setting of the problem, research questions, research delimitation, justification, and the objectives to be achieved.

CHAPTER II displays the research background taking into consideration previous studies related to the topic of research, philosophical foundations, legal basis, key categories, the theoretical support from both variables, the hypothesis, and signaling of hypothesis.

CHAPTER III describes the methodology applied in this study in terms of the basic method of research, the level or type of research, the population, the operationalization of variables, the method of data collection and data collection and analysis.

CHAPTER IV presents the data obtained from the pre-test and post- test that was applied to students. It also displays the analysis and results, data interpretation, and hypothesis verification in order to evaluate the feasibility of the investigation.

CHAPTER V addresses the conclusions and recommendations that are established according to the objectives of this research as well as the research questions.

CHAPTER VI displays the proposal which provides information about informative data, proposal background, justification, objectives, feasibility analysis, theoretical basis, proposal development, methodology, administration and assessment.

CHAPTER I

THE PROBLEM

1.1 Research topic

Role-playing in the English speaking skill development

1.2 Problem statement

1.2.1 Contextualization

According to Kuśnierek (2015) speaking may be considered as one of the most difficult skills for students, the reason could be the great deal of practice and exposure it requires. In Ecuador, the IELTS and TOEFL examinations were applied to English language learners from all the provinces in 2014. The results showed that English proficiency is at a low to medium level. Regarding speaking, students do not show high confidence at this skill, thus, it was rated as poor or basic. Some factors could be the cause for this problem, for example, students do not practice the target language outside the classroom frequently, they are not surrounded by native English speakers to practice speaking with, or lack of qualified teachers could be seen as the reasons for this constraint (The British Council, 2015).

In Pastaza province, students learn English as a foreign language in private and public high schools. They begin from elementary school and finish in third year of Bachillerato General Unificado. During that period of time, students are required to achieve a B1 level of English proficiency according to the Common European Framework of References. However, not all the students achieve a desired level of English speaking skill. This problem may be caused due to some reasons, for instance, English language teachers have not devoted enough time to practice oral production or students are not motivated enough to learn the language.

The problem in speaking has been noticed because a pre-test was conducted to the aspiring soldiers who study at Escuela de Formación de Soldados IWIAS located in Shell parish from Pastaza province. The test results showed low scores as well as poor performance at this skill. These constraints persist even though the students have already finished Bachillerato General Unificado, thus, they are supposed to have achieved a B1 level of proficiency in the four English linguistic skills (reading, writing, listening, and speaking).

English speaking skills could be improved with the implementation of appropriate methods, techniques, and strategies. The implementation of those strategies or methods could help improve this productive skill. In this sense, Role-playing activities could be implemented in the classroom. According to Reck (2008), role plays help students practice the language they are going to use in real world situations. Students could develop certain activities such as conversations in pairs or groups, describing pictures, reading aloud, oral projects, Power Point presentations in the class, and so on.

1.2.2 Critical analysis

1.2.2.1 Problem scheme

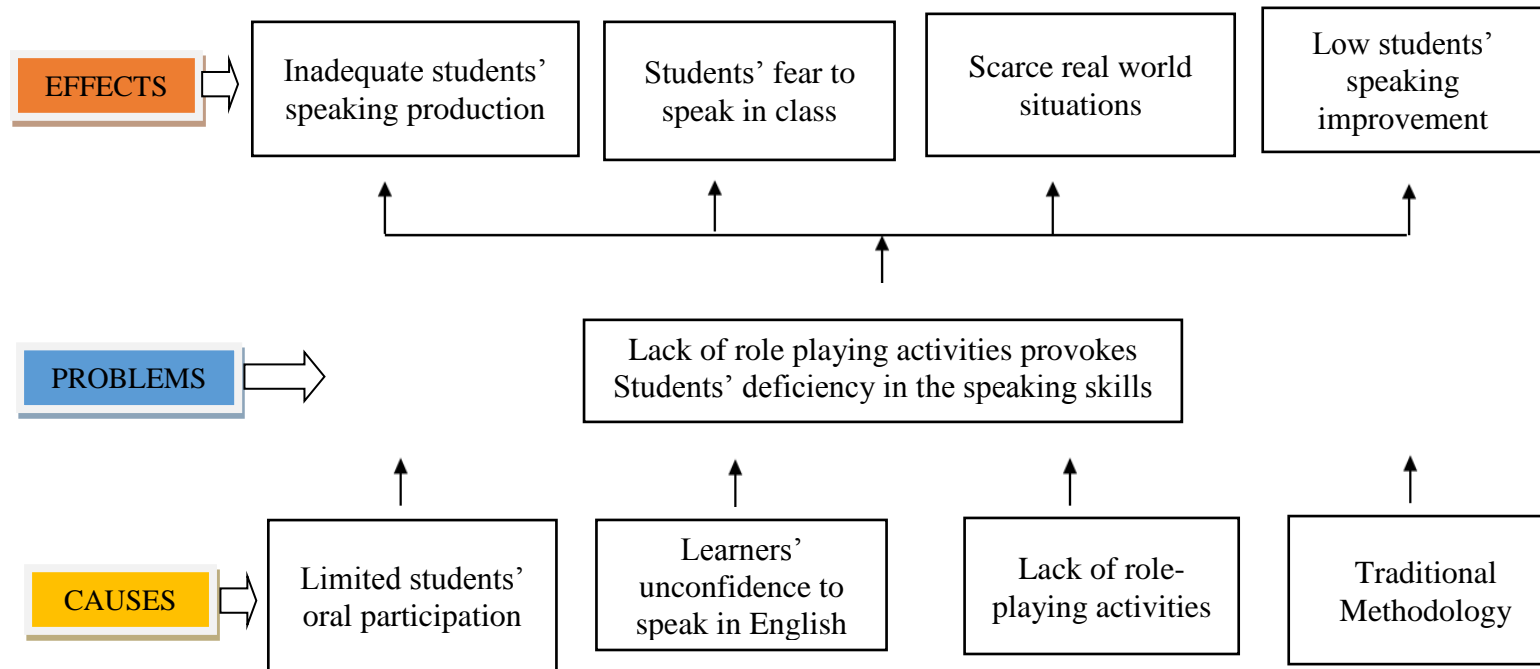


Figure 1: Problem Scheme
Created by: Criollo, W. (2017)

The core problem of this research is students' deficiency in the speaking skills. It has been noticed that students at Escuela de Soldados Iwias are not able to communicate their ideas effectively. Limited students' oral participation in class may be one of the causes for deficient speaking skills development; consequently it may produce inadequate students' speaking production. According to Scrivener (2011) the participation in class may be structured in order to make sure that all learners have a chance to interact. The less the teacher talks, the more students participate, this could avoid boring classes. For this reason, teachers should handle appropriate strategies in order to encourage students' participation, so that they could achieve improvement in the speaking skill.

In addition, students' unconfidence to speak English may be the reason for their fear to speak in class. This problem could happen for some reasons, for example; teachers are required to follow the book's guidelines without paying attention to oral production. Students do not feel confident to practice speaking or the time is limited to devote to speaking practice in class. For those reasons, it is necessary to foster students' confidence to participate in class orally.

Moreover, lack of role-playing activities in class would be another problem which would cause scarce real world situations, consequently low speaking skills development. In many institutions, books are imposed to be used. Even though those books contain a wide range of speaking activities, they induce to learn standard language only, and when EFL learners listen to native speakers, not only face to face but also in videos or recordings, they might not understand them. This could happen because native speakers tend to use non-standard language which may not be included in the books. To practice speaking through role-playing activities may be a good strategy to develop the speaking skill having students face real world situations.

Furthermore, the use of traditional methodology is another problem. It is still predominant in foreign language teaching. It seems that educators are accustomed

to teacher-centered classes where they are the ones who participate, while students just keep sitting in class with little spoken interaction (Ashcraft & Phillips, 2016). This for sure limits even more their oral production in the target language, having as a result low speaking improvement. A new strategy such as role-playing activities may help overcome these constraints.

1.2.3 Prognosis

This investigation has been regarded as important because if students' oral participation continues being limited learners may face problems to convey their message through the oral skill. For these reasons, teachers should focus on teaching the speaking skills by selecting the best techniques and strategies in order to make the students participate actively in pairs or groups. In addition, students should be encouraged to practice spoken English continuously out of the classroom because it is a necessary skill in order to communicate with foreign people in today's globalized world.

Furthermore, learners' unconfidence to speak English should be seriously addressed because as long as students do not feel confident enough to speak in class, they may continue staying in class with no participation or oral interaction. Besides, if this problem is not faced students may neither attain a good level of competence in the target language nor feel motivated to continue learning English as a foreign language.

Moreover, lack of role playing activities seems to be the reason for which students do not face real world language, even when the books used by the students in class are specifically designed to their level, they are created for educational purposes, thus; real cases that may be faced by the students in their setting and context are not always addressed in the books' contents; for example, people in the amazon region are not accustomed to eat bread for breakfast, instead they serve empanadas

prepared with green plantain or dishes such as tigrillo. For that reason, a role play about preparing special dishes could have the students face real situations according to their needs.

In addition, the use of traditional methodology could be another constraint for lack of improvement in the oral skill. If this problem is not taken into consideration, learners may not improve their speaking skills. For that reason, the use of role-playing activities could be an aid to help overcome the students' deficiency in the speaking skills development. Thus, students may be able to achieve the required speaking sufficiency level stated in the profile of graduation.

1.2.4 Setting of the problem

What is the effect of role-playing in the English speaking skill development of elementary level students at Escuela de Formación de Soldados Iwias?

1.2.5 Research questions

- What is the students' proficiency level diagnostic in the speaking skills?
- What is the effect of role-playing in the speaking skill development?
- What is the relationship between role-playing and the speaking skill development?
- What are the advantages of using role play to improve speaking skills?
- Which role-playing activities enhance the students' speaking skill?

1.2.6 Research delimitation

Content delimitation

Field: Education

Area: Methodology

Aspect: Learning and teaching

1.2.6.1. Temporal delimitation

May- October 2017 school year.

1.2.6.2. Specific location of research

Escuela de Soldados IWIAS Crnl. Gonzálo Barragán, located in Shell-Mera, Pastaza province.

1.3 Justification

This research is **innovative** as far as role-playing activities have not been employed to develop the speaking skill with speakers of indigenous languages at Escuela de Formación de Soldados IWIAS. Since this educational institution is located in the Amazon Region and its students are mainly speakers of Kichwa and Shuar; few efforts have been devoted to carry out this kind of studies there. Besides, as the role-playing activities are closely related to everyday situations such as talking about the family, meeting people, seasons of the year, etc., the students are able to interact orally as if they were found in a real situation.

This investigation is **important** because it will permit to understand the influence of role-playing activities in the speaking skill development from 18 elementary students at the already mentioned institution. It is also important because not only the students from this institution, but also English languages learners in general should have a good speaking level, because English is used as the lingua franca of the world. Besides, approximately a quarter of the world's population is already fluent or competent in this language. In addition, there are around one million and a half people who speak English worldwide (Crystal, 2003). Thus, reaching a high speaking level has a lot of importance in order to communicate with foreign people.

Ecuador is frequently visited by tourists from many parts of the world that communicate through English. Besides, considering that the aim of this study is to help improve the English speaking skill of students whose mother language is Kichwa, Shuar and Spanish; this study could be regarded as a local and national **interest**. In addition, it could be considered interesting because the implementation of role playing activities will permit the students to work on topics related to activities that could be faced in real life situations. Therefore, improving the speaking proficiency level could interest not only teachers of English as a foreign language, but also stakeholders and authorities from the soldiers' school.

Furthermore, this study is **feasible** because it is not necessary to spend economical resources to develop the role-playing activities. In addition, since the students are residents at the Soldiers School, they do not need to move anywhere. Besides, it is not difficult to implement role-playing activities because the topics are specifically designed for elementary students. The human resources are the students and the teacher who shared information to develop the activities. For those reasons, the study is feasible to fulfill, and it can be implemented in other institutions if that were necessary.

Regarding the **impact** of this study, it can be said that it can have a positive impact, because improvement in the pronunciation, grammar and interactive communication as well as an increment in the post test's scores in relation to the pre-test's results could be observed. It is necessary to mention that the result can show better improvement in the experimental group's results compared with the results obtained by the control group.

Finally, considering that the students at Escuela de Soldados IWIAS belong to touristic places such as Archidona, Tena, Puyo, Shell, where foreign visitors travel frequently, the students are the direct **beneficiaries** of the study since they would improve their ability to communicate with them. Additionally, apart from speaking their mother tongue such as Shuar, Kichwa and Spanish, they are able to communicate in English language at an elementary level. Thus, they have become

part of a multilingual community. Likewise, the institution as well as the teachers; are beneficiaries too; because role-playing activities can show positive results and can be implemented with other students from this School of Soldiers.

1.4 Objectives

1.4.1 General

- Determine the effect of role-playing in the English speaking skill development.

1.4.2 Specific

- Diagnose the students' proficiency level in the speaking skills.
- Analyze the effect of role-playing in the speaking skill development.
- Establish the relationship between role-playing and the speaking skill development.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background

A wide search has been carried out on databases of universities and academic journals in order to find investigations about the use of role-play in the speaking skills development and many studies about this topic have been found. Thus, four of them have been chosen to be cited in this thesis.

Pimbo (2014) developed a research that contains similar variables from this investigation. The study's general objective was to determine the influence of role play in the English speaking skill development. Besides, the research questions regarded how lack of varied activities affected the English speaking development, if the strategies and teaching-learning activities were adequate to the students' proficiency level, why teachers did not use role play as a teaching strategy to develop the oral skill, if students were motivated through role play to develop the oral skill, and if the teaching environment was adequate to apply the role playing activities. Moreover, that research had a qualitative and quantitative approach and used surveys and questionnaires as instruments to obtain information. The results showed that role-pays were not commonly used in the classroom. In addition, the students' answers in the questionnaires mentioned that role-play could be used as a joyful activity in order to improve the students' speaking skill in an interactive way. Finally, the alternative hypothesis was accepted, thus, it was concluded that role-play could influence positively in the students' English speaking skill development. The results of this investigation could be helpful because they showed that role play could be used as motivating activity to foster students' improvement in the oral skill.

Sumpana (2010) developed a research named “*Improving the students’ speaking skill by role play*”. The objectives of the research were to improve the student’s speaking skill, to check whether role play is effective learning technique, and to know the strengths and weaknesses of role play. The methodology consisted of non-observational technique and observational technique supported with a test. The non-observational technique consisted of questionnaires and interviews. The observational technique consisted of observation and field notes. The tests were in the form of pre-test and post-test conducted at the beginning and at the end of every cycle. Finally, the results of data analysis showed some strengths of using role play e.g., the students improved their speaking competence; they showed effective cooperative work, and the lexicon as well as grammatical structure was improved. The researcher concluded that role playing could be used as an useful tool to improve the students’ speaking skill. The findings of this investigation could contribute in this research since an improvement on the speaking skill was noticed. Therefore, the aspiring soldiers could receive a similar treatment to achieve better speaking performance.

Islam and Islam (2012) developed a study named “*Effectiveness of role play in enhancing the speaking skills of the learners in a large classroom: An investigation of tertiary level students*”. It was carried out with about one-hundred twenty students of the department of English at the Stamford University located in Bangladesh. The research’s objective aimed to see the effectiveness of using role play in enhancing speaking skills of the students in a large class, and to identify the advantage and disadvantage of role-play in the tertiary level. The research questions focused on what were the advantages and disadvantages of using role-play as a medium to enhance speaking skills to interact accurately in a large class, and if there was any positive impact of the evaluation. Regarding the methodology, qualitative data was collected in the form of questionnaires, group interviews, classroom observation, and students’ performance evaluations. The results of the study showed the advantages of using role play in a large classroom, for example, learners’ improvement in speaking skills; it enabled them to speak more logically

and confidently in the classroom, and it also helped students to overcome shyness when speaking in front of others. These findings concluded that the treatment through role play helped can be used to help students to improve the speaking skills as well as to interact more confidently. Therefore, if role play were applied at Escuela de Soldados Iwias, it could help the aspiring soldiers who are not confident speakers due to their insufficient knowledge and exposure to the target language.

Nopiani (2014) carried out a research which objective intended to answer and find out to what extent could speaking skill of seventh grade students be improved through role play. Based on the background of the study, the research question was formulated to know to what extent could speaking skill of the seventh grade students be improved through role play. The methodology consisted of a classroom action research, the data was collected through the administration of a pre-test, a post-test, and a questionnaire, and then it was analyzed descriptively. The cited classroom action study started with administering the initial pre-test to the subjects under study. After the treatment with role playing, the reflection or post-test was administered. The results obtained in the post-test scores clearly showed that the speaking skill of the subjects under study improved after the treatment with role play. Finally, the results of the data analysis of the tests and questionnaire concluded an improvement in the students' speaking skills, besides, it showed positive changing attitude and motivation of students in learning the speaking through role play. The methodology used in this investigation could contribute to the development of the research at Escuela de Formación de Soldados Iwias because the utilization of a pre and post-test could serve to obtain real information about the treatment with role play to enhance the speaking skill.

2.2 Philosophical foundation

This research study is based on constructivism. In this approach, learning is seen as an interdisciplinary, integrating and practical process i.e., students relate prior knowledge to new learning in different contexts. Some elements such as thinking, imagination, creativity, critical analysis, collaboration and cooperation constitute important features within this approach. Constructivism is also predominant since it is guided by the idea of developing consciousness in learners. It also aims at connecting knowledge to the reality so that students can take constructive action in order to transform education.

Constructivism is not a theory about teaching; instead, it is regarded to knowledge and learning (Brooks & Brooks as cited in Jones, 2002). Therefore, it can be said that learners are the main character in the learning process. They are the ones who construct their own understanding and learning in the classroom. The fact that learners can only make sense of new situations in terms of their existing understanding is seen as the central principle of this approach. Besides, learners construct their knowledge through the active process of linking the existing knowledge with new ideas (Naylor & Keogh, as cited in Jones, 2002).

Besides, this approach emphasizes on how learners acquire new knowledge. The active role of the students is what makes this approach attractive to educators. What learners bring to the classroom permits them to construct new understandings and have new experiences (Jones, 2002). Based on this, it can be said that the traditional teaching approach disappears with constructivism because students are not passive learners. In fact, the learning process is centered on students. Davis (as cited in Sanaa, 2006) mentioned that constructivism is reflected in the student-centered approach since learners construct their own understanding.

Equally important to mention, this research has an axiological perspective since a good practice of students' values is required. Moreover, learners, educators and

authorities from the educational institutions are the main audience of the present study. Consequently, values such as respect, cooperation, responsibility, honesty, loyalty, integrity and others should be reflected in every action carried out by the participants.

2.3 Legal basis

La Constitución de la República del Ecuador (2008) on its articles 4, 9 and 124 clearly states the Ecuadorians' rights to have equal opportunities to access to higher education. It is also stated that Ecuadorian citizens from all the communities and nationalities have the right and are responsible to participate individually or collectively in the higher education process through the mechanisms established by the law. These arguments are related to this investigation since this is a master's thesis and is embodied within the alignments of the tertiary education regulations.

Likewise, objective 4 of Plan Nacional Para el Buen Vivir (2013) aims at fostering the capacities and the potential of all citizens. Intercultural dialogue is considered the main concept of the pedagogical model as well as the usage of the educational area (stated in 4.8). These objectives make education an essential component in the national plan that the government has in Ecuador.

In Reglamento de Régimen Académico (2013), article 31 notes that learning a foreign language is a requirement that all students need to have in order to graduate in the majors they are studying at university. This article emphasizes on the importance of learning a foreign language in higher education.

2.4 Key categories

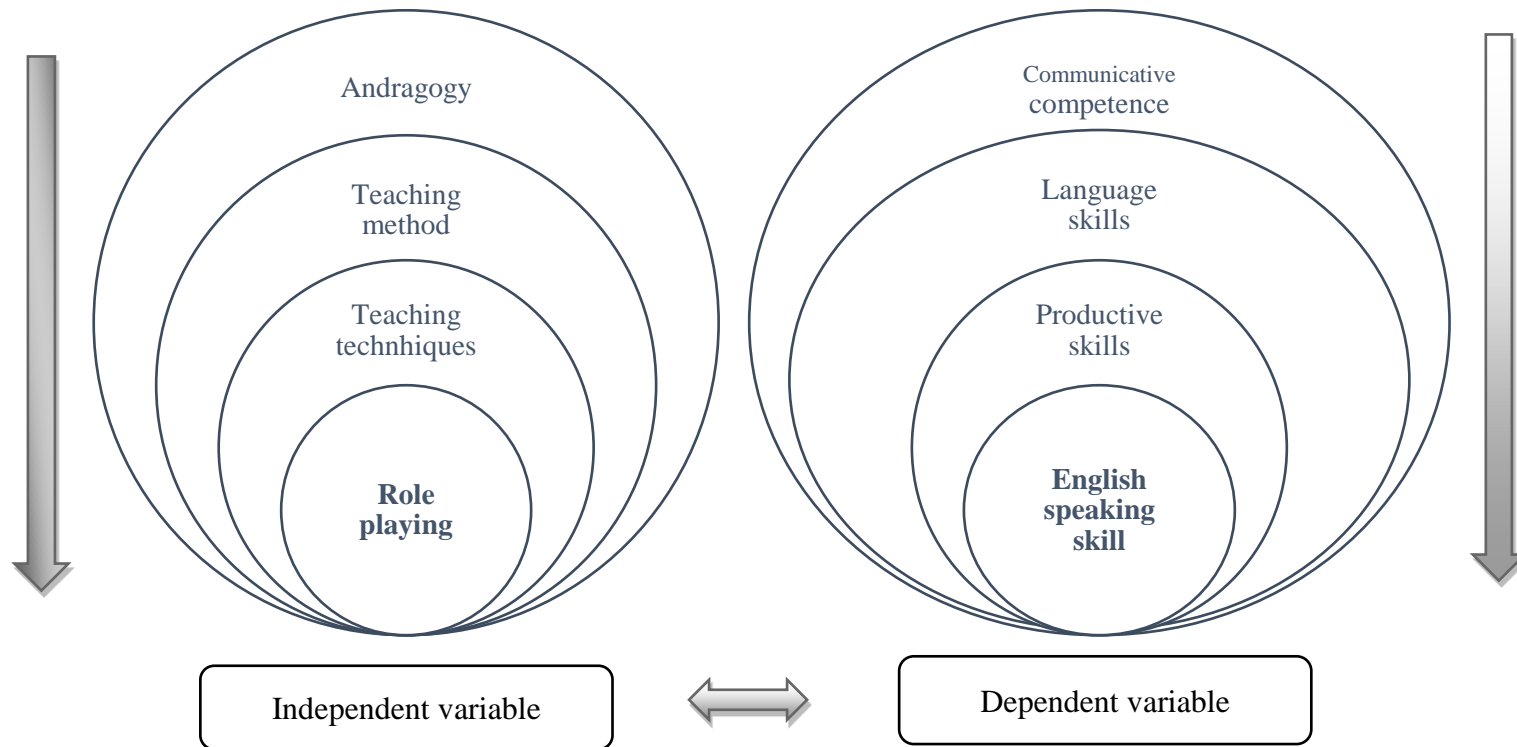


Figure 2: Fundamental categories
Created by: Criollo, W. (2017)

2.4.1 Independent variable interrelated graphics

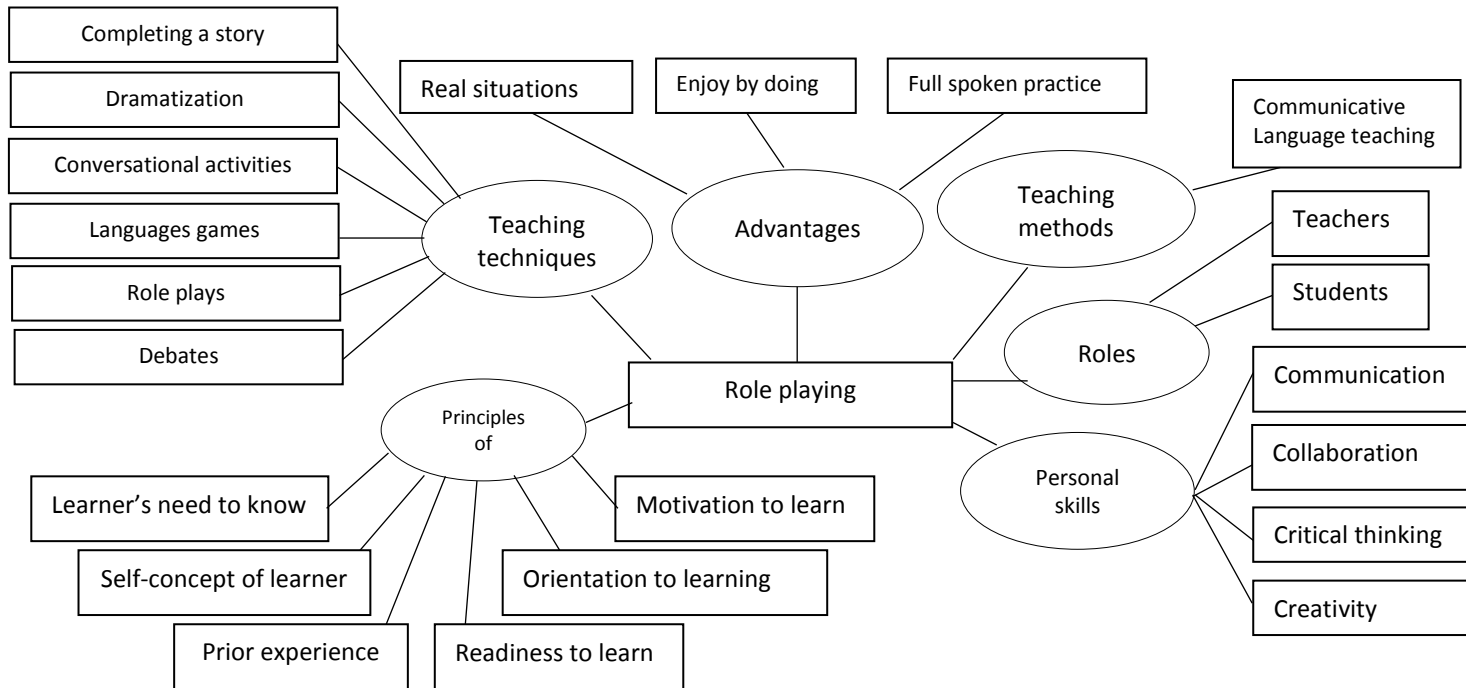


Figure 3: Independent variable
Created by: Criollo, W. (2017)

2.4.2 Dependent variable interrelated graphics

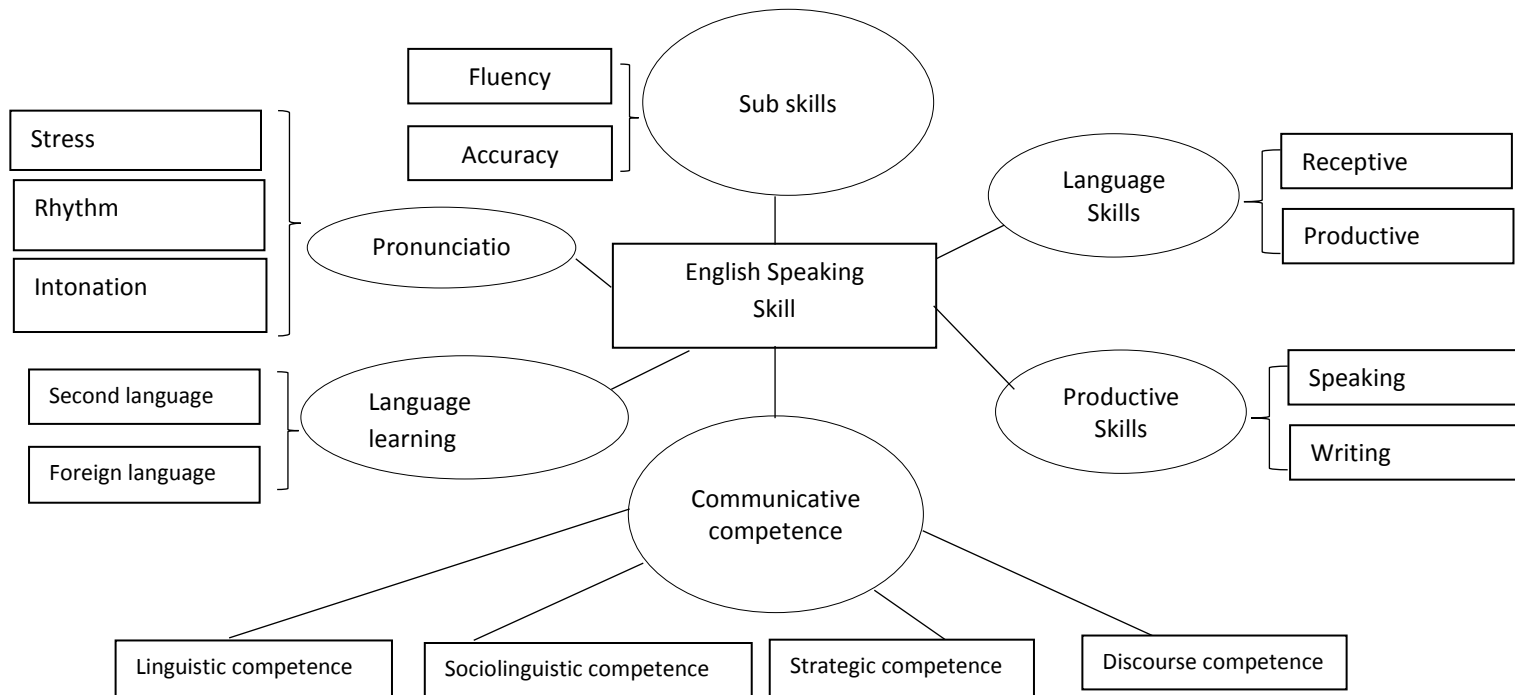


Figure 4: Dependent variable
Created by: Criollo, W. (2017)

2.5 Independent variable framework

2.5.1 Andragogy

According to Knowles (1980) andragogy has its roots on the Greek word *anēr* (with the stem *andra-*), meaning “man, not boy” or adult. Besides Tomei (2010) states that the first use of the expression "andragogy" was credited to Malcolm Knowles. He presented the term *androgogy* (with an "o") in 1968 in his paper *Adult Leadership*. His article was entitled "Androgogy, not Pedagogy!" The term was taken later in his 1970 book in which he particularly characterized the term as the "art and science of helping adults to learn."

Moreover, Tomei (2010) suggests that andragogy concentrates more on process (how we learn) rather than on content (what we learn). The procedures of andragogy incorporate activities such as contextual analyses, taking roles, simulating and self-assessment. These procedures are frequently mixed with the correct use of technology and educators act more as facilitators rather than lectures. Besides, it has been stated that andragogy places instructional emphasis on exercises as well as extra work, proposing a new method of participative and self-coordinated direction. In addition, the utilization of andragogy as an adult method of instruction leads to a way of cooperation to see how effective adults act in the process of learning.

Furthermore, Savicevic et al., (as cited in Campbell, 1984) stated that andragogy is a relative recent European term. It is used to denote a relatively autonomous science which deals with the education and instruction of adults. In addition, Knowles, Holton III, and Swanson (2005) state that andragogy is a group of six adult based instructional principles that are applicable to all adult learning circumstances. The six principles of andragogy are presented as follows “(1) the learner’s need to know, (2) self-concept of the learner, (3) prior experience of the learner, (4) readiness to

learn, (5) orientation to learning, and (6) motivation to learn”; they are represented in the following chart.

Andragogy in Practice

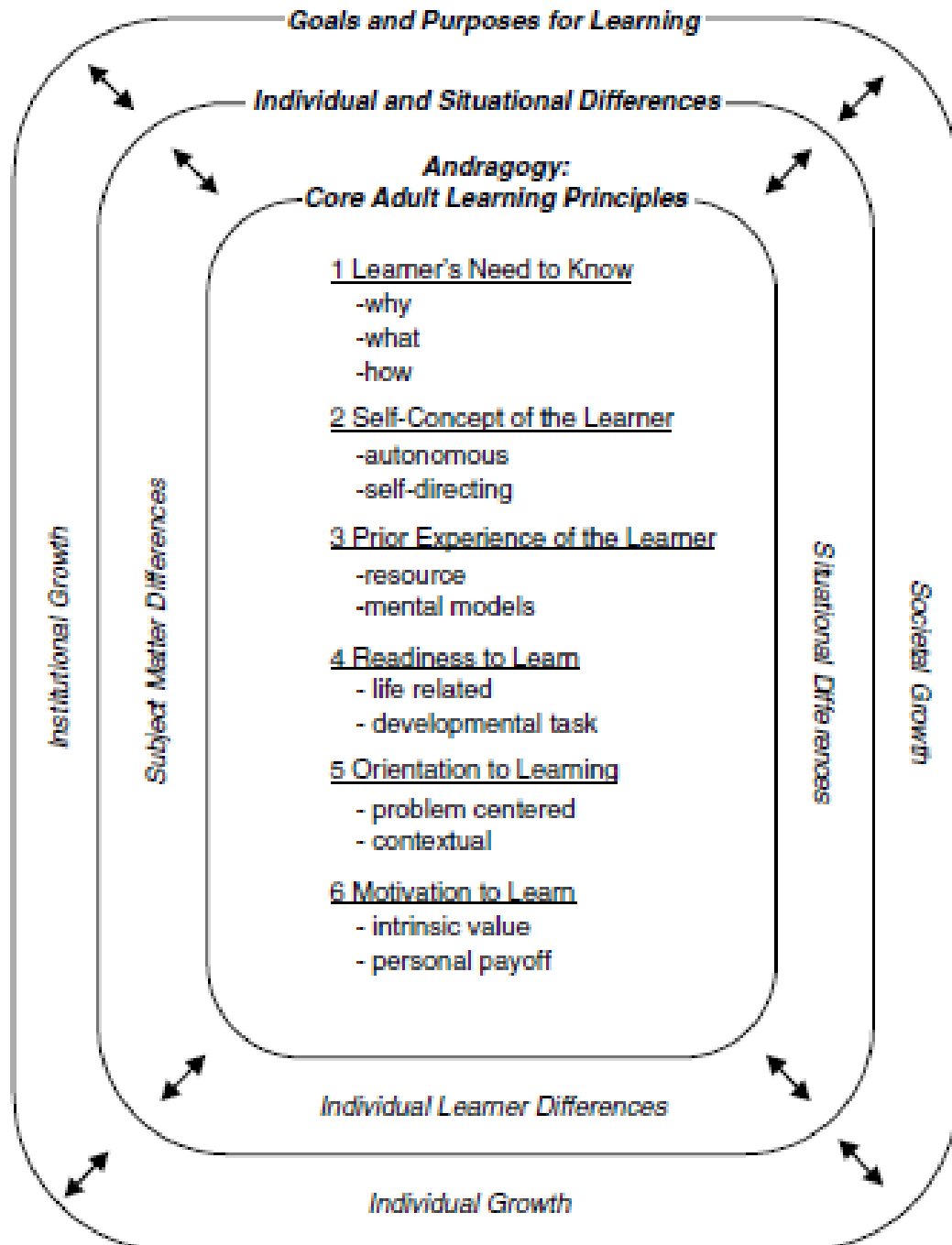


Figure 5: Andragogy in practice
Source: Knowles et al., (2005)

2.5.2 Teaching methods

Regarding this topic, Richards and Rodgers (1986) state that, methods seem to have their roots on very different positions of what language is and how it is learned. It is also claimed that, regarding the study of teaching methods and procedures in the area of language instruction, a more central role within applied linguistics was adopted since the forties. The authors also stated that various efforts have been made to give a conception of the nature of methods in order to look for the link between theory and practice that a method comprises.

Furthermore, methods take an important role for teachers' reflection on teaching, because a clear understanding about teaching methods could foster educators' awareness about the significant paper they play in the educational process. For that reason, when educators get to know teaching methods and strategies in a better way, they reflect on the basis of those strategies so that the teaching procedures can be effectively applied. This process could help educators become clearer about the role they play and what they do in the classroom (Larsen & Anderson, 2011).

Moreover, Patel and Jain (2008:89) claim that "a method refers the way of teaching a language; and approach refers the theories of language learning". Thus, five methods and two approaches to teaching English are presented as follows: 1. The Grammar Translation Method, 2. The Direct Method 3. The Bilingual Method, 4. The Reading Method, 5. The Situation Method. The approaches are the following 1. Structural Approach 2. Communicative Approach. It is argued that the communicative approach aims at achieving communicative competence not only in grammar, but also in speech, technical and socio-linguistic aspects. The Communicative Approach comprises Communicative Language Teaching which is the one that is directly related to this investigation.

2.5.2.1 Communicative language teaching

Communicative Language Teaching is closely related to this investigation because the purpose of CLT is to help learner achieve communicational features. According to Brumfit (1986), Communicative Language Teaching has had a background of approximately 15 years. The most current reference to the term has been found in Candlin's paper, 'Sociolinguistics and Communicative Language Teaching'. It was introduced to the International Association of Teachers of English as a Foreign Language Conference in London in 1971. Although, numerous of the highlighted features and significant data about its development were found in earlier language teaching; the Council of Europe Work, did not begin utilizing the term Communicative Language Teaching until it was broadly utilized in other parts of the globe.

Additionally, Savignon (2001) states that in CLT of this century, it is important to identify learners' communicative needs and goals for better syllabus design. The author also claims that learners are active participants in the interpretation, expression, and negotiation of meaning. Besides, it is stated that in the last quarter century, CLT has been seen as a novel or innovative way to teach English as a second or foreign language. In addition, in CLT, communicative competence is proclaimed to be essential in teaching materials as well as in curriculum designs and course descriptions. It enables interactive communication among speakers, negotiation of meaning, and use of language functions in order to participate in communicative events.

Nunan (2015) argues that many experienced instructors are likely to tell new teachers the way in which they should teach, On the one hand, it would not be wise, even senseless, to reject the counsel of more experienced instructors whose experience and knowledge were for sure hard-won. On the other hand, it is recommendable that teachers take into account their own particular teaching style, one that suits their identity, and one which best fits the students' needs.

Finally, long time ago, teaching was observed not only as finding the best teaching method, but also as the key that will show the way to teaching achievement. Nevertheless, nowadays, it is known that there is neither a best teaching method nor a single key that will open all doors. The most ideal way to teach will be discovered as educators search and learn more about the art and science of teaching, according to the changes on the context and the students' needs and goals.

2.5.3 Teaching techniques

The online Merriam Websters Dictionary (2018) defines technique as “1) countable noun. A way of doing something by using special knowledge or skill. 2) uncountable noun. The way that a person performs basic physical movements or skills”. Since teaching techniques are defined as the way something is performed by anybody, it is necessary that teachers become aware of being well prepared to transmit the knowledge effectively so that the students can take advantage of it.

In addition, Anthony (1963) as cited by Richards and Rodgers (1986) describes a technique as a special trick, strategy, or artifice that can be implemented in class in order to fulfill an immediate objective. A technique must get along with a method, and consequently in harmony with an approach. It is also stated that there are different techniques for teaching and learning not only foreign languages but also many other fields. Nevertheless, just techniques regarding the English speaking skill development are cited on this investigation.

2.5.3.1 Teaching techniques for speaking

According to Patel and Jain (2008) there are some techniques to exercise oral production; they are presented as follows:

Oral composition

Completing a story

Dramatization

Conversational activities

Language games

Role plays

Debates

2.5.3.1.1 Oral Composition

Patel and Jain, (2008) state that oral composition; it is the first technique to practice the speaking skill. In this activity students are required to answer some questions based on common objects, stories, or pictures.

2.5.3.1.2 Completing a story

It is another good technique; it consists of storytelling as the first activity and then students are required to repeat the story as many times as they can, after that, they are asked to tell the story in their own words (Patel and Jain, 2008).

2.5.3.1.3 Dramatization

Another technique is dramatization; in this activity, students have the opportunity practice speaking by acting a drama presented by the teacher (Patel and Jain, 2008).

2.5.3.1.4 Conversational activities

Patel and Jain, (2008) conversational activities can be used as another technique for speaking practice; in this technique, oral production is based on receiving commands and answering some given questions.

2.5.3.1.5 Language games

Language games can be also used as another technique to practice speaking, it requires the division of students into two groups so that they can have conversations based on some teacher's questions. This activity could help to conduct oral production effectively (Patel and Jain, 2008).

2.5.3.1.6 Role play

Nunan (2015), states that role-play is a technique that allows learners to use the target language authentically as well as to practice for real life communication. For instance, when simulating a medical appointment in A/B pair, one student can take the role of the doctor and the other a patient. In a 'restaurant' scenario, one learner is the customer and the other the server.

2.5.3.1.7 Debates

Debates could be used as a helpful tool in the classroom allows learners to express their ideas in what should be a fun and safe learning environment, wherein they can interact with the target language to take a stance about a potentially controversial topic. Through debates, students can challenge the level of their English and intensely enhance their Communicative Competence, due to the fact they are exposed to real life contexts in which their opinions should be backed up with reliable evidence. Debating therefore encompasses both research and teamwork in order to successfully debate for either the affirmative or negative perspective.

2.5.4 Role playing

According to Ladousse (1987) role-play can be divided in two parts; he identifies 'role' as taking somebody else's place and 'play' as a funny environment to learn. It is also stated that there are some reasons for using role play in the classroom, for example: many experiences can be expressed though this activity, it sets stages which express social relations, it helps express real life situations, and it could help

shy students because they act out the role of somebody else. Another reason for working with role play could be that this activity has lots of fun and students can learn by enjoying the class. Besides, this technique is sometimes referred to as “Low input high output” because learning by talking is promoted due to the big amount of exposure to spoken production.

Bailey (2003) defines role play as a talking activity in which students assume the role of other characters and interact utilizing the qualities of those characters for example, age, sex, occupation, etc. Besides, they can act a new situation in which they are able to interpret personal situations. It is also claimed that role plays frequently incorporate a specific communicative assignment, for example, arranging a purchase, solving a problem, booking a hotel room, getting information, etc. Thus, role plays can be a good technique for helping students learn and rehearse important speech acts, vocabulary, and grammatical structures.

Ladousse (1987) also claimed that role play can be used as an activity to foster an atmosphere without tension. That could be possible because working with role plays could create an environment where mistakes could be seen as part of the learning process. Besides, role-plays serve to provide effective feedback which is given through debriefing after every role play session. In addition, in order to develop the role play, teachers provide the students some role cards which contain information about the role they have to fulfill.

Furthermore, role playing activities could help learners use the target language in real contexts because according to Harmer (2001) students could be asked to perform activities related to the ones they do in real life. Besides, they could be asked to act as if they were in any other situation. Thus, the use of role play in the classroom may help students improve their speaking skills because they are required to interact through pair and group work.

Apart from the arguments above presented, Ur (1996) states that role plays could increase the number of possibilities for students' spoken interaction. This assumption is done because the vocabulary used is not limited and students can pretend being doctors, zookeepers, spies, grandparents and any other character. Students can also develop outdoor activities in which they need to work and cooperate actively to develop the tasks assigned.

Role-playing activities could also become an extra way to alternate the kind of speaking practice among students because they could be required to fulfill activities with different scenarios. In addition, Bailey (2003) argues that role play is encompassed by the Communicative Language Teaching and it can go from beginner to advanced levels through communicative assignments. Thus, role-playing exercises could allow students utilize English to achieve communicative purposes or goals in a better way.

Additionally, role-playing activities could be applied in order to help students improve their speaking ability because according to Harmer (2001) a role play has three advantages. First, the activities can be funny and motivational. Second, shy students could become more participant working in groups rather than on their own. Third, classroom vocabulary could be incremented in a much wider range in comparison to task-centered activities, because the students are exposed to real world events.

Not only the students' lexicon could increase, but also participation could achieve higher percentages. That could happen because the role-play can be used along with technology which could help the students to interact communicatively by using electronic aids in and outside the classroom. Besides, students are allowed working in groups in a dynamic way in order to provide them more opportunities to participate in class and foster their creativity as well as provide input among them (Wills, Leigh, & Ip, 2011)

According to Mugglestone (1977) role-play implies activities in English as a foreign language teaching. The activities not only involve students' participation in everyday situations, but also in specific dramatizations in which students play a certain assigned role. The role-playing activities aim at giving the opportunity to practice real life situations, having full free and creative spoken practice, and having the chance for communicative competence development. For those reasons, role-playing activities could help improve the English speaking skill on the students.

Moreover, role-playing activities could help improve the speaking skills on the students, because according to Larsen (2000) a very important tool in Communicative Language Teaching because students are given the opportunity to practice communicating not only in different social contexts, but also in different social roles. Besides, students are allowed to be creative and play another person's role for a moment in a structured or less structured way. Thus, role-playing activities could be used as a teaching aid to enhance the speaking skill.

Role-play could be used as a teaching aid because Mani, Vijayakanthi, Vasanthi, Bertheu, and Parimalam (2008) state that this technique can be used with large classes and role-plays could be based on themes and activities found in the course book. It creates ideas in order to organize speaking practice, some examples to use this technique are: "a. One student imagines he/she is a farmer. Other students ask him/her questions about his/her daily routine. b. A group of students imagine they are friends planning a holiday together. They try to decide where to go and what to do".

The features of role-play can be clearly seen in some games. Monopoly is an example because the players have to assume the role of someone who buys, rents, sells or speculates with properties. Even though role-play could be more or less elaborated, it seems to be an important characteristic which permits the students to simulate a wide range of situations. The participants are also required to act as if

they were found in a hypothetical event, and perhaps also as if they were people different from their real lives (Kerr, 1977).

In role plays, the students are given a role card that outlines the possible circumstances. E.g, a person wants to attend an English course; however, that person needs to know various things about it before he/she makes the final decision. Some of the required information could be the cost, hours or size of the groups. Another person is the course manager and knows all the information about it Nation and Newton (2009). The students need to interact requiring and providing the information given in the role cards and add more items as necessary. The purpose is to create an interaction time of at least 4 minutes. A special set of vocabulary as well as grammar content should be provided to develop this activity.

Finally, Morales (2008) claimed that role-playing activities are aimed at providing students the chance to be the central point in front of an audience or their classmates. These activities are similar to improvisation and anything that happens in the presentation and exploration becomes a part of the scene. It is also claimed that there are two kinds of role-play exercise: “1) Scenario with suggested conclusion. 2) The actors are given profiles of their characters and a scenario”, an example of a role playing activity is presented as follows.

1) Scenario with performance guidelines

Job sharing

Scenario

You are at a youth group meeting. You are organizing the annual camp. Various tasks are being handed out to people. Tasks include organizing the tents, buying all the food, and helping the president with the newsletter. There are some people who don't want the task they have been given. However, the meeting must end with all tasks assigned.

Getting started

Start the role-play with the four people sitting at the meeting table. The youth club president can welcome everyone to the meeting and begin by giving out the tasks to the group. One by one you will respond to the task given.

Roles

Student 1 – Youth club president (also the editor of the club newsletter)

Student 2 – Happy with task of organizing the tents

Student 3 – Does not want the task of organizing the food; would rather work on the newsletter

Student 4 – Has been assigned to assist with the newsletter but wants the task of organizing the tents

Role-play variation

The four players have a ball, which they pass to each other. They can speak only when they are holding the ball.

I'm the hockey captain

Anger is a very common emotion. You can learn to handle it in several ways.

A good way to let your anger go is to do something physical like running, riding your bike, or even punching your pillow. Talking can also help you work through your anger. It can help you accept what is making you angry, or solve your problem in a positive way.

Getting started

To take part in this role-play exercise you need to choose one of the character profiles. Your character can be male or female and can be any age. Once the roles have been handed out, begin the role-play by setting up the room for an election meeting. Students 1 and 2, who are running for team captain, have to give a brief speech on why the others should elect them. After the speeches, students 3 and 4 can ask questions before they vote. Voting is by show of hands.

Scenario

Student 1 has been the captain of the hockey team for the last 2 years. Student 2 has just started at the school where he/she was the school sports captain. Student 1 is feeling threatened and is starting to show anger towards student 2. Students 3 and 4 are also in the hockey team and will have to choose who will be captain this year.

Character profiles

STUDENT 1

You have been captain of the hockey team for the last 2 years.

You are a good captain.

You are best friends with student 3.

STUDENT 2

You love all sports.

You would like to be a sports captain at this new school.

Your focus is on making friends first.

STUDENT 3

You are best friends with student 1.

You think student 1 is a good captain but would like to have a new one.

STUDENT 4

You are a champion goal scorer.

You are sick of student 1's tactics. (Morales, 2008, P. 45-46)

2.5.4.1 Advantages of using role-playing in class

Role play offers some advantages that may benefit students in their learning process for example students are provided the chance to be the central point of an audience or class (Morales, 2008). Likewise, many experiences and real life situations could be expressed with this activity. Shy students could have more opportunities to interact in a learning by doing environment through the interpretation of other characters, thus, a big amount of exposure to spoken production could be promoted (Ladousse, 1987). Besides, learners could be able to interpret their personal situations as well as learn and rehearse important speech acts, vocabulary, and grammatical structures (Bailey, 2003).

Furthermore, the implementation of role playing activities could foster and increase the number of possibilities for students' spoken interaction in an atmosphere without tension where mistakes could be seen as part of the learning process. In addition, effective feedback could be provided through debriefing after every role play session (Ladousse, 1987). Additionally, role play could be used from beginner to advanced levels since English is utilized to achieve communicative purposes or goals (Bailey, 2003).

Moreover, role playing activities can be funny and motivational and learners could become more participant working in groups rather than on their own, thus, classroom vocabulary could be incremented in a much wider range (Harmer, 2001). Equally important to mention, role play could be used along with technology so that students' creativity in a structured or less structured way could be fostered (Wills, Leigh, & Ip, 2011). Finally, this activities could be used with large classes since students will be required to work in groups based on themes and activities found in the course book (Mani, Vijayakanthi, Vasanthi, Bertheu, & Parimalam, 2008).

2.5.4.2 Roles of the teacher

Javad (2014), states that educators have more than one role in the classroom. Teachers can act as a facilitator or advisor, the teacher is expected to answer the queries learners might have, monitor their progress, thoughtfully correct their mistakes and provide chances for them to speak among themselves. Larsen (2000) also points out the fact that the teacher acts as a facilitator since he/she is supposed to create activities that encourage learners to talk and work with other peers.

2.5.4.3 Roles of the students

On the other hand, students act as communicators and active or direct participants of the language learning process. They are all expected to be engaged in the tasks proposed by the instructor working in pairs or groups to negotiate meaning and learn from each other (Larsen, 2000). Furthermore, Javad (2014) states that learners should not participate in classroom activities individually, but cooperatively. That is to say, students have to interact with the others so they can improve in speaking.

2.5.4.4 Personal skills

According to Ladousse (1987) role plays can be used to carry out activities that involve different real characters and situations such as doctors treating patients. Thus, this technique could help students develop personal skills such as communication, collaboration, creativity and critical thinking (Harshbarger, 2016).

2.5.4.4.1 Communication

Students articulate their learning through both oral and written communication.

2.5.4.4.2 Collaboration

Students work with other students to accomplish an academic task, regardless of their similarities or differences.

2.5.4.4.3 Creativity

Students generate alternate pathways to solutions, students think about how problems can be looked at from different perspectives.

2.5.4.4.4 Critical thinking

Is a complex process which has multiple variables and students need to weigh up all sides of an argument and evaluate its strengths and weaknesses in order to find a solution to a problem that require more than one step to reach a viable solution (Harshbarger, 2016).

2.6 Dependent variable framework

Language

Holmes (2013) stated that languages help human beings since they give several forms of saying the same thing. For example, addressing and greeting others, describing things, paying compliments, among others. For this reason, it can be said that a language is a system of communication which enables people to convey their ideas, opinions, feelings. It is a feature that distinguishes human beings from other living species. Moreover, language is part of verbal communication because it has semantic, syntactic and pragmatic principles.

Moreover, it is important to mention the importance of learning a language. Della Chiesa, Scott and Hinton (2012) argued that language learning allows improving communication, besides, it is seen as a key avenue to promoting global understanding. To understand the importance of language and culture, people need to be familiar with several languages and cultures. Regarding, intercultural communication takes a relevant role in education. When students learn English,

they do not only learn a system, they learn a tool that serves them to survive in a globalized world.

English as a second language

When English is learner in an environment where it us used to deal with communicative, educative, economic purposes, it is referred to as learning English as a second language ie., when somebody who has not been born in the United States goes to learn English in that country, he or she has a total immersion in the language learning. Therefore, that environment is known as learning the English as a second language.

English as a foreign language

On the other hand, when English language is learned in different contexts and it is not used as the chief means of communication, it is referred to as learning English as a foreign language. It has been stated that a great number of people learn English as a foreign language Kachru (as cited in Schmitz, 2014). It could happen due to the importance that English language has reached around the globe because its use in economic, political and even military fields.

2.6.1 Communicative competence

Rivera (1984) states that ccommunicative competence derives from the combination of the words "communicative" and "competence" These two words mean competence to communicate. Besides, Chomsky (as cited in Rivera, 1984) used this term to refer to "the speaker-hearer's knowledge of his language" and he distinguished it from performance, which is referred as "the actual use of language in concrete situations." Thus, it can be seen as the ability to use knowledge to do something efficiently or successfully.

Additionally, Rivera (1984) claims that communicative competence is a term which has been extensively used in many different forms. First, it is merely the ability to obtain a message despite of the linguistic accuracy of the language employed. Second, it means the social rules of language use. Third, it deals with a group of abilities such as knowledge of linguistic, sociolinguistic, and discourse rules. Besides, it contains discourse competence and the knowledge of interactive rules which have to see with the form and interpretation of language used in contextualized interpersonal situations.

Furthermore, according to Richards and Rodgers (1986); communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately). Besides, according to Hymes's theory (as cited in Richards and Rodgers, 1986:70) “communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community”.

In Hymes's view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to.

1. Whether (and to what degree) something is formally possible;
2. Whether (and to what degree) something is feasible in virtue of the means of implementation available;
3. Whether (and to what degree) something is appropriate, adequate, happy, successful) in relation to a context in which it is used and evaluated;
4. Whether (and to what degree) something is in fact done, actually performed, and what its doing entails (Richards and Rodgers, 1986:70).

In addition, according to Canale and Swain (as cited in Richards and Rodgers, 1986), communicative competence is identified as comprising linguistic code competence. It can be seen as having a close relation with grammatical accuracy at the sentence level. Besides, discourse competence can be defined as mastering cohesive and coherent rules to combine and present meanings and forms into functional and effective texts in both oral and written forms.

Apart from the already cited competences, the sociolinguistic competence is also mentioned; it has to see with the dominium of appropriate use and understanding

of language in different sociolinguistic contexts such as formal interview versus casual conversation. In addition, the strategic competence is also noted; it is stated that it comprises the mastery of verbal and non-verbal strategies to avoid potential drawbacks in communication or repair communication deficits.

According to Corbett (2003) in communicative competence; the target language should be related to a real world context. Thus, teachers and material designers should be concerned about that in order to contextualize those materials in an authentic environment. If the didactic material is related to an authentic environment, that may help learners to interact in real life situations and solve problems in an effective manner.

Finally, communicative competence refers to the proficiency in a foreign or second language. It is referred in that way so as to fulfill certain requirements in order to convey the message appropriately and communicate effectively according to the context in which the interaction is developed Cummins (2000). Communicative competence comprises such important aspects as linguistic, sociolinguistic, strategic, and discourse competence.

2.6.1.1 Linguistic competence

Linguistic competence refers to the way in which students master the sounds, words, and grammar patterns of English as well as the study of the language. Students have to put together all the linguistic features and have control on grammar, words and sounds in order to communicate with others. (Bailey, 2003).

2.6.1.2 Sociolinguistic competence

The sociolinguistic competence is known as the ability to use the language in several contexts. It involves register which refers to the degrees of formality and

informality, appropriate word choice, style shifting, and politeness strategies (Bailey, 2003).

2.6.1.3 Strategic competence

Another important element of communicative competence is strategic competence. In terms of speaking, this is the learner's ability to use language strategies to compensate for gaps in skills and knowledge (Bailey, 2003).

2.6.1.4 Discourse competence

It is the fourth component of communicative competence; it refers to the way in which how sentence elements are tied together, this competence embodies both cohesion and coherence. On the one hand, cohesion refers to how text is constructed and the grammatical and/or lexical relationship between the different parts of a sentence. On the other hand, cohesion includes reference, repetition, synonyms, and so on (Bailey, 2003).

2.6.2 Language skills

Regarding English languages skills, Maxom (2009) argues that there is an intrinsic sequence for learning them. They are presented as follows, first listening, second speaking, third reading and fourth writing. Taking this into account, it has been argued that before paying attention to the spelling of new words, they should be repeated as many times as possible by the students. Besides, before they practice the reading and writing skills, they should practice speaking; it could be helpful in order to achieve the right pronunciation of words.

Moreover, Fry, Ketteridge, and Marshall (2009) claim that the four language skills listening, speaking, reading and writing are integrated aspects within communicative language teaching. In addition, it is stated that English language skills can be mixed when real-life language is practiced. It happens because there

are interactions which necessary require both listening and speaking. The authors also argue that reading could be introduced by discussing the content of a piece of reading with other classmates. In addition, the writing skill could be presented in such ways as filling in forms, writing letters or making notes.

Furthermore, Bailey (2003) argues that when referring to language teaching, in terms of direction and modality, four language skills can be mentioned. Those skills are speaking, listening, reading, and writing. These skills permit to produce and present the language in either speech or writing that are also known as productive. In addition, language directed at the learners or presented in reading or listening form can be considered as receptive skills.

Apart from that, Richards and Rodgers (1986) claim that the order in which the language skills are taught is listening, speaking, reading, and writing. The listening skill is widely seen as training in aural discrimination of basic sound patterns. In early stages of learning, the language should be mostly presented in oral form first and the written form of language is usually omitted in order to be presented in later stages.

Finally, as argued by the authors above mentioned, it is possible to establish that English language skills are comprised of listening, speaking, reading, and writing. These language skills are a fundamental part for communication, they allow to receive and convey the message among interlocutors. Thus, all these language skills should be emphasized and practiced constantly not only in the classroom but also in everyday situations.

Receptive skills

The receptive skills as reading and listening

Productive skills

The productive skills are speaking and writing

2.6.3 Productive skills

Regarding this topic; Nunan (2015) states that it may be heard about the four languages skills. In this circumstance, language skill refers to listening, speaking, reading and writing. From these skills, listening and reading are receptive because the target language input is learned through them. On the other hand, speaking and writing are the productive skills. The productive skills are closely related to the receptive ones, they are interconnected in different forms because reception allows production and production permits reception (Harmer, 2001).

Furthermore, Bailey (2003) claims that the productive skills speaking and writing are the ones which are used by learners in order to produce language. Besides, language production in these forms should be actively fulfilled by students in class, thus these skills are considered productive. In addition, the productive skills are parallel to the receptive ones because it is required to use the already known language and produce a sentence or dialogue in an oral or written form. This process is also known as encoding skills (Broughton, Brumfit, Flavell, Hill, & Pincas, 1980).

According to Rai (2010) it is important to focus on teaching the productive skills because it is possible to show a text work through writing, as well as an oral product through the speaking skill. In addition, the spoken communication has immediate response; it requires two parties and is more natural. Some features are necessary for spoken interaction e.g. body language, speed, fluency, accuracy, rhythm, feedback, etc. On the other hand, written communication is used when the other person is not present and there is not another means to maintain oral participation. Thus, speaking requires some characteristics such as record, precision, accuracy, length and formality.

2.6.4 English speaking skill

According to Thornbury (2005), speaking is an everyday action which has been awarded to people; tens of thousands of words are daily produced by some people, and many more by others i.e politicians or auctioneers. From all the language skills, speaking seems to be the most important. This assertion is done because people who have learned another language are known as ‘speakers’ of other language. This statement is done as if all the aspects of language learning were included in speaking.

Additionally, speaking is the most required skill to be learned in many if not all foreign language courses (Bailey, 2003). This could happen because speaking is the immediate form of communication when two people meet for the first time. Speaking requires not only transmitting messages orally, but it also needs certain non-verbal features such as body movements and facial expressions, for those reasons, English language learners put special emphasis in learning how to speak rather than in reading or writing. Nevertheless, it is also necessary that foreign language teachers manage to teach all the language skills.

According to Saville (2006) speaking is a very important interpersonal skill for second language learners. This productive skill is used in almost all social or instrumental situations through language functions such as seeking for information, asking directions or buying things. Besides, speaking is necessary because Ecuador is frequently visited by tourists from many parts of the globe who communicate through English. Thus, it is important that teachers help the students to achieve a good proficiency level on this oral skill.

Speaking is important to be improved since English language is used for international communication in today’s world. In addition, speakers need to be able to exchange information effectively in oral and in written form Modesti (2015) since there are thousands of people who speak or communicate through English as a foreign or second language. Besides, as the speaking skill is the immediate means

of communication, English language learners should have a good level in this skill in order to exchange information adequately.

Additionally, Boonkit (2010) states, that speaking is important in first and second language learning situations. And it is one of the four macro skills to be developed in order to achieve effective communication in an oral form. Although there are four language skills (listening, speaking, reading and writing) and all deserve to be equally taught because they are interrelated; the speaking skill seems to be the one which is immediately used to convey messages, thoughts and general information.

The speaking skill is really necessary in language teaching and learning. Thus, it is important for teachers to develop an appropriate environment where learners can leave their comfort zone and get engaged in creative communicative activities. All tasks should to be created in order to meet the students' needs so that their speaking levels face a significant improvement (Nunan, 2015). It will allow them not only to improve their scores on tests, but also be active participants in a student-centered setting.

Apart from that, Richards (2008) claims that mastering the speaking skill is fundamental for second and foreign language learners. For that reason, a great deal of time and effort should be devoted to teach and learn the spoken way of communication because achieving a good proficiency level in the oral skills is the final aim in any foreign language course. Besides, it has been claimed that there are some forms to assess the students' performance in language courses. One of those ways is to evaluate whether they have succeeded achieving the expected proficiency level in the speaking skill.

On the other hand, Bailey (2003) states that it can be difficult to speak a new language such as English or any other, because unlike reading or writing, speaking is a real time action. That means, the listener is waiting to take his or her turn to speak as soon as possible. Additionally, spoken interaction typically involves

immediate response from the interlocutor, except in recorded speech. For this reason, the chances for planning and editing oral output are limited, whilst in most written communication, the message sender has opportunities for planning, editing, and revising the written product.

It has been stated that both things are complicated, to speak in a foreign language and to develop an acceptable competence in the speaking skill. It may be seen as a difficult task because it takes a long time. In order to achieve the necessary communication goals, it is required to master the sound system of the foreign language, to use appropriate vocabulary and pronounce sentences intelligibly with minimal hesitation. This should be done in order to achieve the communication objectives effectively (Luoma, 2004).

Not only new English language learners may have difficulties to speak in the target language, but also advanced students may feel uncomfortable to have a conversation with native speakers. This feeling may be faced specially if there are more than one native speaker who are talking about different topics (Kathleen, Bailey & Lance, 1994). Trying to understand others' words can be very difficult, lack of vocabulary or different kinds of pronunciation could be the reasons for this problem. Thus, speaking not only involves pronouncing words, but also learning other aspects of language such as vocabulary, gramatical strutures, etc., that go along with this skill.

Another reason that could cause problems to achieve a good level in the speaking skill may be anxiety. It may be prevalent in foreign language classrooms and may leed the studens to feel uncomfortable when they speak in the target language. A negative impact in the speaking skill improvement could be the result of this problem (Paradowski, 2015). For that reason, a good learning environment should be created, letting the students feel confident to practice through the speaking skill without tension.

Furthermore, Barker and Westrup (2000) argue that when foreign language students do not have the necessity to use the target language outside the classroom in the country where they study, it can be very challenging to have them speak in English. It is because students are sometimes shy or unwilling to have a conversation in the target language. Thus, if they do not have enough chances to practice this productive skill outside the classroom, teachers are in charge of finding a way to have them speak in class.

Some arguments that show difficulties to learn to speak a foreign language have been stated above. Not only teachers, the didactic material or the students are responsible for those problems. For the reasons above mentioned, Nation and Newton (2009) argue that when students face unwillingness when learning to speak a new language, the causes of those problems should be found so that they can be overcome. There are some possible causes and solutions that teachers and students should know, they are presented in the following graph.

Causes and solutions for learners who are reluctant to speak

Possible causes	Way of checking the cause	Solutions
Inadequate vocabulary	Use the 1000 level test (see Nation, 2001).	Use activities where the learner can study the vocabulary beforehand.
Inadequate control of grammar	Use sentence completion tests to see areas of strength and weakness.	Use controlled activities like substitution tables and What is it? Use guided or creative techniques to develop control of grammar.
Lack of fluency	Provide a long “wait time” to see if the learner is able to construct a spoken sentence.	Do repetitive activities like 4/3/2 .
Shyness	Compare how the learner talks to the teacher with how the learner talks to peers.	Start the learner with safe, small group activities, gradually increasing the risk.
Lack of encouragement	See if the learner will speak with friends in English in the playground or in pair activities.	Work in a small group with the learner giving a lot of encouragement (Day, 1981).

Figure 6: Causes and solutions for learners who are reluctant to speak

Source: Nation and Newton (2009)

As presented in the graph above, inadequate vocabulary, inadequate control of grammar, lack of fluency, shyness and lack of encouragement are stated as the possible causes that cause students’ hesitation to speak. In the same way, a form to verify the problem as well as a possible solution is presented. Teachers should be aware of the component of this graph in order to find the best way to help improve the speaking skills Nation and Newton (2009).

Furthermore, Scrivener (2011) states that such activities as having the students repeat teacher’s words, talking about weekend plans, listen to recordings and repeating the difficult sounds, having conversations in pairs or groups, are activities which may help students feel confident to speak in class. These kinds of activities

could foster students' participation in pairs or groups. Besides, as soon as they start to interact with their peers, they may feel more comfortable and willing to have conversations among them.

Since English is a globalized language, and it is taught as part of the Ecuadorian curriculum, students should finish their studies with an acceptable competence in all the language skills. The language skills which seems to be the most difficult to be learned is speaking. Thus, teachers should investigate in order to find ways that could be used as a means to help increase students' self-esteem, allowing them to interact and transmit the message appropriately and confidently through this productive skill.

Biber (2006) states that the speaking skill can be influenced by a such as circumstances as real time performance situations, immediate presence and interaction of participants, the same setting, and the desire of transmitting the speaker's point of view. These features are shared in low or high degree and are used by the speaker though formal or informal register.

2.6.4.1 Speaking sub skills

The productive skill of speaking needs certain features in order to interact appropriately in the target language. These features or sub skills of speaking are fluency and accuracy.

2.6.4.1.1 Fluency

On the one hand, fluency is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community. Besides, fluency can be mentioned as speaking rapidly and smoothly, but not necessarily grammatically (Bailey, 2005)

2.6.4.1.2 Accuracy

On the other hand, accuracy in this context refers to the ability to speak properly—that is, selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical patterns of English (Bailey, 2005).

2.6.4.2 Pronunciation

Pronunciation includes the articulation of individual sounds and the distinctive features of sounds like voicing and aspiration, voice-setting features, and stress and intonation. Attention to these aspects also requires attention to the blending and omission of sounds, and the effect of the various aspects on intelligibility. (Nation & Newton, 2009). Pronunciation involves important aspects such as stress, rhythm and intonation.

2.6.4.2.1 Stress

Regarding language stress, it can be classified in stress-timed or syllable-timed. On the one hand, in stress-timed language the stresses requires equal distances and regular intervals regardless the number of syllables. This would mean that some syllables would have to be said very quickly if there were several syllables between two stresses, and some would be said slowly if there were few between two stresses. On the other hand, syllable-timed is produced when the syllables occur at regular intervals (Nation & Newton, 2009).

The main differences between stress-timed and syllable-timed languages lie in syllable structure (syllable length varies more in stress-timed languages than in syllable-timed languages), vowel reduction (stress-timed languages are more likely to use centralized vowels in unstressed syllables and vowels may be shortened or omitted), and lexical stress (stress-timed languages usually have word level stress). When speakers of a syllable-timed language like Chinese or French learn English,

they may need help in observing and copying the rhythmic patterns of speech (Nation & Newton, 2009).

2.6.4.2.2 Rhythm

As a feature of phrases and sentences, stress determines the rhythm of English, which is therefore said to be stress timed. English speakers tend to make the stressed syllables of their utterances come at roughly equal intervals of time, so that all the following sentences would take about the same time to say because they have the same number of stresses (Nation & Newton, 2009).

2.6.4.2.3 Intonation

The function of intonation in English is basically very different from its role in tone languages such as Chinese or Luganda, where it is phonemic in distinguishing words from each other just as consonants and vowels do. Thus, two words in these languages may have the same vowels and consonants, but be different words because of a fixed difference in pitch level. In English, tone (or pitch) is not phonemic in this way. On the whole English intonation conveys attitudinal or emotional meaning and is very closely tied to the context of an utterance (Nation & Newton, 2009).

English intonation is very often neglected. It is, in fact, so important in spoken communication that many would prefer to give it priority over articulation of segmental sounds in pronunciation teaching. Thus a German speaker might call someone and use a falling intonation, 'Mr Smith!', as would be appropriate in German. This will make him sound authoritative and possibly impolite in English, for gentle polite calling requires a rising intonation. Such intonation differences are a source of misunderstanding even among native speakers of English from different regions (Broughton et al., 1980).

2.7 Hypothesis

H₁: Role playing activities affect positively the English speaking skills on the students.

H₀: Role playing activities do not affect the English speaking skills on the students.

2.8 Identification of variables

Two variables have been mentioned on this study, they are presented as follows.

Independent Variable: Role-playing activities.

Dependent Variable: English speaking skills.

CHAPTER III

METHODOLOGY

3.1 Basic method of research

This study was upheld under a bibliographical documentary and transversal investigation. In addition, a quasi-experimental method has been applied to develop the study, since two groups were considered for this study (control and experimental group). However, they were not assigned randomly. The control group did not receive any treatment whilst the experimental group studied under a treatment with role-playing activities. A pre-test was applied before the treatment and a post-test was conducted after the application of role-playing treatment. It has been done in order to obtain real information so that the study's objectives can be reached.

Furthermore, bibliographical documentary has been developed during all the study process, so that concepts and thoughts of other authors can be analyzed and explored because they have made a good contribution to this study. Additionally, this is a qualitative and quantitative research because the hypothesis and the data were analyzed in accordance with the variable under investigation. Besides, this research allows organizing, analyzing and interpreting the data collected from the test applied before and after the implementation of Project-based learning approach with the control and experimental group. The analysis of this data formulated conclusions of this research that fortunately lead to achieving the research's objectives.

Moreover, the study was carried out under experimental investigation. As mentioned above, the population was divided into control and experimental group. After that, a treatment based on role playing activities was conducted to the experimental group. It was possible to observe that the students enjoyed the

activities developed during the treatment through role playing. Besides, it helped them to become the central part of the class, their participation during all the lessons allowed them to improve not only their speaking skills, but also to foster collaborative and critical thinking skills.

3.2 Type of research

This type of research is descriptive because it attempts to prove the veracity of the established hypothesis. For that reason, it is necessary to develop a statistics analysis of the results obtained from the pre and post-test. Besides, the t-test carried out attempts to prove the alternative hypothesis.

Moreover, applied type of research has been chosen for this research. This type has been considered because it aims at reporting the results found after the data analysis and attempts to find a solution to the problems found through the implementation of role-playing activities with the students.

Moreover, this research paper has a Quasi-experimental design. The students were divided into two groups, a control group and an experimental group. Besides, a pre-test and a post-test on the speaking skills were administered simultaneously to both groups. The results obtained on the tests allowed the researcher to make a quantitative data analysis. In this research, the effects as well as the influence of role play (independent variable) on the speaking skills development (dependent variable) were observed in the English classes.

The experimental group used a treatment with role-play approach and the control group followed normal classes without this approach. The starting English speaking level of both groups was shown by the pre-test's results. Besides, the post-test displayed some results to be analyzed in order to obtain statistical data. The results showed the effect of role-playing treatment on the students' English speaking skill.

Finally, this research was correlational because the relationship between role-playing and the English speaking skill was determined after the treatment with role playing activities. Thus, it was possible to observe the relationship between the independent and dependent variable (Mackey & Gass, 2005).

3.3 Population and sample

This study was developed at Escuela de Formación de Soldados IWIAS which is located in Shell- Mera from Pastaza province, specifically with 35 students who are in the elementary level of the English sufficiency program. They were divided into two groups, 17 students were chosen as the control group and 18 students were selected for the experimental group. Working on this sample helped understand how role-playing activities have affected English speaking skills on the students.

Population and sample

Population	Frequency	%
Control group	17	49
Experimental group	18	51
Total	35	100

Table 1: Population and sample
Created by: Criollo, W. 2018

3.4 Operationalization of variables

Independent variable: Role-playing

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Role-playing is a set of activities such as guided conversations, improvised drama, rehearsed dialogues or simulated scenarios where learners not only assume other's attitudes, actions, and discourse to speak, think and even feel like another person, but also use their imagination or some given ideas and information about different characters, communicative assignments and personal skills.	<p>Set of activities</p> <p>Different Characters</p> <p>Communicative assignments</p> <p>Personal skills</p>	<ul style="list-style-type: none"> - Guided conversations - Improvised drama - Simulated scenarios - Club's owner - Employee - Customer - Getting information about different activities - Communication - Collaboration - Creativity - Critical thinking 	<ul style="list-style-type: none"> - Candidate A, here is some information about a skateboarding club. <p>MORE STREET skateboarding club</p> <ul style="list-style-type: none"> • First opens 12 June • £5 all day, £3 morning only • Call Pete 077665481 <ul style="list-style-type: none"> - Candidate B, you don't know anything about the skateboarding club, so ask candidate A some questions about it. <p>SKATEBOARDING CLUB</p> <ul style="list-style-type: none"> • Open / now? • Cost / morning? • Where? • Dangerous / sport? • Phone number? 	<p>Technique:</p> <ul style="list-style-type: none"> - Standardize test <p>Instrument:</p> <ul style="list-style-type: none"> - Cambridge Key English Test (KET Paper 3 Speaking Part 2)

			Now, Candidate B, ask Candidate A your questions about the skateboarding club and Candidate A, you answer them.	
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Table 2: Operationalization of the independent variable
Created by: Criollo, W. (2017)

Dependent variable: Speaking skill

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Speaking is a skill used to achieve communication goals in oral way through language functions or patterns in which language performance is expressed via selection of vocabulary, correct pronunciation and accurate grammar, it is also known as the production of auditory signals combining sounds in a systematic way to form meaningful utterances which are developed in different contexts.</p>	<p>Communication goals</p> <p>Language functions</p> <p>Language performance</p> <p>Context</p>	<ul style="list-style-type: none"> - Sharing messages - Expressing feelings - Transmitting knowledge - Asking for information - Buying things - Declining an invitation - Requesting time off from work - Expressing needs - Selection of vocabulary - Correct pronunciation 	<ul style="list-style-type: none"> - What's your name? - And what's your surname? - And how do you spell that? - Where do you come from? - What do you do / study? - Do you like your work / studies? - Who do you like going on holiday with? - Where did you go on your best holiday? - What is your favorite time of the year? - Tell me something about your family. - Candidate A exchange information with candidate B 	<p>Technique:</p> <ul style="list-style-type: none"> - Standardize test <p>Instrument:</p> <ul style="list-style-type: none"> - Cambridge Key English Test (KET Paper 3 Speaking Part 1)

		<ul style="list-style-type: none"> - Accurate grammar - Time - Place 		
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Table 3: Operationalization of the dependent variable
Created by: Criollo, W. (2017)

3.5 Method of data collection

Three elements were used for data collection. Pre-test, post-test and a questionnaire administered to both groups. A notebook was also used to jot down the most important details during the class observations. The pre-test and post-test were carried out simultaneously to the control and experimental group before starting the treatment and at the end of it.

Collection of information

Basic questions	Explanation
¿Why?	In order to reach the study's objectives.
¿Unit of analysis?	Population
¿ Which aspects?	Role play English speaking skills
¿Who?	Researcher
¿ When	In the May- Oct 2017 school year
¿Where?	Escuela de Formación de Soldados Iwias "Coronel Gonzálo Barragán"
¿How many times?	During the school year
¿Technique?	Observation
¿ Instrument?	Pre-test and post-test
¿In which situation?	In the English lessons

Table 4: Collection of information
Done by: Criollo, W. (2017)

3.6 Collection of information

First of all, a pre-test was conducted to all the population which was divided into the control group (17 students) and experimental group (18 students). The instrument was a mock KET Part 3 for the speaking skill. It consisted of two parts, in part one, the students had to answer questions about personal information. In part two, they had to interact among them based on some given information, and the teacher acted as an interlocutor. A pre-test was carried out before applying the treatment with role-playing activities.

Second, the treatment through role-playing activities that took fifteen lessons was carried out with the experimental group; every session lasted two hours. Equally important to mention; the control group and the experimental group studied twelve units of *SMRT* English platform with the same grammatical contents. However, the experimental group received the treatment previously mentioned. Finally, a post-test was conducted to the control and experimental group.

3.7 Data collection and analysis

Quantitative data was collected in this research. First of all, the results of the pre-test and post-test of the controlled and experimental group was collected. Secondly, data was tabulated, analyzed, and interpreted by using Excel software. The results were interpreted making conclusions to test the hypothesis.

CHAPTER IV

ANALYSIS AND INTERPRETATIONS

4.1 Analysis of results and data interpretation

The analysis of the results was carried out with the scores obtained after the post-test in comparison with the pre-test's grades. The instrument used was a mock KET which consisted of two parts. The first part contained basic questions about personal information. In the second part, the students interacted among them based on some given information. The whole test has three parameters (grammar and vocabulary, pronunciation, and interactive communication) and each one is awarded 5 points, giving a total of 15 points.

Equally important to mention, two groups were taken into account for this investigation. The control group with 17 students and the experimental group with 18 students; both groups had three weeks of teaching that had the same grammatical content. However, the students from the experimental group were subjected to a three week treatment with role-playing activities. The role-play treatment consisted of activities specially designed for students at elementary level. Furthermore, the analysis of the obtained results showed that the treatment with role-playing activities was effective because the students obtained results significantly higher in the three parameters (grammar and vocabulary, pronunciation, and interactive communication).

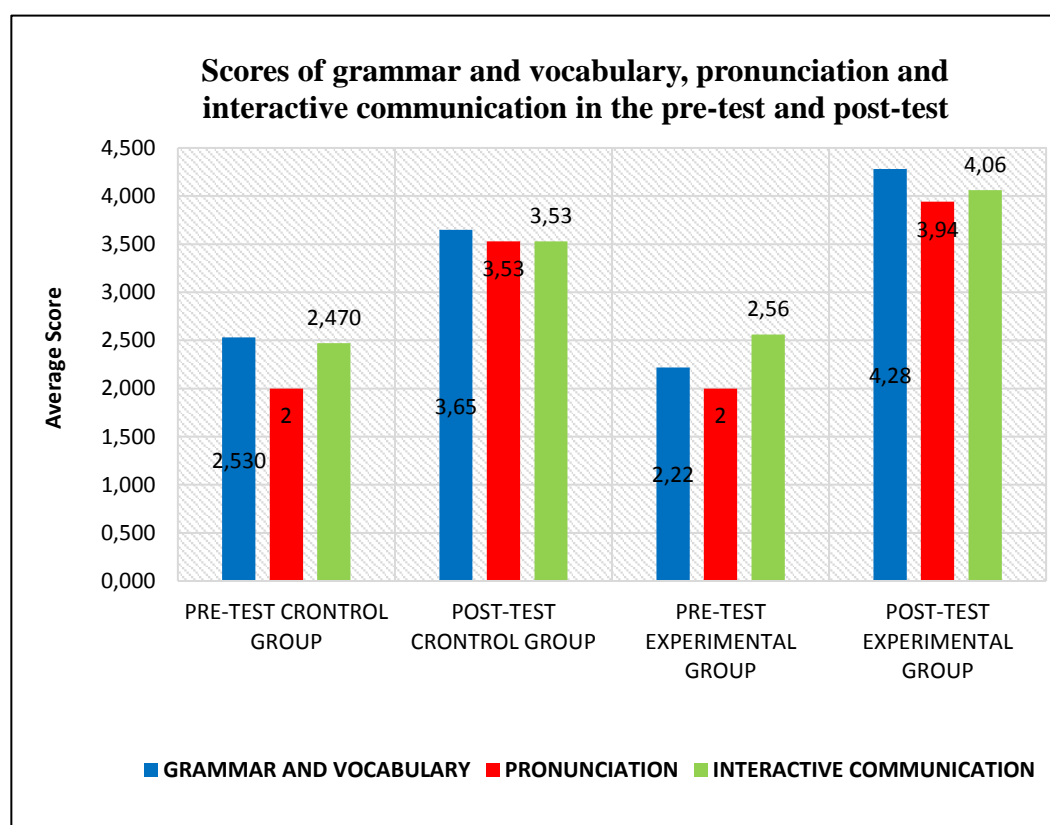
Finally, the results of the pre-test and post-test conducted to the students from the control and experimental group were displayed, analyzed and interpreted. It was a necessary process so that the findings of the study can be shown. The correlation of the variables was statistically analyzed by applying standard deviation and a t-test. All this process helped to present the corresponding analysis in the following charts, graphs and figures that are presented and described as follows.

Table 5: Averages from the control and experimental group obtained in each skill in the pre-test and the post-test.

TEST/GROUP	Grammar and Vocabulary	Pronunciation	Interactive Communication
Pre-test control group	2,530	2,000	2,470
Post-test control group	3,650	3,530	3,530
Pre-test experimental group	2,220	2,000	2,560
Post-test experimental group	4,280	3,940	4,060

Created by: Criollo, W. (2017)

Figure 7. Comparison of averages obtained in the parameters of grammar and vocabulary, pronunciation and interactive communication in the pre-test and the post-test.



Created by: Criollo, W. (2017)

Analysis and interpretation

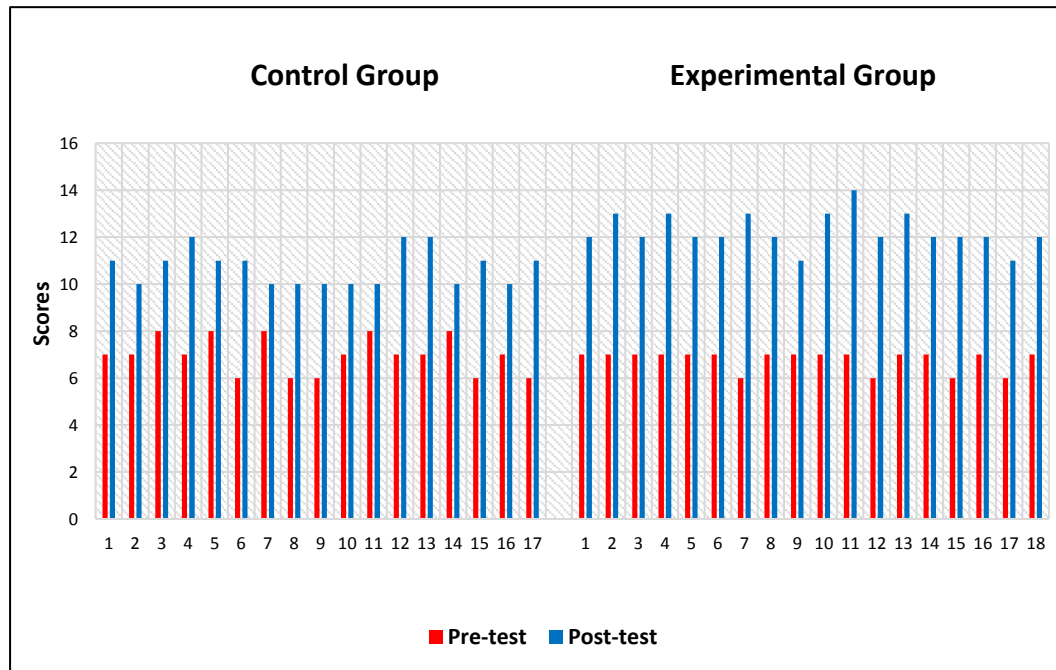
Table 5 and figure 7 show a comparison between the averages obtained by both the control and experimental group. The scores belong to the three parameters grammar and vocabulary, pronunciation and interactive communication after the pre-test and the post-test. Every parameter was graded out of five points and it could be observed that the experimental group has a higher average than the control group.

This figure helps to compare the averages obtained by the control and experimental group. It is possible to see that both groups have almost similar percentages of grades in the pre-test. Nevertheless, some differences are shown in the post-test scores. It can be seen that the control group obtained better results in relation to the pre-test. However, the experimental group obtained much higher scores in the three categories in the post-test than the control group comparing with the pre-test grades. These results start to give an idea that the treatment applied to the experimental group has had good results.

Furthermore, the pre-test results of the control and experimental group show that the average scores do not reach 3 points in any parameter. Nonetheless, the post-test results in all the parameters of the control group are higher than 3 points out of five. Those results could be as a result of the treatment applied to the students from that group.

On the other hand, the results of the post-test from the experimental group after the treatment with role-playing activities are higher than 3 points in pronunciation and reach the highest scores in grammar and vocabulary and interactive communication, these parameters have reached 4 out of 5 points; this represents a better performance from the experimental group than the control group.

Figure 8. Students' individual scores from the control and experimental group obtained in the pre-test and post-test.



Created by: Criollo, W. (2017)

Analysis and interpretation

Figure 2 shows individual grades obtained by the students. The experimental group obtained higher grades than the control group. The lowest grade obtained by the students in the pre-test form the experimental and control group was 6 out of 15 points. That score is the result of the three categories grammar and vocabulary, pronunciation and interactive communication.

On the one hand, the highest score obtained by the students from control group in the post-test was 12 points out of 15. On the other hand, the highest score obtained by the students from the experimental group was 14 points out of 15. Thus, it is possible to observe better results in the experimental group in comparison with the control group's scores.

Table 6: Mean, variance and standard deviation from the control and experimental group's scores in the pre-test and post-test: grammar and vocabulary, pronunciation and interactive communication.

Parameters	Scores			
	CONTROL GROUP		EXPERIMENTAL GROUP	
	Pre-test	Post-test	Pre-test	Post-test
Mean	7,00	10,71	6,78	12,28
Variance	0,63	0,60	0,18	0,57
Standard deviation	0,79	0,77	0,43	0,75

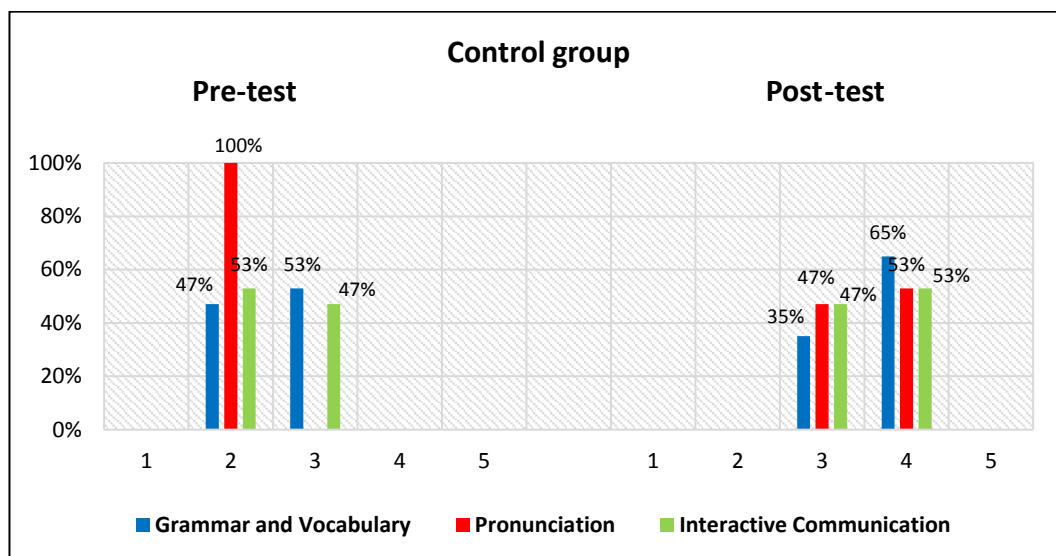
Created by: Criollo, W. (2017)

Analysis and interpretation

According to the data presented in Table 6, the average of the results from the control and experimental group in the pre and post-test can be observed and compared. The following data corresponds to the control group's post-test' results: mean 10.71, the variance was 0.60 and the standard deviation was 0.77. It shows a small difference with the pre-test results.

Apart from that, it can be seen that the experimental group achieved a significant increment in the post-test scores with a mean of 12.28, the variance was 0.57 and the standard deviation was 0.75. These results clearly show that the difference between the results obtained in the post-test by the experimental group may be seen as a significant improvement made by this group.

Figure 9. Comparison of scores according to each parameter (grammar and vocabulary, pronunciation and interactive communication) obtained by the control group in the pre-test and post-test.



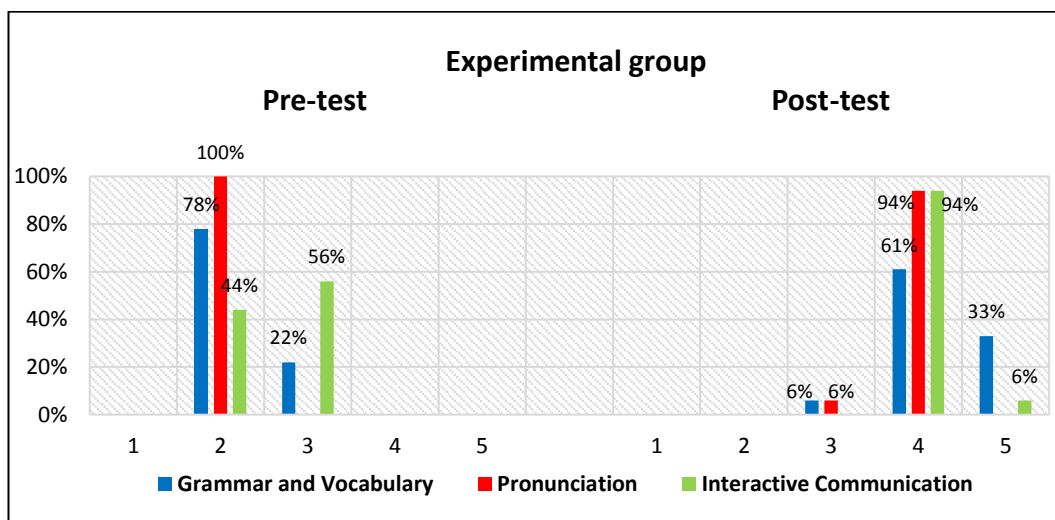
Created by: Criollo, W. (2017)

Analysis and interpretation

In figure 9, it is possible to observe that in the pre-test, 47% of the students had 2 points and 53% of the students obtained 3 points in the parameter of grammar and vocabulary. Besides, 100% of the students got 2 points in the parameter of pronunciation. In addition, a 53% and 47% of the students had 2 and 3 points respectively in the parameter of interactive communication.

On the other hand, 35% and 53% of the students obtained 3 and 4 points respectively in the parameter of grammar and vocabulary. 47% and 53% got 3 and 4 points respectively, it belongs to pronunciation. 35% and 53% obtained 3 and 4 points in the parameter of interactive communication. Thus, it can be observed that the students from the control group slightly increased the scores in the post-test.

Figure 10. Comparison of scores according to each category (grammar and vocabulary, pronunciation and interactive communication) obtained by the experimental group in the pre-test and post-test.



Created by: Criollo, W. (2017)

Analysis and interpretation

Figure 10 shows that the students from the experimental group had a significant increase in their scores in the post-test. They obtained 6%, 61% and 33% in grammar and vocabulary; that means they got scores of 3, 4 and 5 respectively. Additionally, they obtained 6% and 94% in pronunciation with scores of 3 and 4 respectively. Similarly, they got 94% which is the highest scale among all the categories and 6% with grades of 4 and 5 correspondingly in the category of interactive communication.

Furthermore, the previous figures show the differences between the scores obtained by the students from the control and experimental group in both tests. Nevertheless, it is possible to observe that the experimental group has achieved the higher scores 4 and 5 out of 5 points in each parameter. It indicates that the use of role playing activities has influenced positively and helped the students get higher grades. Finally, pronunciation and interactive communication were the parameters that had the highest increase among all the categories.

Table 7: Frequencies from the total scores obtained in the pre-test and post-test by the control and experimental group.

LIKERT SCALE	CONTROL GROUP				EXPERIMENTAL GROUP			
	Pre-test		Post-test		Pre-test		Post-test	
	FQ	%	FQ	%	FQ	%	FQ	%
Excellent (A)	0	0	0	0	0	0	1	6
Good (B)	0	0	9	53	0	0	17	94
Satisfactory (C)	0	0	8	47	0	0	0	0
Needs Improvement (D)	12	71	0	0	14	78	0	0
Unsatisfactory (E)	5	29	0	0	4	22	0	0
	17	100	17	100	18	100	18	100

Created by: Criollo, W. (2017)

A: Excellent 15-14 points,

B: Good 13-11 points

C: Satisfactory 10-9 points

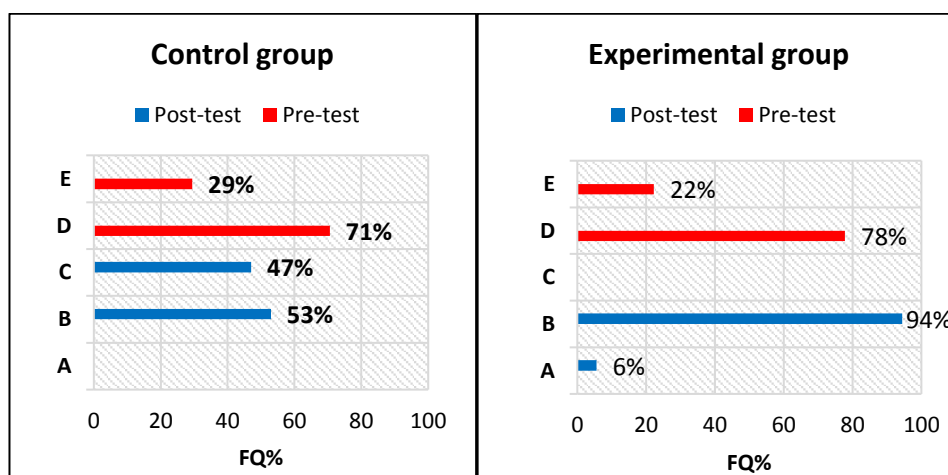
D: Need improvement 8-7 points

E: Unsatisfactory 6-0 points.

FQ: Frequency.

#: Percentage of frequency.

Figure 11. Frequencies of the total scores obtained in the pre-test and post-test by the control and experimental group.



Created by: Criollo, W. (2017)

Analysis and interpretation

In table 7 and figure 11, it can be observed the frequency of the total grades obtained by the students from both groups. First of all, in the pre-test, one part of the control group obtained grades from 7-8, this represents 71% of results and is marked as need improvement. Another portion of them obtained grades form 0-6; this represents 29% and is marked with the scale unsatisfactory. Whilst in the post-test, this group was categorized with 47% (grades 9-10) of the results as satisfactory and 53% (grades 11-13) as good. The comparison of these results shows an increment in the grades.

Second, in the pre-test, one part of the students from the experimental group obtained grades from 7-8, this represents 78% and is in the scale of *need improvement*. Another portion of this group obtained grades form 0-6; this represents 22% and is in the scale of *unsatisfactory*. On the other hand, in the post-test, 94% of this group was in the scale of *good*, with grades 11-13 and 6% was in the scale of excellent (grades 14-15). The comparison of these results clearly shows a difference in the scores and an increment in the grades in both groups. However, the experimental group obtained better grades and reached the scale of excellent. It could suggest that the treatment with role-playing activities affected positively on the students' scores.

The hypothesis verification had to be developed. For that to be done; it was necessary to compare the means from both the control and experimental group; thus, a t-test for two small samples was employed for the post-test's results of the control and experimental group. Besides, a t-test for paired samples was employed for the pre and post-test's results of the experimental group. Moreover, the means of both groups needed to be compared to see if they are different in the post- test. It was necessary to verify if the treatment with role-playing activities affected positively the students' speaking skills, because it is vital to have a statistically evidence to verify whether the null hypothesis is rejected or not.

T-test

The post-test from the control and experimental group's scores were used to develop a t-test for small samples as well as the pre-test and post-test's results from the experimental group for the *t-test* for paired samples. The results are shown in the following graphs.

Table 8: T-test for small samples (control y experimental group)

<i>Parameters</i>	<i>Control group Post-test</i>	<i>Experimental group Post-test</i>
Mean	10,70588235	12,27777778
Variance	0,595588235	0,565359477
Standard deviation	0,771743633	0,751903901
Observations	17	18
Grouped variance	0,580015845	
Degrees of freedom	33	
Statistics t	-6,10281791	
P(T<=t) one tailed	3,5655E-07	
T critical value (one tailed)	1,692360309	
P(T<=t) two tailed	7,131E-07	
T critical value (two tailed)	2,034515297	

Created by: Criollo, W. (2017)

Analysis and interpretation

The results of the *t-test* are shown in table 8. The control and experimental group's results are used in order to compare if there is any difference between the means of the two groups. In the post-test, the control group's score was 10, 71; whilst the experimental group's result was 12, 28, it is clearly higher than the latter group. It was observed that the statistics *t* was -6, 10, it means there is a 95% of reliability for two tails which was 2, 03. Thus, the null hypothesis was rejected and the alternative hypothesis is accepted due to the difference among the means. In the same way, the value of $p=7,13E-07$ is lower than $\alpha=0,05$. This helps to reinforce that no mistake was made when accepting the alternative hypothesis.

Table 9: T-test for paired samples (pre-test y post-test) in the experimental group.

<i>Parameters</i>	<i>Pre-test</i>	<i>Post-test</i>
Mean	6,777777778	12,27777778
Variance	0,183006536	0,565359477
Standard deviation	0,427792631	0,751903901
Observations	18	18
Grouped variance	0,20319496	
Hypothetical difference of means	0	
Degrees of freedom	17	
Statistics t	-29,69126856	
P(T<=t) one tail	2,17085E-16	
T critical value (one tail)	1,739606726	
P(T<=t) two tail	4,34169E-16	
T critical value (two tails)	2,109815578	

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Analysis and interpretation

The *t-test* for paired samples determined an increment in the post-test's grades in comparison to the pre-test's scores. In the pre-test the means were: 6.777 in the pre-test and 12.277 in the post-test. When contrasted with the statistics *t* calculated -29.69 and the critical value two tailed 2.109, it was observed that the calculated *t* is in the rejected zone to a 95% of reliability. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted because there is a visible difference in the pre and post-test's scores.

Furthermore, the correlation's coefficient of Pearson showed a result of 0,203 which indicates that there is a weak relation between the two variables (pre and post-test) and when contrasted with the *p* value for two tailed with a significance level of 5% ($p = 4,34E-16 < \alpha = 0,05$). This suggests that the treatment with role-playing activities contributed in the speaking skills improvement. Similarly, when contrasting the *p* value, there is not any probability to accept the null hypothesis. Thus, there is not any risk of accepting the alternative hypothesis

4.2 Data interpretation

A descriptive statistics analysis was developed. It permitted to organize and represent the students' scores in comparative graphs and figures, identifying the way in which the treatment with role-playing activities affected positively to the students' speaking skill development. It was also observed that the experimental group obtained higher scores than the control group as shown in graph 7. Besides, the *t-test* analysis showed differences among the scores, proving that the students who used the role-playing activities reached better scores.

4.3 Hypothesis verification

Based on the obtained results through the statistics analysis, it was established that the experimental group obtained higher scores in comparison to the control group's grades. Regarding the *t-test* for both groups, the post-test' scores affirmed that there was a difference in the means of the groups. Similarly, when the test for paired samples was developed, the null hypothesis was rejected; it had a 5% of significance level. Thus, there is enough evidence to consider that the use of role-playing activities with the experimental group was an effective tool and affected positively in the scores increase.

In conclusion, the use of role-playing activities affected positively in the English speaking skill development, applied to 18 elementary level students from Escuela de Soldados IWIAS, located in Shell – Pastaza province in the May – October 2017 school year.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After developing the necessary steps in this investigation, it was determined that there are many theoretical components which allowed having a clearer idea about the use of role playing activities as a useful tool to teach English as a foreign language, specially the speaking skill. Additionally, once the data corresponding to the pre and post-test was analyzed the following conclusions have been drawn.

- The students took a Key English Test KET (speaking part) before starting the treatment. The results served to have a diagnostic about their speaking proficiency level. The pre-test results from the control and experimental group showed that the average scores were low in the three parameters of the test (grammar and vocabulary, pronunciation, and interactive communication). The students from both groups obtained grades placed in the scale of need improvement and unsatisfactory
- The students took the KET test after the treatment through role playing. The results of the post-test showed that role playing activities had a positive effect in the students' speaking skill development because they obtained a significant improvement. The majority of students from the experimental group were in the scale of good and excellent. Thus, the treatment with role-playing activities with that group was effective in the students' speaking skill development.
- The results showed differences in the pre and post-test's scores. The post-tests had higher scores. Thus, the statistics analysis regarding the t-test

- rejected the null hypothesis and accepted the alternative hypothesis. For that reason, it was established that there was a close relationship between role-playing and the speaking skill development. That is to say, role-playing enhanced positively the speaking skill on the students.

- It was possible to identify some advantages of using role-playing in class. For example, students learn by doing and they can have full spoken practice. Besides, role-playing could be used in order to address real world situations that contain authentic vocabulary. In addition, it could be adapted to any teaching material or course book from beginners to advanced levels. For those reasons, this teaching model could be implemented as a helpful tool to foster not only the students' communication skills, but also personal competencies as well as social skills.

5.2 Recommendations

After having developed all the steps as well as the analysis and interpretation of results of this investigation, the following recommendations can be presented.

- It is important to have a clear idea about the students' proficiency level before starting any course. Thus, the KET test can be used as a useful instrument to obtain a diagnostic about the starting students' speaking proficiency level.
- Since the treatment through role playing activities affected positively in the students' speaking skill development, it could be helpful to select appropriate role plays in accordance with the students' proficiency level. Besides, it could be a good idea to work on vocabulary used in real life situations because that could foster meaningful learning.
- Since there was a close relationship among the two variables under investigation. Role playing activities could be integrated in the lesson plans and could be used to cover the speaking section of any course book or didactic material. Moreover, role playing activities could be employed for an extended period of time i.e., all the school year because that will permit to pay special emphasis in the students' speaking skill improvement.
- The role cards could be modified according to the institutional and students' needs in order to get the most beneficial results. Besides, the role cards could contain situations that foster students' participation and collaboration in pairs or groups. Moreover, the students could be allowed to write down the situations on it because that may enhance their creativity and critical thinking.
- The grammatical structures from any course book's units as well as vocabulary related to the topics from other didactic material could be adapted to do the role playing activities. Finally, it is necessary to propose the application of role

playing activities in class since it would help both teachers and students overcome problems faced in the improvement of the English speaking skill.

CHAPTER VI

THE PROPOSAL

TOPIC: Role-playing handbook for the English speaking skill development of elementary students.

6.1 INFORMATIVE DATA

Name of the institution:	Escuela de Formación de Soldados IWIAS “Crnl. Gonzalo Barragán.
Location:	Shell parish-Pastaza province - Brigada 17 “Pastaza”
Beneficiaries:	Teachers and students at the elementary level.
Estimated time for the execution:	6 weeks
Beginning:	July, 3 rd
End:	Aug, 18 th
People in charge:	Researcher Wilson f. Criollo Erazo
Cost:	\$100
Project responsible:	Wilson F. Criollo Erazo

6.2 PROPOSAL BACKGROUND

Students at Escuela de Formación de Soldados IWIAS learn English as a foreign language as part of the English Sufficiency Program supported by Universidad de la Fuerzas Armadas-ESPE. All the teaching aspects as well as the levels of knowledge and competence are aligned to the Common European Framework of Reference. However, the students have problems to communicate through the speaking skill. For that reason, this proposal emerged with the aim to help overcome those constraints.

The students are not able to communicate effectively through English language. That problem could be produced due to many factors, for example, the students belong to communities where Kichwa, Shuar and other ancestral indigenous languages are spoken as the main means of communication. Besides, another constraint for low speaking development could be because they use their mother tongue to solve everyday situations, thus, they do not need to use English language in their daily activities.

6.3 JUSTIFICATION

The speaking skill is used as the principal means to interact among people. Besides, the oral production allows conveying messages and thoughts immediately among the people interacting in a conversation. However, some authors argue that the speaking skill is not easily improved when learning English as a foreign language.

One of the reasons could be due to the insufficient practice of the target language in class. The students are placed in an English environment just for a short period of time in the classroom during the week. Besides, English classes are sometimes more focused on grammatical aspects rather than spoken interaction. In addition, when they finish English class, they almost forget and even avoid using the target language because they use their mother tongue and/or their second language to carry out every day activities. Moreover, the students may feel shy to speak in English because it could be seen as weird or strange in a dominant Spanish spoken environment.

In today's world, teaching should be developed actively. Besides, the activities carried out in class should foster a student-centered environment because the students are the ones who should be treated as the main characters of the class. On the other hand, teachers should be the ones who permit students' participation as well as monitor, guide, and provide feedback as necessary.

For that reason, this handbook was elaborated in order to help teachers and students at the elementary level to overcome low speaking skill development. It was based on role-playing activities because it has been found that the implementation of this teaching technique can be used as a useful tool to work on a student-centered environment. Besides, the implementation of the activities proposed on this handbook could not only to foster students' personal competencies, but also communication skills, especially speaking.

6.4 OBJECTIVES

6.4.1 General

- Design a handbook with role-playing activities for the English speaking skill development of elementary level students.

6.4.2 Specific

- Identify relevant role-playing activities to foster communication between learners.
- Design role-playing activities to promote students' interaction
- Assess the effectiveness of role-playing in the English speaking skill development.

6.5 FEASIBILITY ANALYSIS

The implementation of this handbook is feasible because it does not require any especial budget or resources that could not be found in the institution. Teachers will only need to make copies of the handbook so that they can have the students work on the activities it encompasses. Besides, the role-playing activities are well designed and specified on the handbook for better students' understanding. Teachers will need a projector, markers, and a whiteboard that are easily found at

Escuela de Formación de Soldados IWIAS. Finally, the classroom space is big enough so that the students can participate actively in all the activities.

6.6 THEORETICAL BASIS

Role-play

According to Ladousse (1987) role-play can be divided in two parts '*role*' taking somebody else's place and '*play*' a funny environment to learn. It is also stated that there are some reasons for using role play in the classroom; for example: many experiences can be expressed through this activity, it sets stages which express social relations. Besides, role play helps express real life situations, and it could help shy students because they act out the role of somebody else. Another reason for working with role play could be that this activity has lots of fun and students can learn by enjoying the class. Besides, this technique is sometimes referred to as "Low input high output" because learning by talking is promoted due to the big amount of exposure to spoken production.

Furthermore, Bailey (2003) states that role play is a talking activity in which students assume the role of other characters and interact utilizing the qualities of those characters for example, age, sex, occupation, etc. Besides, they can act a new situation in which they are able to interpret personal situations. It is also claimed that role plays frequently incorporate a specific communicative assignment; for example, arranging a purchase, solving a problem, booking a hotel room, getting information, etc. Thus, role plays can be a good technique for helping students learn and rehearse important speech acts, vocabulary, and grammatical structures.

Ladousse (1987) also claimed that role play can be used as an activity to foster an atmosphere without tension. That could be possible because working with role plays could create an environment where mistakes could be seen as part of the learning process. Besides, role-plays serve to provide effective feedback which is

given through debriefing after every role play session. In addition, in order to develop the role play, teachers provide the students some role cards which contain information about the role they have to fulfill.

According to Bygate (1987) role-playing could be carried out as a controlled activity in the three following forms. First, activity with cued dialogues; for example: precise turn-by-turn cueing on individual role cards. Second, through cues and information e.g., individual role cards containing specific objectives, and prompts of things to be used by the role player. Third, through situation and goals; for example: background information and individual role cards with aims, leading to 'dramalike' dialogues in single situation.

Moreover, role-playing could be used in the form of debate or discussion, in this type background information and individual role cards leading to debate are necessary. Besides, large-scale simulation activities are other kind of executing role play; it is based on extended role play over several sessions. Finally, role play could be carried out in the form of improvisation i.e., the role player uses unscripted dramatizations based on individual role cards, however, the aims are not presented on the activity (Bygate, 1987).

An example of a role play is presented as follows:

Job sharing

Scenario

You are at a youth group meeting. You are organizing the annual camp. Various tasks are being handed out to people. Tasks include organizing the tents, buying all the food, and helping the president with the newsletter. There are some people who don't want the task they have been given. However, the meeting must end with all tasks assigned.

Getting started

Start the role-play with the four people sitting at the meeting table. The youth club president can welcome everyone to the meeting and begin by giving out the tasks to the group. One by one you will respond to the task given.

Roles

Student 1 – Youth club president (also the editor of the club newsletter)

Student 2 – Happy with task of organizing the tents

Student 3 – Does not want the task of organizing the food; would rather work on the newsletter

Student 4 – Has been assigned to assist with the newsletter but wants the task of organizing the tents. (Morales, 2008, P. 46)

Speaking skill

According to Thornbury (2005), speaking is an everyday action which has been awarded to people; tens of thousands of words are daily produced by some people, and many more by others i.e politicians or auctioneers. From all the language skills, speaking seems to be the most important one. This assertion is done because people who have learned another language are known as ‘speakers’ of other language. This statement is done as if all the aspects of language learning were included in speaking.

Additionally, speaking is the most required skill to be learned in many if not all foreign language courses (Bailey, 2003). This could happen because speaking is the immediate form of communication when two people meet for the first time. Speaking requires not only transmitting messages orally, but it also needs certain non-verbal features such as body movements and facial expressions, for those reasons, English language learners put special emphasis in learning how to speak rather than in reading or writing. Nevertheless, it is also necessary that foreign language teachers manage to teach all the language skills.

Biber (2006) states that the speaking skill can be influenced by circumstances such as real time performance situations, immediate presence and interaction of participants, the same setting, and the desire of transmitting the speaker’s point of view. These features are shared in low or high degree and are used by the speaker though formal or informal register.

The students need to be trained in order to develop their speaking skill, because they will not become proficient speakers just by listening and understanding the

target language. Thus, listening strategies as well as sound patterns and phonological features of language should be learned and thought, because there is a clear connection among listening and speaking. For that to be done, some techniques for oral production should be taken into account i.e., controlled, guided, and free oral work (Brumfit, 1980).

First, controlled oral work is considered as a flexible technique for language interaction in the spoken form. It is suitable for oral presentation and practice of phonological, lexical and grammatical items. This kind of work can be used as controlled or guided oral production with the aim to fulfill communicative criterion. It is also possible to use controlled oral work from the very starting lesson even with elementary level students because simple introductions could be employed at this stage. Besides, drills could be used; they could be very structured so that the possibility to make mistakes could be reduced when practicing them because the students may have to answer tightly questions without open answers. That could help learners to achieve fluency as well as confidence at a certain point (Brumfit, 1980).

Second, guided oral work is another form to practice spoken English. The objective of this activity is to assign the students a limited time to practice what they have learned in class. The oral practice is allowed, however, some restrictions are provided when achieving guided work. Some guided oral work can also be given through the use of appropriate questions and answers. At the same time, some freedom is allowed them in order to use their own ideas into the exercises developed in class. Guided work can also be used in a structured way to check the students' exercises from controlled guidance to more flexible work (Brumfit, 1980).

Third, free oral production provides the students the opportunity to produce in a natural way the language that has been learned. Besides, they can put in practice all their knowledge in several more or less controlled situations. This process can be developed at all the levels of teaching. However, it is especially important in more advanced levels because at that stage is where the students have the instruments

needed i.e., knowledge about grammar patterns, lexicon, language usage, etc., to express their messages and thoughts (Brumfit, 1980).

Not only the activities mentioned above should develop the speaking skill, but also other aspects because spoken language has difficult parts to be achieved such as fluency and accuracy. A good speaker should be both fluent and accurate; specially students at advanced levels. On the one hand, fluency is the ability to use spoken language in a fluid and confident way in a consistent percentage with the standard of the pertinent native speaking community (Bailey, 2003).

Finally, in order to teach speaking, autonomy and opportunities to participate should be provided to students. For that reason, some activities such as role plays, giving presentations and talks, telling stories, conversations, debates and discussions could be used to enhance the oral skill.

6.7 Proposal development

Role-playing activities are designed to foster a student-centered environment. The main objective is to develop the students' language skills, especially speaking. The handbook's activities are embodied by the communicative language Teaching because the purpose is not only to enhance students' interaction, but also to help the students communicate in real world situations.

Furthermore, role-playing aims to achieve real communication through the use of authentic vocabulary. This teaching technique allows students to learn and practice the speaking skill in a more enjoyable, practical and meaningful way. Oral participation is the main handbook's objective because the students are required to interact in pairs or groups. For that reason, team working as well as cooperation skills are promoted significantly.

The handbook has been divided into twelve units. The grammatical content is included but not emphasized within the role-play cards. The dialogues attempt to improve three parameters of the speaking skill i.e., grammar and communication, pronunciation, and interactive communication. Since the activities are well detailed, neither teachers nor students will have difficulties to implement the exercises presented on this handbook. The activities embodied on this handbook are specifically elaborated for elementary level students. Nevertheless, they would be adapted from beginner to advanced levels.

Table 10: Operational model

Phase	Objectives	Activities	Resources	Responsible	Time
Socialization	Analyze the didactic material used by the students in class	Check the didactic material	Teacher. Students. Role-playing cards. Computer. Projector. Whiteboard . Markers.	Wilson Fabián Criollo Erazo	One week
Planning	Select activities to foster the speaking skill and implement them with the students	Role-playing activities for elementary level students	Teacher. Students. Role-playing cards. Computer. Projector. Whiteboard . Markers.	Wilson Fabián Criollo Erazo	Three weeks
Proposal Implementing	To apply role-playing activities with the students	Use the role-play cards to help the speaking skill development	Teacher. Students. Role-playing cards. Computer. Projector. Whiteboard . Markers.	Wilson Fabián Criollo Erazo	Six weeks

Evaluation	To evaluate the efficiency of role-playing	Pre and post-test	Teacher. Students. Role-playing cards. Computer.	Wilson Fabián Criollo Erazo	One week
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Handbook

Cr



role-playing
on F. Criollo Erazo

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Enhancing speaking through role-playing

Wilson F. Criollo Erazo

Elementary students

Enhancing speaking through role-playing

Author's note

Enhancing speaking through role-playing was designed to help elementary English language students develop the speaking skill. It gives the students the opportunity to interact, explore emotions, discuss and share ideas, whilst enabling teachers to meet curriculum outcomes.

The role-playing activities are well detailed in role cards so that the students can become effective communicators. The teacher has to accomplish the role of a guide and has to provide feedback as needed because the students are the ones who are the central point in the classroom.

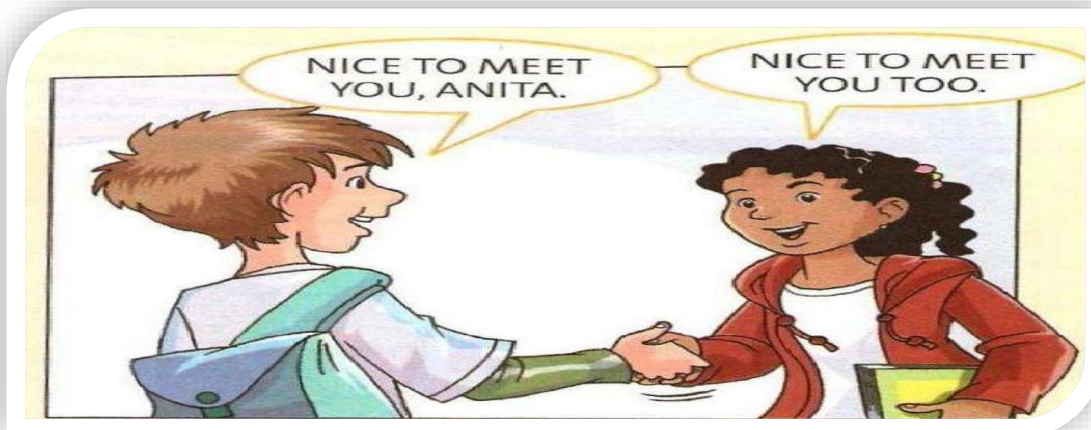
Contents

Activities

1 Nice to meet you. P. 86	Language structure	Description
	1-1 Be 1-2 My, your, his, & her 1-3 Questions with BE	Students do a role play to use and respond to greetings; ask and give basic to expanded personal information.
2 My family P. 88	Language structure	Description
	2-1 I Have... 2-2 Present Continuous	Students do a role play about family members.
3 What do you do? P. 90	Language structure	Description
	3-1 Present simple 3-2 Positive, negative and question forms	Students do a role play about jobs and occupations.
4 It's snowing P. 92	Language structure	Description
	4-1 Present simple & Continuous 4-2 Apostrophe + S 4-3 Subject & object pronouns	Students do a role play about having a video chat from different countries.
5 Welcome home P. 94	Language structure	Description
	15-1 Singular & Plural Nouns 5-2 There Is / Are	Two students are looking for an apartment and describe things in and around it.
6 At the market P. 96	Language structure	Description
	16-1 Countable & Uncountable Nouns 6-2 Some, Any & No 6-3 Quantifiers	Students do role play about buying a list of office supplies.
7 Around town P. 98	Language structure	Description

		7-1 Articles a/an/the 7-3 Here & there	Students do a role play giving directions to go to some places in town
8 Descriptions	P. 100	Language structure	Description
		8-1 Adjectives 8-2 Adverbs 8-3 Comparatives	Students do a role play comparing their cellphone's characteristic because they attempt to demonstrate which is better.
9 The past	P. 102	Language structure	Description
		9-1 Past simple 9-2 Irregular verbs 9-3 Past simple	Students do a role play to talk about their last vacation
10 The future	P. 104	Language structure	Description
		10-1 Be going to 10-2 Present continuous 10-3 Will	Students do a role play to talk about future events
11 Yes I can	P. 106	Language structure	Description
		11-1 Can, could, & may 11-2 Should & must	Students do a role play one is a patient and another is a doctor
12 Activities	P. 108	Language structure	Description
		12-1 Need to & have to 12-2 Want & would like 12-3 Like & would like	Students do a role play, they are in a conference about safety signals and traffic law.

Activity 1 - Nice to meet you



Time: 20 minutes

Language structure

Be

My, your, his, & her

Questions with be

Vocabulary:

Hello

My name's

What's your...

Best friend

Classmate

Colleague

Brother

Father

Age

Country

Who?/ what?/ how

Where....from?

Nationality

Cellphone number

Address

Sister

Roommate

Sorry

Thanks

Nice to meet you!

Nice to meet you too!

Yes, I am

How old are you?

Objectives

To use and respond to (basic) courtesy formulas and greetings.

To give basic to expanded personal information in response to direct questions...

To ask for basic personal information.

Instructions

- ✓ Teacher explains the language structure and vocabulary to be used in this activity.
- ✓ Teacher makes the students read the role play clue
- ✓ Teacher provides the role cards to the students
- ✓ Students in groups of three use information in the cards and their own to work on a role play using and responding to greetings, and asking and giving basic to expanded personal information in response to direct questions.

Role play clue

Hi, I'mWhat's your name?	My name's.....
Nice to meet you!	Nice to meet you, too!
How old are you?	I'myears old, what about you?
I'myears old	Where are you from?
I'm from....., and you?	I'm from.....
Are you single or married?	I'm....., and you?
I'm, do you have any brothers or sisters?	Yes, I have one brother and one sister
What's your brother's name?	His name's.....
What's your sister's name?	Her name's.....
	Do you have any brothers or sis
	What does your brother do?
	Oh! Thank you!

Yes, I have one brother
He/she is a/an.....

He's years old.

Students' role cards



St A) You are arriving to Puyo with a foreign friend and meet with an old classmate

St B) You are happy to see your old classmate again and want to meet his foreign friend

St C) You are the foreign friend and give and ask personal information

Activity 2 - My family



Time: 20 minutes	Vocabulary: Dad, mom, brother, sister, parents, uncle, aunt/ have/ has/ how old?/ wherefrom?/ high school/ university	Do you?/ don't have/ doesn't have/ pet, dog, cat/ I'm, he, she, it's/ we, you, they're/ studying at../ a, an.
Language structure: Have/ has in affirmative and negative form Present of be Do/ don't Family members		

Objectives

- To give basic to expanded personal information in response to direct questions...
- To ask for basic personal information.
- To practice the use of "have"
- To practice the use of Present Continuous in speaking.

Instructions

- ✓ Teacher explains the language structure and vocabulary to be used in this activity.
- ✓ Teacher makes the students read the role play clue
- ✓ Students use information in the cards and their own to work on a role play talking about family members, using "have/ has" in affirmative and negative form and present of "verb to be" in speaking

Role play clue

Hi, what's your name? I'm Nice too meet you! Where are you from? Do you have any brothers? Do you have any sisters? Yes, I do. I have,do you have any dog or cat? What does your father do? Where do you study? Are your parents working at the moment?	I'm And you? Nice too meet you! I'm from I havebrothers/ I don't have any brothers. Yes, I do. I havesisters /No, I don't. Do you have any pets? Yes, I do. I have.....dogs/cats /No, I don't. He's a/an.....? I study at.....high school/ university Yes, they are, they work..... No they aren't.
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Students' role cards



St A) You are a student who invites a friend to your house and introduce him/her to your family.

St B) You are the student's father who invites to have lunch, asks and responds to personal information.

St C) You are the student's brother who asks and responds to personal information.

St D) You are the student's friend who interacts with the family members responding and asking about personal information and more family members.

Activity 3 – What do you do?



Time: 20 minutes	Vocabulary: What do you do? I'm a/ an Teacher Doctor Baker	I work from...to... Married Single What time?
Language structure: Present Simple Positive, negative and question forms		

	Engineer Pilot Do you?	
Objectives		
To practice the use of vocabulary related to jobs. To give basic to expanded personal information... To practice the use of present simple in speaking.		
Instructions		
<ul style="list-style-type: none"> ✓ Teacher explains the language structure and vocabulary to be used in this activity. ✓ Teacher makes the students read the role play clue ✓ Students use information in the cards and their own to work on a role play talking about jobs and occupations 		

Role play clue	
<p>Hi, what / do? What do you prepare? Sure! I eat bread every day I eat bread with both. What else do you prepare? Yes, I do. I always buy a cake to celebrate birthdays in my family. What else do you prepare? What are the ingredients for croissants? Do you like your job? Why do you like it?</p>	<p>I'm a baker I prepare bread every day, do you like bread? Do you eat bread with coffee or milk? I also prepare cakes, croissants and biscuits. Do you like to eat cakes? That's wonderful. I bake croissants. The ingredients are: flour, butter, sugar, eggs, baking powder and water. Yes, I do. I enjoy what I do. Because it feels good when the people say that they like the bread I prepare.</p>

Students' role cards



St A) You are a baker who has injured his arm so you go to the hospital.

St B) You are the nurse who takes the temperature, blood pressure, height and weight to the patient.

St C) You are the doctor and you ask student “A” about his occupation.

Activity 4 – Seasons



Time: 20 minutes	Vocabulary: It is sunny today. It's hot and humid today. It's a nice day today. Day Morning Afternoon Night It's a fine day. It's a windy afternoon.	Weather Now It's drizzling outside. It's snowing. Take an umbrella, it's raining. It was cold yesterday. It will be cloudy tomorrow.
Language structure: Present simple & continuous Apostrophe + S Subject & object pronouns		
Objectives		
To practice the use of present simple and present continuous in speaking in the context of seasons and weather. To practice the use of apostrophe+s and subject pronouns in speaking.		
Instructions		
<ul style="list-style-type: none"> ✓ Teacher explains the language structure and vocabulary to be used in this activity. ✓ Teacher makes the students read the role play clue ✓ Teacher provides the role cards to the students ✓ Students use information in the cards and their own work on a role play talking about seasons and weather 		

Role play clue	
<p>What's the weather like today? Yes it is, it is a rainy day.</p> <p>Does your sister live far away?</p> <p>I like summer Because it is hot and I can go to the beach</p> <p>Where exactly do you like going on vacation? Where do they live? How's the weather like in Salinas?</p> <p>Does it rain a lot there? Oh, could you invite me?</p>	<p>It is very cold this morning, isn't it? Yes, It is getting colder now. Give my coat; I am leaving to my sister's house. Not really, she is living by the park at the moment. What season do you like? Why do you like summer?</p> <p>You are right. I also like going on vacation to the beach. I like visiting my grandparents</p> <p>They live in Salinas. It is very hot, especially in summer; but in August, it is a little cold and cloudy there. Yes, it does, it rains a lot in winter.</p> <p>Someday, maybe! lol</p>

Students' role cards



St A) You are a person who lives in El Puyo and you are having a video chat with a friend who is in a tour in three countries The United states, China and Egypt. You ask him information about the seasons and the weather in those countries.

St B) You are the person who is in the tour and you are having a video chat with a friend who is in El Puyo. You give him information about the seasons and the weather in the countries you have visited and ask about the weather in Puyo.

Activity 5 – Welcome home



Time: 20 minutes	Vocabulary: Bedroom, bed, lamp, closet, hangers, drawers, bathroom, sink, mirror, bathtub, toilet, kitchen, cook, refrigerator, cabinets, shelf, living room, couch, sofa,	bookcase, window, hallway, door, floor, ceiling, roof, basement, attic, garage, factory, cathedral, art gallery, church, marker, supermarket.
Language structure: Singular & plural nouns There is / are		
<h2>Objectives</h2>		
<p>To practice the use of singular and plural nouns in speaking.</p> <p>To practice the use of vocabulary related to furniture and rooms within the context of using “there is/are/isn’t/aren’t”</p> <p>To ask and respond to questions using “there is/are”.</p>		
<h2>Instructions</h2>		
<ul style="list-style-type: none"> ✓ Teacher explains the language structure and vocabulary to be used in this activity. ✓ Teacher makes the students read the role play clue ✓ Teacher provides the role cards to the students ✓ Students use information in the cards and their own to work on a role play talking about what there is/are in and around an apartment they want to rent. 		
<h3>Role play clue</h3>		
One student (S3) take the role of a host and two other (S1-S2) students take the role of guests visiting him.		
<p>S1 and S2: “knock on the door” Hi Luis...</p> <p>S1. Yes, we were thinking of you and we decided to come.</p> <p>S2. Thank you.</p> <p>S1. Yes please. Wow! where is this photo?</p> <p>S2. Wow! that place looks very</p>	<p>S3. Hello!...”Marco and Jaime” such a surprise you are here.</p> <p>S3. That’s nice friends, long time no see you. Welcome home! come in please.</p> <p>S3. Would you like to see my family album?</p>	

<p>interesting, how far is from Shell? S2. Are there any restaurants there? S2. Is there a swimming pool?</p> <p>S1. Wow, that's nice. Is there a bank there? S1. Oh, what do you do if you run out of money?</p> <p>S1. Ok, that's good; I'd like to go there on my vacation S1. Thank you for your advice. And thank you for showing me the pictures.</p>	<p>S3. That picture is in Tena, I was getting in a cave, can you see, this is a harness and the man is the guide, this is the entrance to the cave and this is a stalactite that is inside the cave.</p> <p>S3. It is four hours from Shell. S3. Yes, there are. S3. Yes, actually, there are two swimming pools, one for adults and one for children. S3. No, there isn't.</p> <p>S3. Well, there is a Banco del Barrio near there, you can get some money if you need it S3. That's a great idea, I recommend you</p> <p>S3. It's a pleasure!</p>
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Students' role cards



St A) You are looking for an apartment to share with St "B". Call St "B" to say what there is/are in and around it.

St B) You are St "A" friend, you are in a different apartment. Say what there is/are in and around it.

St C) You are the apartment's owner. Expand information about what there is/are around it.

Activity 6 – At the market



<p>Time: 20 minutes</p>	<p>Vocabulary: Some tables, some stores, some grapes, some cities, some nurses, some time, some news, some bread, some salt, some mail, any advice, any soap, any transportation, any gold</p>	<p>Any homework, no trouble, no grass, no scenery, no money, no furniture, no magazines, no chocolates, no pilots, no rings, no markers, vegetables, onions, carrots, lettuce, beet root, cabbage</p>
<p>Language structure: Countable & uncountable nouns Some, any & no Quantifiers</p>		
<h2>Objectives</h2>		
<p>To practice the use of vocabulary related to everyday scenes (eating, home & school/work) within the context of using “there is/are/isn’t/aren’t” in speaking. To ask and respond to questions using “there is/are”.</p>		
<h2>Instructions</h2>		
<ul style="list-style-type: none"> ✓ Teacher explains the language structure and vocabulary to be used in this activity. ✓ Teacher makes the students read the role play clue ✓ Teacher provides the role cards to the students ✓ Students use information in the cards and their own to work on a role play being at the market and trying to buy groceries, fruit and vegetables. 		

Role play clue

One student takes the role of an islander, two other students take the role of customers and another student takes the role of a sales clerk.

<p>S1, and S2: Excuse me! is there any market near here?</p> <p>S1: Is there a parking lot there?</p> <p>S2: Is it expensive?</p> <p>S2. Oh, thank you very much.</p> <p>AT THE MARKET</p> <p>S1. Excuse me, I need some mushrooms.</p> <p>S2. Are there any bottles of sodas?</p> <p>S1. Is there any sugar?</p> <p>S1: Are there any fresh flowers?</p> <p>S2: Is there a post office nearby?</p> <p>S2. Ok, we need to pay for these products</p> <p>S1. In cash, please</p> <p>S1. Ok, here you are! thank you</p>	<p>S3: There are a few markets over here, but go straight forward the main Avenue.</p> <p>There is one market passing four blocks.</p> <p>S3: Yes. There's a parking garage next to the market.</p> <p>S3: It's about two dollars per hour, but you can get more information there.</p> <p>S3. You are welcome.</p> <p>Sales clerk: hello, sure, there are some mushrooms right there.</p> <p>SC. Yes, there are many in that shelf.</p> <p>SC. Yes, there is a lot of sugar in shelf five.</p> <p>SC. No, there are no fresh flowers here.</p> <p>SC. Sorry, there is no a post office in this area.</p> <p>SC . Would you like to pay in cash or by credit card?</p> <p>SC. It's 35 dollars</p> <p>SC. You are welcome.</p>
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Students' role cards



St A) You are a customer who has to buy pens, pencils, markers, highlighters, paper clips, tape, notebooks, fax paper, colored paper, CDs, rubber bands, erasers, stamp pads, ink for stamp pad, glue. You want a specific brand.

St B) You are a bookshop owner. You do not have all the supplies in the required brand. You say that there is/are other brands with similar characteristics and attempt to sell them

Activity 7 – Around town



<p>Time: 20 minutes</p>	<p>Vocabulary: Antique shop, bakery, barbers, beauty salon, bookshop, car showroom, charity shop, chemists or part gallery, bank, bar, block of flats, café, cathedral</p>	<p>Church, cinema, concert hall, dentists, doctors, fire station, pharmacy, avenue, bus shelter, bus stop, pedestrian crossing, street, store, market, supermarket.</p>
<h2>Objectives</h2>		
<p>To give basic descriptions of concrete, familiar objects in a few short words or phrases. To practice the use of demonstrative adjectives/pronouns, “here/there” and common verbs associated with them all in speaking.</p>		
<h2>Instructions</h2>		
<ul style="list-style-type: none"> ✓ Teacher explains the language structure and vocabulary to be used in this activity. ✓ Teacher makes the students read the role play clue ✓ Teacher provides the role cards to the students ✓ Students use information in the cards and their own to work on a role play giving directions to go to some places in town 		

Role play clue

One student takes the role of a tourist guide and three other students take the role of tourists visiting a city. Guide = G, Tourist 1= T1, Tourist 2= T2, Tourist 3= T3	
T1: Excuse me. We need to go to the museum. T1: let's go there, please!	G: Sure, There is a museum close to here.
T1: an artificial lagoon and a Camping area? Wow! It is wonderful!	G: Ok. Let me show you the central park first, it is famous because it has a big fountain. There is also an old statue, an artificial lagoon, and a camping area.
T2. Oh! that's nice. What about the building over there?	G: This park is also an ideal place to feed pigeons in the morning. The people are kind here.
T3. Are they expensive?	G. Oh, that's the Diamond Palace Hotel, and there you have the Royal Hotel.
T3. Oh! The way to the museum is full of interesting things, here and there! I am amazed with the trip.	G: Yes, they are. Here you are the prices in case you want to book.
T1. Oh, the entrance has a big door with a golden handle, look there! A Juan Montalvo statue.	T2. Yes, things are very beautiful here, oh! the museum is right there at the corner.
T1: Look! There is also an art galery with some pictures on the wall.	G: Yes, there are a lot of statues here.
T2: I think you are right, thank you for guiding us here.	G: Yes, I am sure you are going to have a good time here.
	G: Yes, I am sure you are going to have a good time here.
	G: It's a pleasure.

Students' role cards



St A) You are a foreign person who arrived to El Puyo and you need to go to the bank, the central park, the museum, the hospital and the pharmacy. You ask for directions to some local people.

St B) You are a person from El Puyo and give directions to St "A" to find some places he needs to go to.

Activity 8 – Descriptions



Time: 20 minutes	Vocabulary: Modern, ancient, large, small, interesting, boring, exciting, beautiful, ugly, expensive, cheap, polluted, clean, noisy, quiet, calm, crowded, busy, warm, cool	hot, cold, short, tall, long, blond, funny, curly, bigger, taller, shorter, smaller, warmer, more beautiful, expensive, cheaper
Language structure: Adjectives Adverbs Comparatives		
<h3>Objectives</h3>		
To practice the use of adjectives in speaking. To practice the use of adverbs in speaking. To practice the use of comparatives in speaking.		
<h3>Instructions</h3>		
<ul style="list-style-type: none"> ✓ Teacher explains the language structure and vocabulary to be used in this activity. ✓ Teacher makes the students read the role play clue ✓ Teacher provides the role cards to the students ✓ Students use information in the cards and their own to work on a role play comparing their cellphone's characteristic because they are supposed to demonstrate which is better.. 		

Role play clue	
Dad: How was university today? D: Really? why?	Son: It was tiring. I'm exhausted!
D: What about English classes?	S: The science teacher gave us a lot of work to do. It was boring, but the math teacher was more boring, I couldn't understand him, the exercises were confusing and difficult and he was upset and annoyed. S: English was easier than math, I'm better at English than science and math. I find math more difficult than English.
D: It is easier for you maybe because you learned it when you were younger, and you were more interested in it.	S: Yes, I learned it quickly, but in math I go slowly, I'll try to study hard, because I don't want to do badly in the exams.
D: Yes, I'd like you to do well, because you will have tests regularly.	S: Yes dad, you are right.

Students' role cards

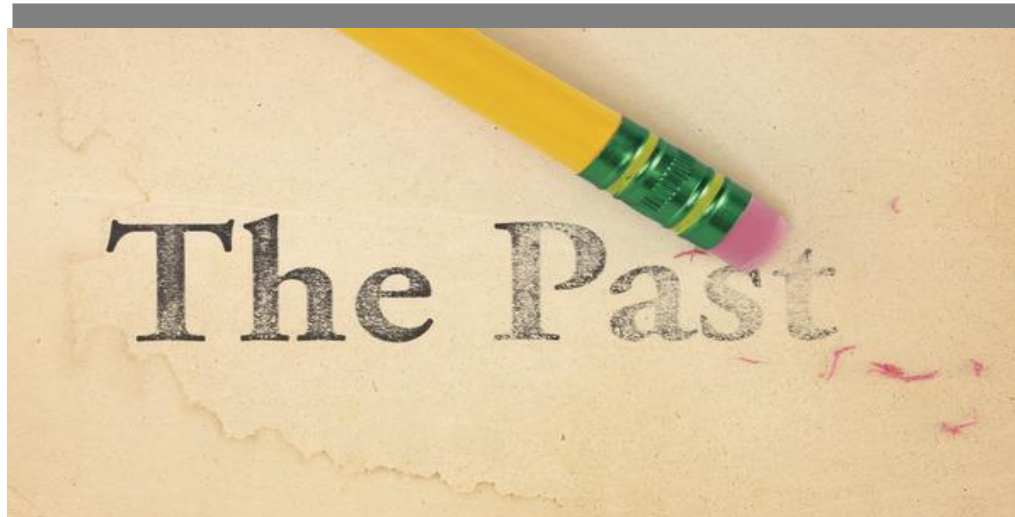


St A) You are a Samsung Company representative at a cellphone fair and you attempt to demonstrate that the cellphone Samsung S7 is better than the ones from other

St B) You are an Apple Company representative at a cellphone fair and you attempt to demonstrate that the cellphone iPhone 7 is better than the ones from other companies.

St C) You are a Nokia Company representative at a cellphone fair and you attempt to demonstrate that a cellphone Nokia N8 is better than the ones from other companies.

St D) You are a customer at a cellphone fair and you want to know which cellphone is better.



Time: 20 minutes	Vocabulary: I went to the cinema twice last week I didn't see John yesterday. Did you go to Quito in 1998? I played golf every week when I lived in Loja	I was born/ you were born/ said, made, went, took, came, saw, knew, got, gave, found, thought, told, became, worked, did, where, when
Language structure: Past simple Irregular verbs Past simple		
Objectives		
<p>To practice the use of past simple (irregular forms) in speaking.</p> <p>To practice the use of past simple (regular and irregular / positive and negative forms) in speaking.</p> <p>To give basic to expanded personal information..</p> <p>To ask and respond to questions using past simple.</p>		
Instructions		
<ul style="list-style-type: none"> ✓ Teacher explains the language structure and vocabulary to be used in this activity. ✓ Teacher makes the students read the role play clue ✓ Teacher provides the role cards to the students ✓ Students use information in the cards and their own to work on a role play talking about their last vacation. 		

Role play clue

S1: Hi “Luis”, what did you do last weekend?	S2: I did a lot of things, on Friday, I went shopping
S1: Where did you go, and what did you buy?	S2: I went to the Mall and I bought some new clothes. I also played soccer.
S1: Who did you play with?	S2: I played with my cousins and some friends from my neighborhood.
S1: Did you win the match?	S2: Well, It was difficult because the other team had good players, but finally we won!
S1: What did you do after your soccer match?	S2: Well, I went home and took a shower and then went out with my girlfriend.
S1: Did you eat in a restaurant with your girlfriend?	S2: Yes, we ate at “The Great Restaurant” and then I invited her to the cinema.
S1: Was the movie interesting?	S2: well, it wasn’t interesting; we weren’t comfortable, so we didn’t enjoy it. What about you?
S1: Unfortunately, I didn't go out this weekend. I didn't eat in a restaurant and I didn't play tennis. I was very busy.	S2: What did you do? Why were you busy?
S1: I stayed home and studied for my English test!	S2: Oh! Friend poor of you!

Students’ role cards



St A) You are a person in a job interview and answer questions about what you did in your last job.

St B) You are the interviewer and ask St “A” about the activities he did in his last job.

Activity 10 – The future



Time: 20 minutes	Vocabulary: What do you think will happen next year, there won't be a rise in house prices next year, he is going to fall, is going to hit, isn't going to eat	Isn't going to get up, they will win/ is working/ are travelling/ is speaking/ will be married
Language structure: Be going to Present continuous Will	Objectives	
To practice the use of "be going to" in speaking. To practice the use of "be going to" and present continuous (for the future) in speaking. To practice the use of "be going to" present continuous (for the future), and "will" in speaking.		
Instructions		
<ul style="list-style-type: none"> ✓ Teacher explains the language structure and vocabulary to be used in this activity. ✓ Teacher makes the students read the role play clue ✓ Teacher provides the role cards to the students ✓ Students use information in the cards and their own to work on a role play talking about how will things change in 20 years from now 		

Role play clue	
<p><i>S1:</i> The weather is awful today. I'd like to go out, but I think it will continue raining.</p> <p><i>S1:</i> I hope you're right. Listen, I'm going to have a party this Saturday, would you like to come?</p> <p><i>S1:</i> Well, some friends haven't confirmed yet; but, Paola and Maria are going to help me with the cooking!</p> <p><i>S1:</i> Oh! That's nice of you! What will you bring?</p> <p><i>S1:</i> That sounds great! Paola and Maria will prepare roasted chicken with rice. I'm sure everybody will love it.</p> <p><i>S1:</i> Nobody, I'll buy it at the bakery. They prepare delicious cakes.</p> <p><i>S1:</i> No, I don't think so, just some music from my CD player to dance and have fun.</p> <p><i>S1:</i> Me too!</p>	<p><i>S2:</i> Oh, I don't know, maybe the sun will come out later this afternoon.</p> <p><i>S2:</i> Oh, yes, thank you for inviting me. Who's going to come to the party?</p> <p><i>S2:</i> Really? I'll bring the beverage!</p> <p><i>S2:</i> I'll bring some bottles of soda and a bottle of wine to make a toast!</p> <p><i>S2:</i> Who of your friends will bake the cake?</p> <p><i>S2:</i> Well, if you say so... Is there going to be a DJ for the party?</p> <p><i>S2:</i> I'm sure we'll have fun.</p>

Students' role cards



St A) You are a customer that goes to see a fortuneteller. You need to know about your future, so you ask as many questions as you can.

St B) You are the fortuneteller who tells St "A" about his future and responds to all his questions.

Activity 11 – Yes, I can



Time: 20 minutes	Vocabulary: It can be dangerous to cycle in the city. It could/may be dangerous to cycle in the city. Can you call back later? I'm busy now. Could you call back later?	Can you please refrain from chewing gum. I can travel in July We could have lunch early. It will be a great party. I will probably go out tonight.
Objectives		
<p>To give basic to expanded personal information in response to direct questions...</p> <p>To ask for basic personal information.</p> <p>To practice making requests in spoken role plays.</p> <p>To practice giving advice in speaking.</p>		
Instructions		
<ul style="list-style-type: none"> ✓ Teacher explains the language structure and vocabulary to be used in this activity. ✓ Teacher makes the students read the role play clue ✓ Teacher provides the role cards to the students 		

✓ Students use information in the cards and their own to work on a role play one is a patient and another is a doctor.

Role play clue	
<p>S1: Hello! This is "Luis Tapuy" may I speak to Mr. "Narváez", please?</p> <p>S1: Thank you.</p> <p>S1: Hello, my name is "Luis Tapuy" and I'm calling to ask about the job advertised on the newspaper.</p> <p>S2: Certainly, my name is "Luis Tapuy" and my cell phone number is 0995677874.</p> <p>S2: Yes, I can. I can also take notes very fast.</p> <p>S2: Yes, I can.</p> <p>S2: No I can't, but I can take a course if necessary.</p> <p>S2: Oh! I must dress formally and must be early.</p> <p>S2: No problem! I can do that</p> <p>S2: Thank you very much.</p>	<p>S2: Hold on the line a moment, I'll check if he is in his office.</p> <p>S2: (after a moment) yes, Mr. Narváez is in his office. I'll put you through: S3: hello, this is Mr. Narváez, how can I help you?</p> <p>S3: Yes, there is still a vacancy. Could I have your name and cell phone number, please?</p> <p>S3: Ok, can you type fast?</p> <p>S3: Can you manage with Power Point?</p> <p>S3: Can you manage with Microsoft Project?</p> <p>S3: Well! You should take that course, and you should be ready for next month. Something else, you must come dressing formally and you must be here early for the interview.</p> <p>S3: Yes Mr. Tapuy, you must.</p> <p>S3: Ok, see you in the interview then.</p> <p>S3: You are welcome!</p>

Students' role cards



St A) You are a patient that has earache. You go to the doctor. And interact according to the doctor's advice

St B) You are the doctor and tell the patient all the things he can, may, should and must do to overcome his earache.

Activity 12 – Activities



Time: 20 minutes	Vocabulary: Need to rest, have to take some pills/ you don't have to move your arm/ you don't have to drink alcohol when you dive/ don't have to use your cell phone when you drive	Have to respect the law/ have to drive on your left/ have to respect the law signals/ I want to go/ would you like to come? I like ...
Language structure: Need to & have to Want & would like Like & would like		
Objectives		
To practice “have to/don't have to” in speaking. To give basic to expanded personal information in response to direct questions...		
Instructions		
✓ Teacher explains the language structure and vocabulary to be used in this activity.		

- ✓ Teacher makes the students read the role play clue
- ✓ Teacher provides the role cards to the students
- ✓ Students use information in the cards and their own to work on a role play, they are in a conference about safety signals and traffic law.

Role play clue	
<p>S1: I'd like to travel some day</p> <p>S1: I would you like to go to China to visit the great wall, but I need a Visa and some Chinese classes, I also have to buy the tickets two months beforehand.</p> <p>S1: You are right, but I want to go to China.</p> <p>S1: Really? I like going to Tena every weekend, it doesn't matter if I have to do homework the whole weekend, I need to learn.</p>	<p>S2: What country would you like to visit?</p> <p>S2: Why don't you travel to Canada? You don't need a Visa to go there because you have an American citizenship, and you don't have to buy the tickets with so much anticipation.</p> <p>S2: I see, hey! if you want to learn Chinese, you can go to the Chinese Institute in Tena, they offer weekend courses.</p>

Students' role cards



St A) You are a traffic agent and are giving a conference about safety signals and traffic law. You explain things that people have to and don't have to do when driving.

St B) You are a driver who is at the safety conference and ask the agent about regulations in the traffic law.

6.8 ADMINISTRATION

The proposal was implemented with elementary level students by the researcher who organized the activities of this booklet. Moreover, the process of this implementation was constantly monitored according to the Operational Model.

6.9 ASSESSMENT

In order to evaluate the effectiveness of the proposal's execution, the following aspects were considered.

Table 11: Basic questions

Basic Questions	Explanation
1.- What to evaluate?	The handbook with role playing activities for the English speaking skill enhancement is evaluated.
2.- Why to evaluate?	To verify the efficiency of role playing activities for the speaking skill enhancement.
3.- Which criteria is used to evaluate?	Appropriateness of role playing activities, design, content, methodological approach and effectiveness on the development of the speaking skill.
4.- Indicator	Quantitative: student's grades Qualitative: students' performance
5.- Who is the evaluator?	The educators who use this handbook.
6.- When to evaluate?	Oct 11 th , 2017
7.- How to evaluate?	Through a survey
8.- Information sources	The group of teachers, students, and authorities at the institution.

Created by: Criollo, W. (2018)

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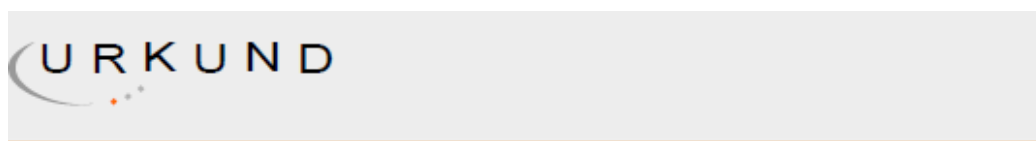
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ANNEXES

Annexes

Annex 1: Reporte del sistema Urkund



Urkund Analysis Result

Analysed Document: THESIS Role Playing in the English Speaking Skill WILSON
CRIOLLO SIN ADJUNTOS.docx (D37673019)
Submitted: 4/17/2018 8:12:00 PM
Submitted By: xcalero@uta.edu.ec
Significance: 2 %

Sources included in the report:

TESIS ADRIANA FINAL 2.docx (D33306252)
1367 Mohammed Al-Anisi, Mohammed Hussein.pdf (D21364618)
<http://unmas-library.ac.id/wp-content/uploads/2014/10/THESIS-OK.pdf>

Instances where selected sources appear:

8

Annex 2: Official letter for research authorization

La Shell, 24 Junio del 2017

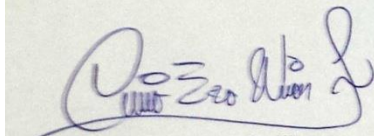
Señor
Edwin Cobos.
TCRN. DE EM.
DIRECTOR DE LA ESCUELA DE SOLDADOS IWIAS "CRNL. GONZÁLO
BARRAGÁN"
Presente

De mi consideración

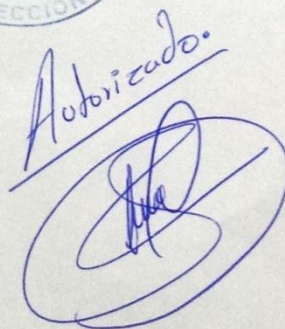
Yo, Wilson Fabián Criollo Erazo, con CI. 1204259426, estudiante de la MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA, Cohorte 2015, Solicito muy comedida mente a usted mi Teniente Coronel, me autorice ejecutar mi proyecto de tesis "ROLE PLAYING IN THE ENGLISH SPEAKING SKILL DEVELOPMENT", con los Aspirantes a Soldados del nivel "Elementary", pertenecientes al primer año militar, en el periodo académico Mayo-Octubre 2017.

Por la atención que se sirva dar a la presente, le anticipo mis más sinceros agradecimientos.

Atentamente,
DIOS, PATRIA Y LIBERTAD


Lic. Wilson F. Criollo Erazo
Sgos. de Int.



Autorizado.


Annex 3: KET test - speaking part

KET TEST 1 SELF-STUDY PAPER 3

SPEAKING Parts 1–2

Time allowed: 8–10 minutes

PART 1

In Part 1 of the Speaking test you have 5–6 minutes to talk about personal information. The examiner asks you questions about your personal details, daily life, interests, likes, etc.

Answer these questions:

What's your name?

And what's your surname?

And how do you spell that?

Where do you come from?

What do you do / study?

Do you like your work / studies?

Who do you like going on holiday with?

Where did you go on your best holiday?

What is your favourite time of the year?

PART 2

In Part 2 of the Speaking test you and your partner have 3–4 minutes to complete two exercises using the information cards that the examiner gives you.

You will work in pairs. Candidate A has a card with some information and Candidate B has a card with some question prompts. Candidate B has to use the prompts to ask questions to Candidate A. When the questions and answers have finished, the examiner will give you new information cards with different information. This time, Candidate A has to ask questions and Candidate B has to answer.

Skateboarding club

Candidate A, here is some information about a skateboarding club.

Candidate B, you don't know anything about the skateboarding club, so ask Candidate A some questions about it.

Now, Candidate B, ask Candidate A your questions about the skateboarding club and Candidate A, you answer them.

Candidate A – your answers

MORE STREET *skateboarding club*
(In park behind Fullers Supermarket)



safe but exciting!
first opens 12 June
£5 all day, £3 morning only
call Pete 077665481

Candidate B – your questions

SKATEBOARDING CLUB

- open / now?
- cost / morning?
- where?
- dangerous / sport?
- phone number?

TV programme

Candidate B, here is some information about a TV programme.

Candidate A, you don't know anything about the TV programme, so ask Candidate B some questions about it.

Now, Candidate A, ask Candidate B your questions about the TV programme and Candidate B, you answer them.

Candidate B – your answers

DON'T MISS
'Train Journeys in China'



this evening Channel 5
9–9.30 p.m.

All ages will enjoy it!
Go to www.5china5.com.

Candidate A – your questions

TV PROGRAMME

- programme / called?
- channel / on?
- time?
- website?
- interesting for / teenagers?

Annex 4: Rubrics

Rubrics for assessing speaking performance – Level A2

Cambridge English

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none">Shows a good degree of control of simple grammatical forms.Uses a range of appropriate vocabulary when talking about everyday situations.	<ul style="list-style-type: none">Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	<ul style="list-style-type: none">Maintains simple exchanges.Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none">Shows sufficient control of simple grammatical forms.Uses appropriate vocabulary to talk about everyday situations.	<ul style="list-style-type: none">Is mostly intelligible, despite limited control of phonological features.	<ul style="list-style-type: none">Maintains simple exchanges, despite some difficulty.Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none">Shows only limited control of a few grammatical forms.Uses a vocabulary of isolated words and phrases.	<ul style="list-style-type: none">Has very limited control of phonological features and is often unintelligible.	<ul style="list-style-type: none">Has considerable difficulty maintaining simple exchanges.Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

As you look through the scales, it may help to highlight words which make one band different from another.

For example, under grammar and vocabulary, the basic focus of the first bulleted descriptor at Band 3 is the same as at Band 1; the control of grammatical forms. However, at Band 3 ‘sufficient’ replaces ‘only limited’ – shows a sufficient control, and the range of expected forms has been extended from a few to simple grammatical forms in general. In Band 5, the focus on control has changed to include ‘a good degree of control’ – shows a good degree of control of simple grammatical forms.

Don’t worry if a lot of the terms used in the scales are new to you – in the Handbook for Teachers you will find a glossary of terms for speaking.

All three analytical criteria are assessed across the whole test. In Part 1 the candidates interact with the Interlocutor and in Part 2 they talk to each other, using prompt cards to ask and answer questions.

Source: <https://clil.files.wordpress.com/2014/05/ket-21.pdf>

Annex 5: Pre-test results- control group



**LISTADO DEL PERSONAL DE ASPIRANTES A SOLDADOS IWIAS
NIVEL ELEMENTARY I-II
PRE-TEST CONTROL GROUP**

ORD	APELLIDOS Y NOMBRES	CEDULA	GRAMMAR AND	PRONUNCIATION	INTERACTIVE COMMUNICATION	TOTAL
1	AGUINDA MARVAEZ UVE CRISTIAN	1501117313	3	2	2	7
2	CARRION GUARINGA ALEX ANDRES	1600714016	3	2	2	7
3	CAYAPA WAMPUTSAR JUAN LEANDRO	1400364860	3	2	3	8
4	CHIMBO MACHOA GUILLERMO ALEXIS	2200181341	2	2	3	7
5	CHUMBIA ANKUASH KEVIN DIEGO	1401047073	3	2	3	8
6	GREFA GREFA RENNY LENIN	1501054827	2	2	2	6
7	LICUI DAHUA JAIRO FELIX	1501110793	3	2	3	8
8	MACHOA CERDA ITAMAR ROBETH	1501054868	2	2	2	6
9	MASHIANT WACHAPA EDWIN ANTONIO	1400811855	2	2	2	6
10	MORENO PIÑALOZA JUAN DANIEL	1500842578	3	2	2	7
11	PINDUISACA QUIGUIRI PEDRO JAIR	1600641318	3	2	3	8
12	SANTI YUMBO MARCO OSWALDO	1600751570	2	2	3	7
13	SANTIAK YUMA SILVIO CLAUDIO	1400821342	2	2	3	7
14	SHIGUANGO CAPINO DARWIN MILLER	2200389381	3	2	3	8
15	TANGUILA ANDI ALEX HENRY	1600884264	2	2	2	6
16	TAPUY VARGAS ESTEBAN ADRIAN	1500897952	3	2	2	7
17	TRUJILLO SHIGUANGO JEYSON DENNIS	2101010304	2	2	2	6

Annex 6: Pre-test results- experimental group



**LISTADO DEL PERSONAL DE ASPIRANTES A SOLDADOS IWIAS
NIVEL ELEMENTARY I-II
PRE-TEST EXPERIMENTAL GROUP**

DRE	APELLIDOS Y NOMBRES	CEDULA	GRAMMAR AND	PRONUNCIATION	INTERACTIVE COMMUNICATION	TOTAL
1	ANDITUNAY BRYAN JIMMY	1501267353	2	2	3	7
2	CABRERA CHACHA STALIN ALEXANDER	1401185721	3	2	2	7
3	CALAPUCHA VARGAS MARIO FERNANDO	1500723563	2	2	3	7
4	CHANGOLUISA RAMIREZ JOSE ALEXANDER	1600476368	2	2	3	7
5	GREFA MAMALLACTA JOSE MIGUEL	1500963176	2	2	3	7
6	GREFA TAPUY ALEX EDISON	1500893081	2	2	3	7
7	GREFA TAPUY PEDRO GERONIMO	1500958549	2	2	2	6
8	JIMPIKIT NANTIP JUNIOR SERVANTINO	1400888804	2	2	3	7
9	JUA TANGAMASHI NELSON GENARO	1600873747	2	2	3	7
10	MAYANCHA GAYAS GUSTAVO ALEJANDRO	1600668972	2	2	3	7
11	NARVAEZ CASTRO MARLON ALEXIS	1400685796	3	2	2	7
12	SANTIAC KUNAMP KEVIN ROMEL	1400865539	2	2	2	6
13	SHIGUANGO CHIMBO RICHARD JAVIER	1500737661	2	2	3	7
14	TANGAMASHI JIMPIKIT FREDDY GEOVANNI	1600472268	3	2	2	7
15	TAPUY ANDI RENNY JAVIER	1500761950	2	2	2	6
16	TAPUY ANDY JEAN CARLOS	1500947385	2	2	3	7
17	VARGAS INMUNDA BRYAN WILDER	1600678583	2	2	2	6
18	VILLACIS JIMPIKIT MARIO SAUL	1601033283	3	2	2	7

Annex 7: Post-test results- control group



**LISTADO DEL PERSONAL DE ASPIRANTES A SOLDADOS IWIAS
NIVEL ELEMENTARY I-II
POS-TEST CRONTROL GROUP**

ORD.	APELLIDOS Y NOMBRES	CEDULA	GRAMMAR AND VOCABULARY	PRONUNCIATION	INTERACTIVE COMMUNICATION	TOTAL
1	AGUINDA NARVAEZ UVE CRISTIAN	1501117913	4	4	3	11
2	CARRION GUARINGA ALEX ANDRES	1600714016	4	3	3	10
3	CAYAPA WAMPUTSAR JUAN LEANDRO	1400964860	3	4	4	11
4	CHIMBO MACHOA GUILLERMO ALEXIS	2200181341	4	4	4	12
5	CHUMBIA ANKUASH KEVIN DIEGO	1401047079	3	4	4	11
6	GREFA GREFA RENNY LENIN	1501054827	4	4	3	11
7	LICUI DAHUA JAIRO FELIX	1501110793	3	3	4	10
8	MACHOA CERDA ITAMAR ROBETH	1501054868	4	3	3	10
9	MASHIANT WACHAPA EDWIN ANTONIO	1400811855	4	3	3	10
10	MORENO PIÑALOZA JUAN DANIEL	1500842578	4	3	3	10
11	PINDUISACA QUIGUIRI PEDRO JAIR	1600641318	3	4	3	10
12	SANTI YUMBO MARCO OSWALDO	1600751570	4	4	4	12
13	SANTIAK YUMA SILVIO CLAUDIO	1400821342	4	4	4	12
14	SHIGUANGO CAPINOA DARWIN MILLER	2200389381	3	3	4	10
15	TANGUILA ANDI ALEX HENRY	1600884264	4	3	4	11
16	TAPUY VARGAS ESTEBAN ADRIAN	1500897952	3	3	4	10
17	TRUJILLO SHIGUANGO JEYSON DENNIS	2101010904	4	4	3	11

Annex 8: Post-test results- experimental group



**LISTADO DEL PERSONAL DE ASPIRANTES A SOLDADOS IWIAS
NIVEL ELEMENTARY I-II
POS-TEST EXPERIMENTAL GROUP**

ORD.	APELLIDOS Y NOMBRES	CEDULA	GRAMMAR AND VOCABULARY	PRONUNCIATION	INTERACTIVE COMMUNICATION	TOTAL
1	ANDI TUNAY BRYAN JIMMY	1501267353	4	4	4	12
2	CABRERA CHACHA STALIN ALEXANDER	1401185721	5	4	4	13
3	CALAPUCHA VARGAS MARIO FERNANDO	1500729569	4	4	4	12
4	CHANGOLUISA RAMIREZ JOSE ALEXANDER	1600476368	5	4	4	13
5	GREFA MAMALLACTA JOSE MIGUEL	1500963176	4	4	4	12
6	GREFA TAPUY ALEX EDISON	1500899081	4	4	4	12
7	GREFA TAPUY PEDRO GERONIMO	1500958549	5	4	4	13
8	JIMPIKIT NANTIP JUNIOR SERVANTINO	1400888804	4	4	4	12
9	JUA TANGAMASHI NELSON GENARO	1600873747	4	3	4	11
10	MAYANCHA GAYAS GUSTAVO ALEJANDRO	1600668972	5	4	4	13
11	NARVAEZ CASTRO MARLON ALEXIS	1400685796	5	4	5	14
12	SANTIAK KUNAMP KEVIN ROMEL	1400865539	4	4	4	12
13	SHIGUANGO CHIMBO RICHARD JAVIER	1500737661	5	4	4	13
14	TANGAMASHI JIMPIKIT FREDDY GEOVANNY	1600472268	4	4	4	12
15	TAPUY ANDI RENNY JAVIER	1500761950	4	4	4	12
16	TAPUY ANDY JEAN CARLOS	1500947385	4	4	4	12
17	VARGAS INMUNDA BRYAN WILDER	1600678583	3	4	4	11
18	VILLACIS JIMPIKIT MARIO SAUL	1601033283	4	4	4	12

