

Running head: THE USE OF ROLEPLAYS TO IMPROVE THE ORAL SKILL

THE USE OF ROLE PLAYS TO IMPROVE THE ORAL SKILL OF THE THIRD
ENGLISH LEVEL STUDENTS OF THE HOTEL AND TOURISM MANAGEMENT
PROGRAM AT THE UNIVERSIDAD DEL MAGDALENA IN SANTA MARTA

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UNIVERSIDAD DEL NORTE
INSTITUTO DE ESTUDIOS EN EDUCACIÓN
MAESTRÍA EN EDUCACIÓN CON ÉNFASIS EN LA ENSEÑANZA DEL INGLÉS
BARRANQUILLA
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UNIVERSIDAD DEL NORTE
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MAESTRÍA EN EDUCACIÓN CON ÉNFASIS EN LA ENSEÑANZA DEL INGLÉS
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Acceptance Grade

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Judge

Judge

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DEDICATION

The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy One is understanding. Proverb 9:10 (NIV).

I owe a great debt of gratitude to God who was always there to give me strength and patience to pursue this project. I give glory, honor and praise to the Lord for the marvelous things He has done. He is worthy of all our praise.

I would like to dedicate this work to my loving husband Carlos Santodomingo Vega who encouraged and helped me during this whole experience, and our beautiful daughter Marianella for their constant true love.

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Sideleine Barros González

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DEDICATION

First of all, to You Lord, this thesis could not have been completed without You.

To all my family, particularly my mother Ligia Zapata, my wife Nelsy, my daughter Barbara and her kids, my sons Juan Sebastian and Enmanuel. My siblings Amin, Socorro, Victor (He lives in my heart, R.I.P.), Jairo, Marina and German. Without their love, spirit, encouragement, patience, and support, this work would have never been accomplished.

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Of course, acknowledgments have to be said to my partner Sideleine who was appointed coordinator of this research study and I must say she did it wonderfully.

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There are many people who contributed in some way or another with the accomplishment of this dream, who I would like to thank for their friendship, companionship and unconditional support throughout this process.

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1. INTRODUCTION

It is a well-attested fact that English language has to its credit a good deal of research work and has also gained significance and popularity around the globe. On that account, in Colombia the teaching of English as a Foreign Language (EFL) has been institutionalized on the basis of the nation's development and inclusion into the globalized world. This is supported in the project number 51 of 2010 aiming at the reinforcement of the 115 law of 1994, where English has achieved the status of Lingua Franca or international language (Congreso de la Republica, 2010). Regarding this, Velez (2003) asserts that "consensus that the English language has a role to play in Colombia's advancement in the international arena seems to be growing" (p. 178).

When talking about the importance of learning any foreign language, research has always remarked the four macro skills: reading, listening, writing and speaking to achieve effective communication development and to improve everyday life communicative interactions (Bailey, 1999; Bean, 1996; Gardner and Lambert, 1972). However, Zaremba (2006) claims that speaking skill appears to be the most important skill required for communication, because it generates multiple benefits for both speakers and business organizations. The author also pointed out a study that indicates that speaking skills were usually positioned ahead of work experience, motivations and academic credentials as criteria to apply for a job. The ability to express oneself freely in a foreign language both in professional and in everyday contexts opens a window of opportunities in terms of personal and professional development and brings us one step closer to success in today's world.

Based on this, we would like to point out the importance of promoting oral skill development in the English classroom as a way to challenge the students to improve and enable

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them to communicate with others. It is therefore significant that speaking activities used in the classroom not only capture students' interest but also create a real need for communication.

It is relevant to mention that most students taking English at the Hotel and Tourism Management Program in the Universidad Del Magdalena, the context of the present study and that will be described in detail later in the paper, exhibit a low level of oral skill proficiency, according to what teachers from the program have observed in their classes. However, students are aware of the importance of learning a foreign language for their career and even more to develop effective oral skill while doing it. Then, students need more opportunities to practice and use English communicatively inside and outside the language classroom.

Regarding this, Florez & Burt (2001) indicate that "pair work and group activities can provide learners with opportunity to share information and build a sense of familiarity and community". In this respect, Cohen (1998, pp. 18-19) expresses that there are many techniques that can be used to improve students' speaking skills. One of these is role-play which can be used as a strategy that engages students to perform the speech acts that have been learned in a previous moment. According to Qing (2011), role play is defined as the projection in real life situations with social activities (p.37). Brown (2001) claims that "role play minimally involves first, giving a role to one or more members of a group and second assigning an objective or purpose that participants must accomplish." The author also suggested role play can be conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective. (p. 183).

Moreover, Ladousse (2004, p.7) indicated that "role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes

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interaction in the classroom, and which increases motivation." The author also pointed out that role play encourages peer learning and sharing the responsibility for learning between teacher and student. He suggested role play to be "perhaps the most flexible technique in the range" of communicative techniques, and with suitable and effective role play exercises, teachers can meet an infinite variety of needs. That is, it encourages students' thinking and creativity; lets them develop and practice new language and behavioral skills in a relatively safe setting and can create the motivation and involvement necessary for real learning to occur.

The reason for having chosen this context is the need of the students from the program to learn English not only to face hotel and tourism situations that are inherent to their field of study, but also to manage a general conversation discourse that empowers them to achieve English language interaction. Hence, we must give importance to the quality of education we are providing to our students, because one of the goals set by the Hotel and Tourism management Program for its community is to help them learn the English language focused on oral development. So it is hoped that this study will be profitable for language teachers and learners by raising awareness on the importance of communicative approach, teaching speaking skills and role play activities that may inspire English language teachers to set appropriate situational contexts and adapt the implementation of role play activities to improve the oral proficiency mastery.

The objective then is clear. Taking into account what has been argued above which is basically the need of well-prepared professional in Hotel and Tourism management who speak the English language in this part of Colombia, it is fundamental then to prepare them to have a satisfactory competence to communicate in English language. For this reason, through this study we decided to investigate how role play as a communicative approach activity can help increase

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students' oral skill development in the Third English level of the Hotel and Tourism Management Program at the Universidad Del Magdalena.

Although in Colombia there are some studies that explore oral skill development as the ones we will present in the literature review chapter, it seems that institutions and universities are taking this topic for granted and are not giving enough importance in the daily practice. Therefore, we would like to stress Osorio's needs analysis (2013) carried out in the same setting previously mentioned; whose objectives were to find out students' target and learning needs in order to give response to these and develop a course design in benefit of the students' learning process. That study considered the qualitative research methodology. The study began first with a class observation technique in conformity with Rebecca Oxford's Language Learning strategy System (1990), and then in order to triangulate the information, written target and learning needs surveys were carried out. Graduate and undergraduate students were surveyed.

Results showed in the class observation that most of the students mainly manifested accordance with the social strategy which means that students seem to like interacting with their peers (Osorio's needs analysis results, 2013). According to the surveys (Appendix 1), they clearly showed a definite tendency referred to both, the undergraduate and graduate students that were to give high relevance to emphasize in oral communication which indicates that students have a strong inclination for developing their oral skill. In the case of learning needs for undergraduate' survey, results evidenced that one of the techniques that they preferred the most to practice and improve their speaking was role-plays. In addition, "Target needs" for students in the Hotel and Tourism management Program, lean on the need to master B1 level of English when they graduate, get a job as managers, or at least to get a job in a 4 stars hotel and work on the Caribbean Coast of Colombia.

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We consider that all this information obtained from the needs analysis is required for our research study, as it justifies the purpose of investigating how role play activities can help to increase students' oral skill development in the Third English level of the Hotel and Tourism Management Program at the Universidad Del Magdalena whose students did not have the chance to study English properly during the high school time. Similarly, it is also intended to serve as input to other studies being carried out about this topic and provide further knowledge that will not only serve us in our professional growth, but also to other English language teachers, regarding the significance of developing oral skills effectively.

As we have previously remarked, the subject of this study is one of the group of 28 students from Third English level of the Hotel and Tourism management Program at the Universidad Del Magdalena who are in the middle of the major and should master A2 level of English proficiency at the end of this course, in order to accomplish their multiple functions when they face the industry setting. Most of these students come from high public schools where English language was not promoted properly, so their level is kind of weak at the beginning of the course.

Undoubtedly, there is a problem that seeks to be resolved with the development of this research project which attempts to solve the following major question:

- How can the use of role plays help to improve the oral skill of the Third English level students of the Hotel and Tourism Management Program at the Universidad Del Magdalena students?

The following minor question emanated from the above major one:

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- What happens in the oral production of the Third English level students of the Hotel and Tourism Management Program at the Universidad Del Magdalena when they are engaged in role plays activities?

2. OBJECTIVES

The study aims at achieving the following objectives.

2.1 GENERAL OBJECTIVE

- Analyze how the use of role plays can improve the oral skill of the Third English level students of the Hotel and Tourism Management Program at the Universidad Del Magdalena.

2.2 SPECIFIC OBJECTIVES

- Examine what happens in the oral production of the Third English level students of the Hotel and Tourism Management Program at the Universidad Del Magdalena when they are engaged in role plays activities.
- Determine to what extend oral skill components such as grammar, vocabulary, fluency, pronunciation, communication are improved in the Third English level students of the Hotel and Tourism Management Program at the Universidad Del Magdalena when using role plays.

This chapter viewed the background of the study by outlining an introduction, statement of the problem of the study, purpose of the study, significance of the study, research questions, and objectives of the study. The next chapter will discuss the theoretical framework that support the current research study as well as the review of previous studies related to it.

3. THEORETICAL FRAMEWORK

This chapter will provide the main definitions of the key concepts that support the current study by exploring the notion of speaking as one of the most essential skills that must be practiced to communicate and other important aspects that comprised it, the notion of communicative approach, as well as the concept and processes of applying role play activities for improving the development of speaking skills. It also includes a review of previous studies related to oral skill development, role play activities and their role on developing oral skills in order to conceive a broader perspective on how this topic has been addressed by other researchers.

3.1 SPEAKING SKILL

When talking about the importance of speaking skill and its development in the EFL, it is relevant to discuss its meaning which according to Chastain (1998), is a productive skill that involves many components. “Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct”. (pp. 330-358).

One of the problems that educators need to face in order to teach a foreign language is to prepare students to be able to use the language. How this preparation is done, and how successful it is, depends very much on how well teachers understand their aims. For that reason, it is necessary to recognize that a certain amount of grammar and vocabulary is required and to clearly understand, the difference between knowledge about a language and skill in using it (Bygate, 1987).

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In the same respect, Hymes (1972) defined oral skill as the capacity to communicate effectively within a particular speech community that wants to achieve its purposes. Similarly, Channey (1998) stated that “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts”. (p. 13). The speaking skill involves a communicative ability of producing and receiving information. Byrne (1998, p. 8) claims that “speaking is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding)”. Nunan (2003, p. 48) also agrees with Byrne that speaking is the productive oral skill which consists of producing systematic verbal utterances to convey meaning. Concerning this, if we consider speaking in the terms of ‘usage,’ “it involves putting a message together, communicating the message, and interacting with other people”. (Lindsay and Knight, 2006: 57).

Bearing in mind the previous definitions, we can conclude that oral communication involves the negotiation of meaning between two or more persons and it is always related to the context in which it occurs, including the participants themselves, their collective experience, the physical environment and the purpose for speaking. Both speaker and listener have a role to play, due to the fact that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

3.2. FUNCTIONS OF SPEAKING

Brown and Yule (1983: 13) conclude a useful distinction between two basic language functions. These are the transactional function and interactional function. The former is concerned with the transfer of information, is message oriented since the speaker assumes that

less information is shared with the listener. On the other hand, the interactional function, in which the primary purpose of speech is the maintenance of social relationships, is listener oriented. The knowledge is shared between the speaker and the listener.

3.3. SPEAKING ELEMENTS

When considering the elements of speaking that are necessary for fluent oral production, Harmer (2001, p. 269-270) distinguishes between two aspects – knowledge of ‘language features’, and the ability to process information on the spot, which means ‘mental/social processing’.

The first aspect, language features, required for spoken ability involves the following features which we will briefly overview:

- - Connected speech: conveying fluent connected speech including assimilation, elision, linking ‘r’, contractions and stress patterning - weakened sounds;
- - Expressive devices: pitch, stress, speed, volume, physical – non verbal means for conveying meanings (super segmental features);
- Lexis and grammar: supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval, etc.);
- Negotiation language: To seek clarification and to show the structure of what we are saying.

To accomplish a successful language interaction, it is necessary to consider the use of these language features through mental/social processing – with the help of ‘the rapid processing

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skills' as Harmer claims (p. 271). 'Mental/social processing' includes three characteristics which are summarized below:

- Language processing: processing the language in the head and putting it into coherent order, which requires the need for comprehensibility and convey of meaning (retrieval of words and phrases from memory, assembling them into syntactically proportionally appropriate sequences);
- Interacting with others: including listening understanding of how the other participants are feeling, a knowledge of how linguistically to take turns or allow others to do so;
- On the spot information processing: processing the information the listener is told the moment he/she gets it (ibid, 2001, p. 271).

In conclusion, in order for a speaker to be able to wage a successful fluent oral production, it is necessary to have knowledge of the language and skill in using this knowledge. Therefore, this is another argument for giving students opportunities to practice and consider the elements mentioned above during language teaching so students are able to understand and achieve communicative goal.

3.4 THE PURPOSE OF TEACHING SPEAKING SKILLS

The purpose of teaching speaking skills is communicative efficiency. As seen by Nunan (1998, p. 39), 'mastering the art of speaking' is the most important aspect of learning a language. According to Ur (1996, p. 56), the most important reason for teaching speaking is developing oral fluency which is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation. Harmer (1990) suggests that the aim of teaching speaking is to train

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students for communication. Thereby, Mabrouk (2003, p. 23) claims that ‘students should be able to make themselves understood, using their current proficiency to the fullest’. Additionally, Lawtie (2004, p. 35) declared that ‘the success of learning a language is measured in terms of the ability to carry out a conversation in the target language’. In this respect, Sharbain (2009, p. 23) said that ‘the communicative approach call for increasing the students’ talking time (STT) and decreasing the teacher’s talking time (TTT). This comes as a result of providing the learners with opportunities to speak through cooperative independent activities’.

3.5 PRINCIPLES OF TEACHING SPEAKING SKILLS

To achieve communicative efficiency while teaching speaking skills, educators should follow some principles that may allow them to design and carry out classroom activities. The principles of teaching speaking presented below are those suggested by Nunan (2003) and Kayi (2006):

1. Teachers should be aware of the difference between second and foreign language.
2. Teachers should give students chance to practice with fluency and accuracy.
3. Teachers should provide opportunity for students to talk by using group work and pair work and limit the teachers’ talk.
4. Teachers should plan speaking task to involve negotiation of meaning.
5. Teachers should design classroom activities that involve guidance and practice in both transactional and interactional speaking.
6. Teachers should ask eliciting questions such as ‘what do you mean? How did you reach that conclusion?’ in order to prompt students to speak more.

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7. Teacher should provide written feedback like ‘your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice’.
8. Teachers should not correct students’ pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
9. Teachers should involve speaking activities not only in class but also out of class; contact other people who can help.
10. Teachers should circulate around classroom to ensure that students are on the right track and see whether they need a help while they work in groups or pairs.

3.6 COMMUNICATIVE APPROACH

In the last few decades, foreign language acquisition and teaching has received considerable attention in the research field, building on the insights emerging from the theories about teaching, and more specifically those with reference to speaking, it is relevant to mention the Communicative Approach, also known as Communicative Language Teaching (CLT). The development of oral proficiency gains importance in communicative language teaching. It has been designed “to provide learners with opportunities for communicating in the second language” (Ellis, 2003, p. 91). It deals with problem solving and focuses on interaction. Both interaction and problem solving are in the end the objective of learning a foreign language. As for techniques, it uses role plays, pair work and group work. It rejects the emphasis in grammar, teacher-centered classroom, on the contrary motivates authentic language in learning and acquisition.

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In relation to communicative language teaching, Revell (1991:5) reminds that 'theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate'. In this way, "it stresses the development of the learners' communicative competence and performance" (Pattison, 1989:19). Also, Harmer (2001:47) says that communication is the central feature in teaching and learning language. It is between students, it creates opportunities for them to participate in the negotiation of meaning to perform a range of language functions, and to attend to both language forms and functions. Hence, the very starting point for the CA described by Wilkins (1976) as quoted in (Yalden, 1996 : 67) was how, when, and where the learner can express himself; not "what the student communicates through languages". This means that a great deal of emphasis is placed on "the communicative purpose(s) of a speech act" (Finocchiaro & Brumfit, 1983: 13).

For this reason, we think that providing students with as many opportunities to practice oral English as possible, is an essential aspect of teaching the speaking skill. We also consider that avoiding purely grammatical lessons and follow the principles that communicative language teaching proposes by focusing primarily on activities that aim at developing the social meanings of the language. As Fontana (2003, p. 90-91) suggest, all of these will lead to a better communication of students' thoughts and feelings more clearly and fully as well as being confident in their own ability to verbally tackle new situation and challenges'.

Concerning learning a new language in general, basing on Harmer's statements (1998) that the students need to do four things which are: to be exposed to it, understand its meaning, understand its form and practice it. And about how to teach, specifically the speaking skill in English language the author states that students should practice in class, speaking that is not controlled by grammar or language. The task in the class should be free about a topic established

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but letting the students develop their speaking as they do in their mother language. The author also affirms that it is important the task is wanted to be completed by the students; moreover, students must be at their command.

According to Harmer (1998), another important point of view is to bear in mind three aspects to develop speaking skill. These three aspects are rehearsal, feedback and engagement, he defines rehearsal in this language context as the fact students should practice role-plays in real places. Feedback, in this field of learning languages, is important. Knowing how to make corrections which he suggests to be done at the end of the student's performance and trying at most not to single out any student in particular. Feedback should be useful and sympathetic, so it enhances self confidence and satisfaction in the student. Engagement is the third aspect which has to do with the topic and setting up the activities. It also deals with motivation.

As for activities, in his work, Harmer gives four examples of activities that are to be done according to the student's level. These activities fulfill the three aspects mentioned above to develop good speaking skill which are:

1. Information gap:

There are two kinds; one is called "Describe and Draw" and the other is "Story telling". In general Information Gap is when two students have different parts of information of a whole. So there is a gap between them. In this same respect, Jones (2002, p.11) mentions that it is similar "when we talk to another person. We do not usually know exactly what information the other person has or what the other person is going to say. This gap in knowledge is called an "information gap".

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Bakshi (2009, p.2) defined Information Gap activity as "a situation where one person knows something, which the other does not. This cultivates curiosity/ inquisitiveness, inventive nature, confidence, problem solving, phrasing questions, discovering questions, and above all communication".

Information Gap activity is the interaction between two speakers whose conceptions close the gap between them. In this activity opinions are collected from both others and also ours, Defrioka (2009). This type of activity allows students chances to give their opinions, ideas, likes, actual life experiences, and also concerns about some polemic issues. As a result, after having practiced this kind of activities, they will end up practicing the language not only inside the classroom, but also outside of it, Brown (2001).

“Describe and Draw” is a very encouraging activity (It should not be used frequently). It has many of the components of a good speaking activity. There is an actual objective for the communication carrying out (the information gap, the completion of the gap). Here it is an example of it.

One student has picture that his or her partner must not see. That partner has to draw the picture without looking at the original. The student with the picture will tell his or her partner instruction or description, and the drawer will ask questions. For this activity some teachers like to use surrealist painting such as empty doorway on beaches, trains coming out of fire places, etc. Students should change roles, Harmer (1998).

Story Telling is another Information Gap activity. An example of that activity is following: The class is divided in four groups; each group is given a picture. The groups have to memorize what is in the pictures and what is happening. Next, they should be able to talk about

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what was in the picture. After that, the teacher will ask the students to return the pictures, and tell each of the members of the groups to form four new groups, so each new group will have one member the old group. As all the pictures taken together tell a story – in some order or other – The task for the students is to work out what the story is. So, the students will be talking by describing their picture to each other and finally speculating how they are connected.

2. Surveys:

When learners plan and conduct questionnaires and surveys themselves, this will lead to a useful conversation activity and interchange of points of view.

3. Discussion:

It is a very challenging activity, and it is normally used with intermediate /upper intermediate students. Harmer (1998) says that it is paramount to bear in mind that students need time to organize ideas about the topic before starting the discussion because if it is not easy to articulate ideas and be spontaneous in our own language, let alone doing it in a foreign language. And again, it is essential that students are engaged with the topic. In addition, feedback and study after the discussion is over must be done.

4. Role-Play:

“Role-Play activities are those where students are asked to imagine that they are in different situations and act accordingly” (ibid, p. 92). Thompson (1978) defines role play as a “process through which we participate in life’s experiences by putting ourselves in another’s shoes and viewing the world through another’s eyes” (p.7). In addition, Richards (1998), says that role-plays exercises “are important for developing fluency and are also fun. They focus on

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the creative use of language and require students to draw on their own personal language resources to complete a task or to improvise and keep a conversation going” (p. 9). Similarly, Hedge (2000) affirms that “role playing is a fluency activity if it is performed in pairs or in groups rather than one group acting in front of the class” (p.279). Dillion (1988, p. 37) presented Role playing as one of the seven types of drama techniques utilized in the language class, considered as pedagogical device vital for initiating classroom interaction.

Taking into account the aforementioned definitions about role play, for the purpose of this research the term role play will be treated in more detail in the following lines.

3.6.1 Role play as a language learning technique

In learning communication skills, role play becomes a very useful activity because it gives the apprentices opportunities to practice communicating in different social context and in a variety of social roles. Through role play, students are involved in safe environment that allows them to learn the oral skills, because they participate by playing different imaginary roles without any tense and shyness while also providing equal opportunities for them to practice the target language.

Several researches from all around the world have developed many different interpretations of the role play concept. According to Livingstone (1983) role play is a classroom activity which gives the student the opportunity to practice the language, the aspects of role behavior, and the actual roles he may need outside the classroom. Furness (1976) also stated that role play can improve communication skills and creativity, increase social awareness, independent thinking, verbalization of opinions, development of values, and appreciation of the art of drama. According to Stern (1983, p. 213) "role playing helps the individual to become

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more flexible" and "develop a sense of mastery in many situations"; she suggested "through role play, L2 learners can experience many kinds of situations in which they will use the language; and as they develop a sense of mastery in them, they should be able to apply the language more easily to new situations". Holden (1982) stated that the aim of the role play is for students to make up short dialogues using appropriate language and gestures.

Effective interpersonal relations and social performances with partners are developed when role playing/simulation is practiced as an activity to make progress in the target language above all the speaking skill. Jones (1982, p. 113) states "in order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves". All these are logical reasons for using role play in our particular context because they indicate that role play is one technique which can be used to improve students' speaking ability in foreign language, especially English.

3.6.1.1 Types of role play

According to Byrne (2001) role play can be grouped into two forms, scripted and unscripted role play. Along the next paragraph, these two types of role play will be described: Scripted role play involves interpreting either the textbook dialogue or reading text in the form of speech. The function of the text after all is to convey meaning of language items in a memorably way. Concerning this, Scullard (1986) presents, "Scripted role – play is undoubtedly an excellent way of beginning the preparation for communicative activities since language is presented in meaningful context" (p.83).

In contrast to scripted role play, the situation of unscripted role play does not lean on textbooks. It is known as an improvisation or free role play. The students themselves have to

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decide what language to use and how the conversation should develop. It requires good preparation from both teachers and students.

Sharing different ideas from Byrne, in classifying types of role play, Littlewood (1981) outlined that role play activities can be categorized into four types as follows:

1. Role-playing controlled through cued dialogues: it offers precise turn-by turn cueing on individual role-cards that students use as support to produce their own utterances. It is suitable for learners who cannot as yet engage in a completely free activity.
2. Role-playing controlled through cues and information: individual role cards containing specific aims, and prompts of things to say, charts of information. It is a more flexible framework, and it suits situations where people need to gather information or obtain a service.
3. Role-playing controlled through situations and goals: it gives learners greater responsibility for creating the interaction themselves; it is now directed at the higher level of situation and the goals that learners have to achieve through communication; the learners are initially aware only of the overall situation and their own goals in it and interaction must be negotiated.
4. Role-playing in the form of debate or discussion: background information, individual role cards leading to debate. The situation is a debate or discussion about a real or simulated issue. It is suitable for intermediate or advanced students to use language creatively and productively (pp. 51-58).

3.6.1.2 Requisites of role play activities

To succeed with role play activities as a technique to develop communication competence, The National Capital Language Resource Center (NCLRC, 2004) proposes the following aspects that teachers need to consider:

1. Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it.
2. Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product.
3. Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
4. Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
5. Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
6. Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
7. Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
8. Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the

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activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.

9. Do topical follow-up: Have students report to the class on the outcome of their role plays.
10. Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

3.7 ASSESSING SPEAKING SKILL

Concerning how students can be assessed in speaking, both informally and formally assessment come about at the beginning and at the end of most language courses, and also at various times during the course itself. Thornbury (2005) mentions the relevance of incorporating oral testing procedures into language course which are usually the same activities applied to practice speaking without interrupting the classroom practice. Therefore, the author claims that the challenge is more in making decisions at applying satisfactory assessment criteria and classifies interviews, live monologues, role plays, collaborative task and discussions as the most commonly used spoken test types in his work. Additionally, the test speaking performance can be done also by problem-solving, speeches, such as retell story, storytelling, etc. Harmer (1998) remarks that these sorts of activities are intrinsically enjoyable for students since teacher guidance can encourage them to further study, if these activities are properly set up; due to they contribute to learners' self-awareness in what they need to do to improve, as well as give them great confidence and satisfaction.

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Regarding features of the speaking ability, Syakur (1987, p. 3) as quoted in Dewi (2010, p.2) acknowledges five components of speaking skill recognized in analyses of speech process that are pronunciation, grammar, vocabulary, fluency (the ease and speed of the flow of the speech) and comprehension an understanding of what both the tester and the testee are talking about or the ability to respond to speech as well as to initiate it). Brown (1997, p.4) defined these five components as follows:

1. Comprehension: for oral communication certainly requires a subject to respond to speech acts as well as to initiate it.
2. Grammar: it is needed for students to arrange a correct sentence in conversation, or the student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.
3. Vocabulary: one cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Then, vocabulary means the appropriate diction which is used in communication.
4. Pronunciation: pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determine how sounds vary and pattern in language.
5. Fluency: fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and 'ums' or 'errs'. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

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After reviewing the above information, we think it would be useful for us as researchers because it provides a model to design a rubric to evaluate and analyze students' ability to communicate orally in English by considering these five components during their speaking tasks or tests. It would be needed to record also these activities for analysis and interpretation purposes.

We are usually evaluating what we have done, do, and even what will do in the future about our lives. In regard to the education context Gronlund (1981) as quoted in Nunan, (1992) says:

Evaluation may be defined as a systematic process of determining the extent to which instructional objectives are achieved by pupils. There are two important aspects of this definition. First, note that evaluation implies a systematic process, which omits casual, uncontrolled observation of pupils. Second, evaluation assumes that instructional objectives have been previously identified. Without previously determined objectives, it is difficult to judge clearly the nature and extent of pupil learning (p. 5-6).

No doubt, it is important to have clear what sort of evaluations are going to be applied and what their objectives in our field are. About evaluation Brown (2007) states:

Assessment is an integral aspect of the pedagogical process of designing lessons, implementing them, and evaluating their success. Without an assessment component in every lesson, every unit, and every course, we could not determine the attainment of objectives and goals (p.443).

In our research study we designed criteria and rubric to evaluate the final oral exam (see Appendix 2) for rubrics. Students were assessed in the form of a normal interview being asked

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questions about the topics practiced in the class above all those topics practiced orally through the role plays. The objective of this assessment was to see, after having been analyzed and assessed them, to what extent the usage of role plays written and performed by the participants has yielded to the improvement of their oral skill and its features (fluency, pronunciation, vocabulary, grammar in context).

Finally, we consider very important that students have a thorough feedback so that they can improve their oral English skill either they have made mistakes or not. We mean, if a student made a mistake, it is a good idea to tell him or her the correct way, but letting the student know that for sure he or she will do better on the next evaluation. On the other hand if a student did not make any mistakes, then it is important to congratulate him or her in order to motivate that student to keep on working hard on his or her learning process.

In terms of reviewing previous studies, it is relevant to mention first, the study developed by Castro & López (2014) carried out in the Bachelor of Arts in English program of study at a Colombian University whose title is “Communication Strategies Used by Pre-Service English Teachers of Different Proficiency Levels” aiming at identifying the communication strategies used by four pre-service English teachers with A2 and B2 levels of language proficiency and, also, at examining how these communication strategies facilitate or hinder the development of communicative skills.

The research was led in a university course called Advanced Conversation offered to Pre-service English teachers of the B.A. in English program at Universidad Del Tolima, an undergraduate program carried out in ten semesters. Students from this program take a Sixteen-week course in eighth semester. The main goal for the course was to develop communication

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skills that allowed students to face different communication situations and monitor their discourse taking into account the moment of interaction and the interlocutor.

The subjects that participated in the study were four Pre-service teachers from eighth semester in the B.A. in the English program at Universidad Del Tolima, who were selected based on their score obtained on the IELTS test. Taking into account that the IELTS scores obtained by all the students reached from A2 to B2 in the Common European Framework of Reference, the authors chose to analyze the cases of students who got the highest and lowest scores.

The qualitative approach, the method applied in this research study, intended to analyze specifically each participant's use of communication strategies that contribute to understand better the role these strategies play in the development of communication skills. Data collection instruments considered audio recordings of three tasks: (1) open-ended questionnaire, (2) sentence translation, and (3) picture description. The participants' speech was transcribed and categorized in terms of the frequency of use of the thirteen CS proposed by Dörnyei (1995) allowing the authors to identify and examine the role played by communication strategies which varied depending on the choice the participants made of using either avoidance or compensatory strategies. It is important to remark that the four participants were divided into two pairs, the A2 pair and the B2 pair, depending on their level of language proficiency.

In terms of theory, the authors cite the existence of three essential components of communication (verbal, nonverbal and paraverbal) acknowledged by Windle and Warren (2013) in order to communicate effectively. There are also present in the document, key concepts such as: Speaking skills development by Thornbury (2005), factors that may affect language learning and teaching by Brown (2007), communication strategies by Hymes (1972) as well as Bialystok,

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1990; Bialystok & Kellerman, 1987; Dörnyei, 1995; Kasper & Kellerman, 1997; Selinker, 1972; Tarone, 1981; Thornbury, 2005; Varadi, 1980; who have listed and defined different (CS).

According to results, The four participants had a total of 381 occurrences of the thirteen (CS) which frequency and choice of its use varied depending on the task, in other words, Open-ended questionnaire (task 1) motivated a higher use of CS with 192 occurrences, followed by Picture description (task 3) with 108 occurrences and Sentence translation (task 2) with 81 occurrences.

The study revealed the communicative strategies used by this group of pre-service English teachers with different proficiency levels and shed some light on how these strategies help or interfere with communicative skills development , namely, the participants studied used both avoidance and compensatory CS; The data gathered seemed to point out that the communicative strategies used by learners varied depending on the task, the moment of interaction, the communicative goal, and the proficiency level; B2 pair use of CS facilitate the flow of conversation allowing apprentices to accomplish their communicative goals, while A2 pair use of CS frequently interfered with communication because of the CS choice (avoidance and time gaining strategies, including long pauses).

Depending on the proficiency level, stalling or time gaining was the most used type of CS with slight differences in use, that is, B2 pair used it as strategic gap fillers while A2 pair use seemed to reveal a lack of linguistic resources.

Some of the suggestions the authors give is that students should be encourage to replace avoidance strategies with compensatory strategies for example, circumlocution, approximation, and time gaining strategies, and while gaining more linguistic resources, learners should avoid

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the overuse of all-purpose words, word coinage, prefabricated patterns, literal translation, and switching. In consequence, a good choice in the use of communicative strategies by language apprentices can be useful to facilitate the development of communicative skills.

We believe Castro and López study provides information of paramount importance to consider in our research study that can bring about some responses on this topic in our immediate context in order to go beyond and have a better understanding of oral skills development.

In this same research and consultation process, we found, the research study about the development of oral skills called *“Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School”* conducted by William Urrutia and Esperanza Vega Cely, while participating in the Profile Teacher Development Programme, at Universidad Nacional de Colombia, in 2006. The programme was sponsored by Secretaría de Educación de Bogotá, D. C.

The students of English at the Federico Garcia Lorca School had the ability to communicate their ideas in writing. Furthermore, they were able to understand commands and simple instructions through listening exercises. Additionally, they could read and comprehend basic texts. However, they saw that they had difficulties with their speaking production because they looked apathetic and inhibited in activities which involved oral skills. Many of them felt afraid of being criticized and humiliated in front of their partners. As a result, they avoided being part of this kind of activities. For this reason, they consider it was necessary to implement an innovative and action research project that fostered the development of the oral ability.

The main question of the project research was: How can games encourage teenagers to improve speaking skills? To account for this query, they posed two subs - questions, namely:

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What kind of games can we use to improve students' speaking skills? And what happen to students' oral production when they are engaged in games?

In 2006 when this study was carried out, the school community of Federico Garcia Lorca School was made up of a principal, 2.600 students and 86 teachers. The teaching staff included 4 coordinators, one psychologist, one phonoaudiologist and 13 teachers of the English area. The school was divided into three locations: pre – school, primary and high school. The group research consisted in 20 girls and 20 boys from 14 to 18 years old. They belonged to the first and second socioeconomic level in Colombia.

For the development of this study, there were reviewed some important literature about speaking skills, games and motivation. Furthermore, important authors were cited in order to support some theories and concepts, such as Bygate (1987) who stated that “speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages”. When students speak in a confident and comfortable way, they can interact better in real daily situations. Byrne (1984) stated that “the main goal in teaching the productive skill of speaking will be oral fluency: the ability to express oneself intelligibly, reasonably, accurately, and without undue hesitation otherwise communication may breakdown because the listener loses interest or gets impatient. To attain this goal, the students had to move from the stage where they merely imitate a model or respond to cues to the point where they could use the language to express their own ideas”.

This was an action research project because its methodology consisted of the implementation of activities focused on oral games for promoting the development of students'

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speaking skills. In order to provide validity and reliability to the action research were used different techniques such as: video recordings, teacher's journal and questionnaires.

The most relevant results along the action research were that three important causes which interfered or disturbed the students' oral participation were the lack of vocabulary, shyness and fear of being humiliated. Similarly, the results showed that students felt better, free and confident when they participated in oral tasks, particularly during games. There was collaboration, solidarity and interaction among students. In addition, they were relaxed and happy at the time they had to perform in small groups. Games are motivating and exciting experiences for students to develop the speaking skills in a fun and comfortable way. Moreover, games help students to believe in themselves, thanks to the creation of a good atmosphere inside the classroom.

The results of the research conducted in school Federico Garcia Lorca, made us think about the impact that the game could have on the study object of our research because we also want to make students take part in the oral activities in a free, comfortable and motivating way. It would be interesting to suggest the implementation of an innovative methodology that consists of games such as caring – sharing, guessing and speculative games and story games that encourage students to communicate orally and to gain confidence in speaking.

Another study of relevance is Dorathy& Mahalakshmi (2011), the need of task-based language teaching in classrooms and role plays as an instructive method inspired these authors to write on these subjects. This paper is a brief overview of task-based teaching and role – plays usage, by which students develop multiple skills within the classroom.

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The authors emphasize that the Teaching Task-Based Language is one of the most productive ways of doing it, and defines task as an activity that involves the use of language, the focus is on the results of the activity and not the language used to achieve that result.

They also define Role-plays as an effective technique to improve the teaching and learning environment, gives students the opportunity to practice communicating in different social contexts and roles; arouses the interest of the students and makes language acquisition more motivating.

The use of task - based approach allows creating family contexts to the daily lives of students; also facilitates continuous monitoring of teachers in the communication processes of students.

They also argue that role play can improve learners' speaking skills in any situation, and helps students to interact. Regarding shy students, role play helps by providing a mask where struggling students are released into the conversation. Besides, it is fun and most students will agree that enjoyment leads to better learning.

Despite all the advantages mentioned above about role plays, they also consider some disadvantages that arise with the implementation of these. One of them is the shyness of some students in the class that could be reused to participate in these activities for fear of being mocked or criticized by their classmates. That is why, good relationships become essential in the group and this could ease tensions the environment.

The role of the teacher in the role plays can be a facilitator, spectator or participant. As facilitator should provide students with the necessary language, making sure everyone knows the

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proper vocabulary to create their presentation. They suggest that teachers are kind of “walking dictionary” over the classroom.

As a Spectator, teacher should watch the participation of each of the groups and at the end, giving them feedback and possible advices.

And finally, as a participant, it would be a great motivation for students to see their teachers as role models.

Although the way of correction can be negotiated with students, it may present different situations: Self – correction and Peers-correction. Self-correction is when same students have the opportunity to be recorded while doing their interpretation and realize mispronunciations. On the other hand, Peers-correction is the one made by their own classmates; even though this can be counterproductive, it is necessary to maintain a positive attitude in the midst of the correction so that others do not lose motivation for the class.

In conclusion, the implementation of the above techniques tends to involve students in their learning process. Also provide opportunities for both teachers and students to engage in activities within the classroom. The application of these techniques would be very useful for our research project which is focused on developing oral skills in our students; it would be very useful to put into practice these techniques and show whether they really guarantee the good development of oral skills.

Following with previous studies, it is important to mention the research study by Aliakbari & Jamalvandi (2010); this article presents the findings of a study that investigates the effect of role-plays on learners’ speaking abilities. This study also intended to determine to what extent role play activity based on task-based language teaching would influence EFL learners’

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speaking ability and whether it would be able to improve this skill. It was carried out with EFL sophomores studying in different universities in the city of Ilam-Iran.

Participants were 60 learners: 40 female and 20 male students ranged from 18 to 30; randomly selected for the purpose of the study. Founded on their scores on IELTS, the candidates were classified from the highest to the lowest. Regardless of the gender of the candidates, every other subject was placed in experimental and control groups according to their scores from the top to the bottom.

For the development of this study, we had to review some important literature about Communicative Language Teaching (CLT), Task – Based Language Teaching (TBLT), and Role - Plays. The authors mentioned many theories in order to support their thesis. Among which caught our attention were from Nunan (2001) who believes that the most pervasive changes to teaching practice on the last twenty years are those that can be described as communicative language teaching and Fulcher (2000) puts forth three aspects of CLT as: performance, authenticity, and real-life outcomes. According to the authors language is seen as a dynamic resource for the creation of meaning in terms of learning. Furthermore, studies on CLT generally recommend language to be taught in favor of communication rather than focusing solely on language elements.

Regarding TBLT, Ellis (2013) states that it develops communicative language teaching by providing a much greater range of classroom activities, and by providing much greater overall guidance for the teacher in the meantime Prabhu (1987) argued that it was necessary to abandon the pre-selection of linguistic items in any form and instead specify the content of teaching in terms of holistic units of communication, i.e. the task.

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Concerning to Role – plays, the authors declare that it is a piece of activity exploited by different approaches to language teaching. Najizade (1996) came to conclusion that role-play as an activity for bringing real language situations into classroom was considerably effective in improving subjects' acquiring the foreign language structures.

This study was classified as experimental research method since is a systematic and scientific approach to research in which the researcher manipulates one or more variables, and controls and measures any change in other variables.

The materials applied for the experimental group were cards containing roles to be practiced in the class on the basis of TBLT considerations. The participants in the control group did not experience working with TBLT- based role play cards. Instead, they were given materials based on traditional methods of teaching a foreign language. The study has utilized IELTS speaking in its pretest and posttest.

Adopting this technique and running the procedure for a period of two months generated noteworthy results. According to the obtained results, the theoretical claims of TBLT regarding enhancing EFL candidates' oral ability were empirically proved true.

Participants in the experimental group performed better than those in the control group. In other words, the results extracted from the findings of the study made it certain that role-play, as underlined and recommended by many experts in the field, was practically shown to be an effective and fruitful activity for English learning courses.

Last but not least, Haruyama (2010) study about the effective practice of role play and dramatization in foreign language education. The need to communicate in English has increased enormously and many authors believe that an essential tool in communication is the practice of

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role plays and dramatization. They are considered effective methods for developing communicative competence and motivation in second-language students.

Haruyama's work seeks to demonstrate through a study at a university in Tokyo that the activities of role play and dramatization are the best and most suitable to improve communication skills.

According to Schellin (2006) simulation, role play and drama are three useful tools for students. Simulation is defined as an activity of longer duration than the role play in which each student maintains its identity as opposed to a role play. In the role play students assume a role and fulfill it according to a situation. And the drama is where students should act what the script says.

This author also explains a method in which students practice in an integrated way the three afore mentioned tools. However, other authors state that the three activities are similar.

Basically the article is about the role-play taken as a kind of drama where the difference may be the duration of the activity and the time of preparation, but both point to the same goal to develop language skills.

Despite the effectiveness of these activities, the author also considers the disadvantages inherent in the use of these tools as it is the difficulty to generate students who are shy and nervous and feel pressured when performing these activities.

This study was conducted at a private Japanese university to investigate the effects of using role plays short dramas. Students should memorize the dialogues of their books and then asked to write a script for drama and acting the character in front of the class. After this, they

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should fill out a questionnaire to assess the effect of the dramas and the level of satisfaction with the activities.

This study was piloted with 7 students in their first year of college: 2 men and 5 women with approximately 18 years old. They had studied English for six years in high school. Therefore they had experience conducting role-plays. In the study, students were doing workshops for 5 situations in order to create a drama.

Students worked in pairs. Each couple must choose the situation that they would like to write the script. They should take into account the characteristics of each character depending to the script. They were allowed to use a dictionary and ask questions to the teacher; which gave feedback on the scripts with grammatical corrections and suggestions. After correcting the scripts, students practiced for 10 minutes and then each pair played the drama created for the entire class.

While some had their presentation, the others watched and at the end, clapped. They then filled out a questionnaire.

The questionnaire served as a way to evaluate the feelings of the students towards the completion of these activities as well as their self-evaluation. Many authors affirm the importance of self-assessment in which each student creates awareness of mistakes made and how to improve. Also creates motivation in the learning process.

As a remark conclusion the author suggest assessing students' skill in the form of tests before and after the use of role plays and dramas to expose their development of communicative skills. The study demonstrated some students' evaluations of drama activities and their self-awareness about the realism of their everyday performances and their positive effects on creating

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new dramas. The practical use of composite art, dramatization, which includes human beings, in other words, dramatic play, is most inclusive and thus a fundamental method to acquire one's target language.

This section described the key concepts that support our research study as well as some interventions about role plays aiming at developing speaking skills done by other people in Colombia and in different places of the world.

Next chapter will include a brief relevant description of where our study was carried out.

4. THE SETTING

This section introduces a brief description of the setting where the research study was carried out.

This research was conducted at Universidad Del Magdalena, a public university in Santa Marta – Colombia, in its Business Science faculty, specifically in one of the three groups of 21 students from third English level of the Hotel and Tourism Management Program where English subject is taught as a Foreign Language and takes part of the syllabus of their career. In this syllabus, General English is included from a level called Intro to IV according with the need for the graduated to communicate efficiently in a diversity of everyday communication instances, aside from the inclusion of technical language (ESP) related to tourism, which is taught in level V. English subject is scheduled to last five semesters, that is to say, five levels of English; and is given six hours a week (96 hours per English level which total is 480 hours for 5 levels) and is divided in two classes of three hours each one, Tuesday and Thursday.

In relation to resources, the university has physical spaces such as Computer and audiovisual rooms; there are video projectors, CD players and also internet access, which are available for all the programs in general. However, the program of Hotel and Tourism Management does not have specialized software to practice and experience English learning in order for the students to improve their skills. In addition, *Interchange* books by Jack C. Richards are used as texts to teach General English in the four first levels, and in the fifth level ESP related to tourism is taught using the guidebook “*How to become a successful tourist guide*” by Rubén Muñoz (2010). The Emphasis and methodology is the communicative approach because of the need for students to develop communicative skills and functional competence in addition to mastering language structures.

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Bearing in mind the above mentioned schedule and basing on the teaching materials established for English learning purposes, students from the Program of Hotel and Tourism management should be able to reach a B1 level of English in accordance with the Common European Framework Reference (CEFR) when they finish the five existent levels in order for them to perform effectively in various oral communication scenarios that they will face throughout their professional life. CEFR has established 6 levels which have been labeled from bottom to top: A1, A2, B1, B2, C1 and C2. The relations of the levels given in the English course of the Hotel and Tourism Program with the CEFR are as follows:

- Levels Intro and 2 are set to reach A1.
- Level 3 is proposed to reach A2.
- Levels 4 and 5 are intended to achieve B1.

In terms of the occupational profile, the student from Hotel and Tourism is intended to be able to adapt himself/herself to different cultural and professional environments with different methods and specific work styles in the tourism industry, with optimal skills to serve as an assistant manager of public institutions or private companies, as well as department director in hotel or lodging, travel agencies, airlines, local dining establishments, meeting professional organizers, social recreation organizer, tourism development planner, tourism accommodation consultant, ethical and committed to participate in programs with their environment and society.

Besides, the professional profile of Hotel and Tourism graduate is identified and corresponds to the demands of the tourism sector in the globalized context. Technologist of the program is competent to manage functional areas of the tourism sector, with a clear focus on service quality and constant innovation, thus responding to the conditions and challenges of the current market.

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This chapter described the setting where our study took place. The following chapter will provide data we collected to answer our research question and sub questions.

5. METHODOLOGY

This chapter will review the research question, a detailed description of the research design in terms of the participants of the current study, and the instruments used to answer the questions and procedural steps followed during the course of the study.

Stringer (2007), states that it is essential to bear in mind what the objective of the research is when analyzing findings and writing reports. The instruments used for collecting data will give clues which help the researchers to find an answer to their research question.

The research question of this study is:

“How can role plays help the students of third level of English of the Hotel and Tourism Management Program of the Universidad Del Magdalena to improve their oral English skill?”

This study follows the qualitative research approach which according to Cresswell (2007), who through the metaphor defines it like this “the qualitative research is an intricate fabric composed of minute threads, many colors, different textures and various blends of materials” (p.42). That is, qualitative researchers seek to study human behavior using a mixture of instruments that will lead to a final conclusion. So we have decided that the qualitative research will help us to comprehend social phenomena in a natural (rather than experimental) setting. Data collection is a very important aspect during an investigation, as these can have an impact on the possible outcomes of the same. Therefore, the case study approach will be the method used to collect data for this qualitative research.

5.1. CASE STUDY APPROACH

Gall, Gall and Borg (2003) claimed that case study is “the most widely used approach to qualitative research in education” and defined it as “the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon” (p.433).

Seliger & Shohamy (1989) describes this type of approach as a means of “describing some aspects of second language performance or development of one or more subjects as individuals since it is thought that their performance will be more revealing than studying large groups of subjects” (p.125).

Glanz (2014) states:

“A Case Study is a research method that involves in-depth investigations of individuals, group of individuals, a site or a scene. Findings are stated verbally not numerical. Case studies are reported by describing observations made of individuals, groups or school settings” (p.88).

Some of the principles that Glanz (2014) presents to use a Case study are the following:

- It is narrowly focused on a particular group of persons, place or scene.
- It may also tend to create an idealized situation by merely using descriptive accounts.
- Data may be gathered through the use of observations, interviews, questionnaires and video recordings.
- It, in the end, provides an in-depth, descriptive account.

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- It generates questions, collects data, and interprets data as a combined process.
- It involves analyzing data as they are collected.

In conclusion, we have chosen this method as the overall research approach for our study as we follow four of the principles stated by Glanz (2014) for this specific study above all the principle “data may be gathered through the use of observations, interviews, questionnaires and video recordings”. Thus, we will collect information, namely, a diagnostic oral exam, class observation, role play activities, final evaluation, survey to participants, and a focus group.

5.2. PARTICIPANTS

There are 21 students, 16 of them are young women and 5 young men, who are all registered in level III of English which is equivalent to A2 level according to the Common European Frame of Reference for Languages (CEFR) in the Hotel and Tourism Program at the Universidad Del Magdalena. English language is included in the syllabus of the Program. Students’ ages range from 17 to 22. Their social stratum ranges from 1 to 3 according to the Colombian social reference. These participants come from different cities of the Departamento Del Magdalena, which is located in the north part of Colombia that is called Costa Caribe. They have been chosen to be part of this research because students of this program took part in a needs analysis study which has been the starting point for this research (see Appendix 1).

5.3. DATA COLLECTION

First, we collected information at the beginning of the course, by evaluating the oral competence that the participants had at that moment through a diagnostic oral test with the view of comparing it against a future final oral exam at the end of the course.

Second, we collected information by observing classes to see how the teacher ran the class although he was not going to be subject of the study, but it was paramount to scrutinize carefully the participants' attitude to the role plays and also their performance about communication when they were acting out the role plays.

Third, another instrument to gather information was gotten through video role plays which were recorded by the students themselves – two - , and another one which was videotaped in class by the teacher. Those videos were observed to evaluate the features of speaking of each student through a scoring sheet designed for that purpose. It is important to mention that the type of role play practiced during the semester was the scripted one (Byrne, 2001).

Additionally, as it was said above, we also applied, as an instrument, a final oral test done to the participants that we would compare it versus the results gotten from the diagnostic exam. After that, we had the students answer a written structured survey (see Appendix 8) to know what they thought about all we had done in class related to the role plays activities, to know also exactly of their opinions on if they thought they had made progress in relation with their oral skill, and in-depth what features (fluency, communication, vocabulary, and grammar in context) they thought they had improve the most.

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In addition, after that survey was analyzed, we convened the students, on November the 20th to a plenary session to discuss their thoughts about what they thought about how the use of role plays could have helped them to develop their oral skills.

Last but not least, it is important to make clear that before the entire plan started students were told and thoroughly explained to about this research. (Evidence kept in a video in our computer files). They were told what their role in the study was going to be, what the purpose of the study was, and the most important, they were also told to feel free to accept or refuse their participation in the research. They were told in conclusion that they were going to be observed and their video role play presentations were going to be analyzed and evaluated and they were going to receive a proper feedback so that they would correct possible mistakes made in their acting out with the aim at improving their oral competence and its features (fluency, pronunciation, vocabulary, grammar in context); and also with the view of being well prepared for a final oral evaluation which would also be video-recorded, with a final objective to analyze to what extent the role play activities had helped them to boost their oral English skill production based on the topics they were expected to master at the end of the semester. Another important issue said to the students in the research was that the usage of all evidence gotten from the study will only be used for the study research. Eventually, students willingly accepted to take part in the research project.

5.3.1 Class Observation

One of the data collection methods used is the class observation, which is also one of the oldest methods but equally one of the most demanding because it has to do with the perspective of the person watching, which is why the observer must be very careful and keep an eye on the details that are sometimes relevant when displaying results.

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According to Woods (1996), there are some advantages and disadvantages by using this method. The advantages are:

- It blends in with natural activity.
- It gives the researcher access to the same places, people and events as the subjects.
- It gives access to documents relevant to the role, including confidential reports and records.
- It facilitates the use of mechanical aids, such as tape recorders and cameras.
- It provides personal first-hand experience of the role and thus heightens understanding of it.
- It makes a worthwhile contribution to the life of the institution.

The disadvantages are:

- It might be more difficult to make the situation 'strange', especially if one is a member of the institution before starting the research. Indeed there is a danger of 'going native' - an over-identification with people's views so that one's perspective as a researcher is submerged beneath them. One must work hard to achieve 'analytic distance' from the role, to set aside taken-for-granted assumptions and to see oneself in the role. The cultivation of reflectivity, and keeping personal diaries, has helped here.
- It adds to the demands on the researcher. Qualitative research in any form is demanding, typically presenting a mass of confusing and intricate data. Participation adds to this, taking up valuable time and adding to one's responsibilities.
- There is a possibility of conflict between one's role as a participant and one's role as a researcher.

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Consequently, the role of the observer is valuable in the process, however, we cannot leave aside that this can influence the behavior of the observed object, therefore, it is convenient that teachers fulfill their roles as teachers and researchers their roles as such.

To begin with, we observed three classes in the first term. As it was said above, we focused the class observation on the practice stage when it has to do with role plays. It was observed in general that after the teacher had explained the form to the students and had them practiced it by solving written exercises, the teacher next moved to the scripted conversation in the book which serves the students as an example of the form and function taught at the moment. Thus, teacher had the students read the dialogues in the book to clarify the vocabulary they may not know (students used their dictionaries or ask the teacher for assistance) and see the form and topic in context. Then, the teacher had the students listen to the conversations and encourage them to pay careful attention to the pronunciation and intonation of the words and sentences. After that, the teacher had the participants listen and practice for pronunciation and intonation by making them repeat each sentence of the scripted conversation after they have listened to them and he had paused the audio program. Next, teacher had the students practice in pairs the scripted conversations on their seats and told them to change the roles. At this stage the teacher motivated his students to continue the conversations by asking follow-up questions on a particular topic to keep the conversations going or to get more information on their own. Finally, the teacher asked the participants who voluntarily wanted to act out the conversation in front of the class. Students were instructed to avoid memorization and try to talk to their partners' eyes when talking. We observed that almost all of them wanted to act out the conversations for the class.

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Teacher also emphasized in what Harmer (2001, p. 269-270) said, which we cited in the framework above, about conveying fluent connected speech including elision that students encountered in the audio program when they listened to it; and he gave examples such as the common pronunciation of “*useto*” instead of used to, “*gonna*” rather than “*going to*”. After that, the teacher encouraged the participants to practice those elisions when they were talking. The teacher also highlighted the importance to use contractions like: “I’ve”, “I’m”, isn’t when they were speaking. Furthermore, the teacher told the participants to pay attention to lexis and grammar found in the scripted conversations and explained to them that lexis and grammar is about supplying common lexical phrases for different functions such as agreeing, disagreeing, expressing shock, surprise, approval, etc. For that purpose, the teacher illustrated his students by telling them to use “well” for expressing surprise, a mild scolding, or the like, as well as its use as filler when introducing a sentence. The teacher told the participants to use “Ooh” for showing reaction such as surprise, excitement or pleasure, and also referred to practice “Wow” for demonstrating that you are impressed by something. Other expressions said by the teacher to the subjects of this study were: “Oh”, “Oh dear”, “Oh no”, “Oh my God” for manifesting emotions including surprise, fear, and disappointment. Corrections about pronunciation and intonation were made after each acting out by the teacher himself although sometimes the teacher encouraged his students to try to identify their mistakes by themselves.

By the end of the first term, topics such as education background, childhood memories, expressing wishes which are not possible at the moment, social problems in the city and their solutions and making comparisons about houses and cities had been practiced as well as forms such as “used to” for activities that they did in the past and they do not do at present anymore, use of “wish” for expressing desires which probably will not come true, the usage of indirect

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questions to ask for and giving information, using quantifiers like “too much”, “too many”, “little”, “a few”, “less”, “fewer”, “there is”, “there are” and their negative ways, and the expression “there should be” both in affirmative and negative for giving opinions or solutions were taught. Other forms also taught during the first period in August, which is called “primer seguimiento” at the Universidad Del Magdalena were the usage “as much noun as” and “as many noun as” and “as adjective as”, “not as adjective as”, and “not enough”. All those topics are parts of the curriculum of the program for the first period and besides included in the chosen book used as a guide which is the well internationally known book *Interchange 2 Fourth Edition* written by Jack C. Richard. The topics mentioned correspond to the three first units of the so called book. The topics were taught by using the communicative approach as it is said above in the theoretical framework. Lesson plans followed the guidelines suggested by Brown (2007), and essential teaching tips by Richards (2013), those guidelines are basically the ones a lot of experienced teachers follow to teach through the communicative approach. Guidelines such as first, warming up, second, setting the objective for the class, third, introducing the topic, fourth, practicing, fifth, evaluating, and sixth, extra-work, which is commonly known as a “homework”. Tips like error correction, grouping the students, discouraging use of the mother language by continually encouraging students to use as much English as possible, telling the participants proper feedback after each students’ performances and finally giving the students clear instructions, and monitoring are important issues to take into account when it comes to teach speaking skills.

In this period, we observed the class when the teacher gave instructions for the first video role play which would be evaluated. That day the teacher asked the students to develop the conversation script for the video which contained all the forms and functions learned up to that

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date. Teacher gave clear instructions that the conversation script should not be too long, just about one or two sentences per form and topic. Then, students were informed to videotape their scripts by acting them out in groups of 3, 4 or 5 of them. Maximum time for the video was set up in 5 minutes. They were also told that they would get 25 points out the 150 points that is the total mark established by the University of Magdalena to grade the students in the first follow up. Teacher gave examples of some situations, so students might use those examples to create their script and finally videotape it. Some of those examples were situations like a cell phone robbery, lack of proper recreational centers for the people in Santa Marta. As a matter a fact two groups took the teacher's ideas and create excellent videos from them. The settings for the video could be either indoors or outdoors. Deadline to hand it the videos and original scripts was set up that day. Eventually, Students met the deadline to hand in the videos (scripts for those videos are in Appendix 4).

In regard to the second period, we observed a class where scripted role plays were totally done in class, but this time the students wouldn't record it but the teacher. The class was about describing wedding customs in Japan, United States and Colombia which is a topic of the "Segundo seguimiento" according to the curriculum of the Hotel and Tourism Program at the Universidad Del Magdalena. The form was adverbial clauses of time using "after", "when", "before". On that class the teacher first had the students read the conversation on page 53, exercise 8 about a wedding day in Japan. The teacher asked the students to clarify vocabulary the might not know. Next, the teacher followed the same procedure described above for role plays. After that, the teacher went on with exercise 10, page 54 had the participants read about the common steps people in the United States follow before they go to their wedding days. Finally, teacher told his students to create a conversation script about marriage customs in Colombia

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which they would act it out in front of the class. They were encouraged to talk about a wedding they had known about either one of their friends or some of their relatives or even their parents' wedding, if they had had a wedding, and if the participants had been told about all the process before their parents had gotten married. Teacher told the students to include the date when the people they would talk about met each other – if they had the information, if not teacher said to “invent” about it, how long they were dating, when they got engaged, where the wedding was, how they celebrated, and what they did after the ceremony- that day the teacher helped the students with a lot of vocabulary about marriages for instance besides “bride and groom”, “engagement ring” and “honeymoon”, which they had learnt from the book, teacher expanded the following vocabulary: Bridesmaid, best man, fiancée, get married, bachelor party, bridal shower or bachelorette party, wedding dress, wedding party, wedding bouquet, wedding cake, just married or newlyweds. Teacher did not help the students with any grammar issue. Teacher helped the participants with the pronunciation of the new vocabulary. Students were quietly working on their scripts, sometimes they asked the teacher to see their conversation and teacher read it and went on by saying “it is getting excellent” “congratulations”. The teacher gave 20 minutes to prepare their scripts and 10 minutes to prepare their role plays. Teacher also told his students that they would receive 10 points for their final grade after having performed their scripts in front of the class. Before their acting out, teacher encouraged the students not to use their scripts when being in front of the class performing, he recommended that they try to avoid memorization. Finally, 18 participants took part in the role play activity in front of the class. The teacher collected all the original scripts for keeping them as evidence for this research (see Appendix 5). Participants had proper feedback about fluency, vocabulary, grammar in context,

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pronunciation and naturalness (Intonation and gestures). All the role plays were video recorded by the teacher.

“Segundo seguimiento and tercer seguimiento” were really short due to the fact that students had to prepare different activities for the “Hotel Cultural Week” held during the first week of November 2014 and called by the coordination of the Hotel and Tourism Management Program. Moreover, students were by this time also thinking about their final exams of their other different subjects attended. They took 4 classes time to prepare their activity for the “Hotel Cultural Week”. So, regular classes restarted by November the 11th. On that day the last class was observed. Again role play activities were focused on. The topic was about consequences for possible situations. Teacher introduced the use of “if” for possible situations to happen, and the proper language to talk about the consequences in this type of sentences. Teacher gave an example which went: “I have bought the lotto. If I win the lotto, I will buy a house in front of El Rodadero”. Then, the teacher asked his students: “What will you do if you win the lotto?” Teacher encouraged his students to answer long: “If I win the lotto, I will...” We dare to say that students understood the explanation clearly. Teacher told them to talk about their possible answers and asked them to share them with the class by acting out a short role play. We sensed that the participants had a lot of fun thinking about what they would do with a lot of money. Many said: “If I win the lotto, I will travel around the world”. Others said: “If I win the lotto, I will buy my mother a house”. After that exercise, teacher asked his students to think about the following possible situation: What would you do if you were the president of Colombia? Teacher explained to the students that in the first example if the verb in the possible situation was in present, so the consequence sentence would take “will”. And the teacher continued telling the students that in the second example the verb in the possible situation was in the past, so the

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consequence sentence would go with “would”. Answers to this question through the role plays were also interesting, for example some said: “If I were the president of Colombia, I would build houses for poor people”. Others said: “If I were the president, I would give food to the poor people”. Students participated a lot in this exercise with different ideas. Finally, teacher told his students to solve exercises 8 and 9 in their books, page 61. Teacher also asked his students to create a short script (see Appendix 6), with conditional sentences, video tape it and send it to his WhatsApp, and he gave his number for it. Teacher told the participants if they did not have WhatsApp, they could send the video to his e-mail. Deadline for that task was Monday, November the 17th at 11:59 P.M. On this last very class teacher told his students that in the view of the coming final oral evaluation it was important that they bore in mind, when they were being interviewed, the fact that they had the right to ask questions to confirm what they were asked about, and they could use non-verbal language for conveying meaning. Then the teacher proceeded to give the participants some examples for that purpose such as “Can you repeat please?” “Do you mean such and such?” “Let me think” And the example for non verbal language was by moving the index and middle fingers of his right hand upside down as if they were legs to mean “walking” Finally the teacher reminded his students not to forget to use fillers like “well”, “all right” “got it” and “really” as well as the contractions with subjects pronouns, namely, I’m, I’ve, isn’t and so on. He finally told them that the most important thing in the exam was communicating and interacting and recommended that they try to be relaxed.

5.3.2 Evaluations

We evaluated the students orally three times for this study. Firstly, it was the diagnostic oral test which we thought it would tell us at the end of the study which was in fact the participants’ progress related to oral communication when we compared it with the final oral

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exam. Nevertheless, we considered about that diagnostic to start the research that it was not a good idea to compare it versus the final evaluation at the end of the study for the findings stage because if we evaluated the features for speaking – grammar, vocabulary, fluency and communication - based on topics the students knew at that moment and then we compared those features based on the new topics they would learn during the term that diagnostic would not give us an accurate measure because the participants had had more practice for the A1 level topics than the A2 level themes. So the diagnostic was an oral test about the students' oral production based on both the knowledge of the themes for A1 according to the Common European Framework and the topics for level A2, consistent also with the CEFR which would be the topics they were going to encounter through the coming English level 3 course at the Universidad del Magdalena. So, we then designed a rubric for the diagnostic oral evaluation and a scoring sheet (Appendix 2) for that purpose. Scores of each of the speaking components per student were also taken. (Appendix 9) Those results would be compared against the results we got from the final oral evaluation. It is really important to mention that some language features suggested by Harmer (2001, p. 269-270), cited in the framework, were taken into account to evaluate the students both on the first exam and the final one. Those language features were elision and contractions. Expressive devices: speed, volume, physical – non verbal means for conveying meanings (super segmental features); lexis and grammar: supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval, etc.); Negotiation language: To seek clarification and to show the structure of what we are saying.

Secondly, students were encourage to send 2 video role plays by different kind of mediations like e-mail, to post them in You Tube, record them in a CD, bring them in a flash drive or use the WhatsApp application with one of the researcher's WhatsApp account number.

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The objective of the video role plays was that students had more oral practice through them as they had to train a lot for the final recording. The videos were evaluated thoroughly together with a third role play recorded in class by the teacher to get essential information with the view of analyzing the participants' performance in relation to speaking features. For observing and listening to the videos with the objective of grading them, we decided to evaluate grammar and vocabulary by groups because we considered those language features of the role play should have been analyzed pretty well by each member of the group as such, so possible mistakes about those items could have been corrected before recording the video by themselves. The students would be graded individually by taking into account their pronunciation and fluency. Hence, we labeled the groups by letters and the students with numbers.

Pronunciation was born in mind just for communication which means that we did not go in deep in phonetics but evaluating the sound of the words for conveying meaning as if the students were in real situations. Intonation of the sentences was also evaluated as a part of the communication item. Fluency was evaluated by listening to and observing each of the students thoroughly. It is important to say that all the students were told about the way the videos were going to be graded, moreover, they were emphasized that we were going to focus on the oral production. The videos had to fulfill a criteria and rubric established for that task, so according to that criteria the video would be graded through a grading sheet designed for that purpose as well (Appendix 3).

Thirdly, a final oral test was carried out by 3 teachers, 2 of them researchers of this study, and a native English speaker teacher from USA, who is an assistant brought by the University of Magdalena to help teachers with some classes at the Universidad Del Magdalena. He was invited to take part in the oral evaluation and he was explained to about the research, as well as the

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teacher was also told what the exam was about. This was thought with the aim at being as objective as possible when grading the students. An oral exam scoring sheet adapted from (Richards & Bohlke, 2012) taking into account what Brown (1997) suggests for assessing speaking, (Appendix 7). Thus, an oral exam scoring sheet was designed to measure each of the features of the oral competence in every participant (fluency, vocabulary, grammar in context and communication) and then computed (Appendix 9). It is essential to mention that the features were tested based on topics taught during the course and which are in the curriculum established for this level of English at the Universidad Del Magdalena that also go in accordance with the Common European Framework of Reference (CEFR). It is also relevant to say that the assessment was recorded and it is kept in our computer files. Students were assessed in the form of a normal interview. The objective of this assessment was to analyze to what extent the usage of role plays performed by the participants had led to the improvement of their oral skill and its features (fluency, pronunciation, vocabulary, grammar in context) based on the topics recently learnt.

Finally, we considered very important that students had a thorough feedback after the tests so that they could improve their oral English skill either they had made mistakes or not. We mean, if a student made a mistake, it is a good idea to tell him or her the correct way, but letting the student know that for sure he or she will do better on the next evaluation. On the other hand if a student did not make any mistakes, then it is important to congratulate him or her in order to motivate that student to keep on working hard on his or her learning process.

5.3.3 Surveys

In regard to surveys Fink, (2008) says they are “used to collect information from or about people to describe, compare, or explain their knowledge, feelings, values, and behaviors” (p.6), he also states surveys may be oral or written, and they might be in the way of an informal conversation so the researcher and the participants interchange points of view about the teaching and learning process of English as a foreign language. Important data like the way the process is conducted, its purpose and even the expected results, is gotten from interviews. Moreover, written structured surveys are key instruments as they give us real data to be analyzed.

For our study, we have designed a written structured survey to be answered by the participants (see Appendix 8). The objective was to find out the students’ opinions about how, after all the role play process and evaluation was done, they thought their oral skill had improved taking into account each of the features like fluency, pronunciation, vocabulary, grammar in context, and naturalness. Another question was about how confident they thought they had become when interacting in English language with their friends, foreigners, their teacher, or making presentations. Last but not least, they were asked about the kind of difficulties they had encountered when either creating or acting out their role plays.

5.3.4 Focus group

Originally called "focused interviews" or "group depth interviews". Focus group was a technique that was developed after World War II to assess listeners’ reaction to radio programs (Stewart & Shamdasani, 1990). So it has been chosen, since then, by social scientists and program questioners to understand how and why people have some believes on a issue or program of importance.

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Gathered together by a mediator, a focus group could be made up of interacting human beings who have some common interest or features, to discuss about a specific topic, thus the mediator gets important data from its interplay.

Advantages

- Ability to produce a large amount of data on a topic in a short time
- Access to topics that might be otherwise unobservable
- Can insure that data directly targets researcher's topic
- Provide access to comparisons that focus group participants make between their experiences. This can be very valuable and provide access to consensus/diversity of experiences on a topic.

Disadvantages

- Have less control over group; less able to control what information will be produced.
- Produces relatively chaotic data making data analysis more difficult.
- Small numbers and convenience sampling severely limit ability to generalize to larger populations
- Requires carefully trained interviewer who is knowledgeable about group dynamics. Moderator may knowingly or unknowingly bias results by providing cues about what types of responses are desirable
- Uncertainty about accuracy of what participants say. Results may be biased by presence of a very dominant or opinionated member; more reserved members may be hesitant to talk.

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In order to have a better insight of the study and its results and to explore students' thoughts, we chose the focus group as a technique to collect more data, so we called a meeting with the participants to ask them why they had chosen the answers with the most points in the survey and in addition to ask them the question: "How do they think the use of role-plays could have helped them to improve their oral skills?"

This section provided with a clear idea about the data we researchers collected to answer the research question. In the following section called the findings, we will describe the main results of our study.

6. FINDINGS

This section will describe the main results of our study in connection to our research question. We will talk about what we found, after having analyzed the diagnostic exam, observed and evaluated the video role plays, examined the final oral test, assess the class observation and appraise the survey and focus group.

To begin with, important data was gotten from the diagnostic oral exam at the beginning of the course. Let us remember that that exam was to know the oral production of the students based on both the topics they should manage at that moment – A1 themes, according to CEFR – and topics they would encounter in the coming course – A2 - . We will refer to the students by naming them after numbers. For example, student 20 did excellently at the A1 part of the test, and about the A2 part she was very good. The following table shows the grading for those students.

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STUDENTS' GRADING FROM DIAGNOSTIC ORAL EXAM		
Student Number	A1 Level Grade	A2 level Grade
1	Excellent	Good
2	Good	Acceptable
3	Good	Poor
4	Very good	Poor
5	Very good	Poor
6	Excellent	Acceptable
7	Good	Poor
8	Very good	Poor
9	Very good	Poor
10	Very good	Poor
11	Very good	Poor
12	Very good	Poor
13	Very good	Poor
14	Acceptable	Poor
15	Very good	Poor
16	Acceptable	Poor
17	Very good	Poor
18	Acceptable	Poor
19	Very good	Acceptable
20	Excellent	Very good
21	Very good	Poor

Table 1 Students' grading from diagnostic oral exam.

As it can be seen in this grading table we found that students on the average were good at communicating, based on A1 topics, moreover, it is relevant to say that we took into account, for grading the participants, each one of the language features (Appendix 9), and similarly the average was good in every communication component. Nonetheless, as it was expected by us, they did poorly at conveying meaning on A2 themes, it was plain simple; they neither knew the vocabulary nor the forms established for A2 topics at that moment. However, it was interesting to find that students 2, 6, and 19 were acceptable at managing orally A2 topics, furthermore, we found that student 1 was good at speaking about themes considered A2 level, and student 20 as it was written above was very good. So we asked them informally, as it was not the purpose for this study, how they have learned to speak about those topics, they answered they had kept

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practicing on vacation by reading, watching movies and listening to and singing music in English language. It is important to mention that we graded the students in detail, that is, that we had a score according to their performance in each of the language features (see appendix 9). This was with the aim at having a better insight overall about the study in relation with the results after having had the students practice only with role play activities.

With reference to class observation, we found that attitude of most of the students towards the role play activities as means of improving oral communication in English was always of being willing to participate in the book scripted role plays in class. They showed a lot of motivation for taking part in the role plays both book scripted and their own scripted one which then they would act it out in front of the class. We could only find some nervousness or shyness in students 9 and 13. We could also say that we witnessed the participants' effort for improving the naturalness when talking as well as their creativity for plotting scripts.

Regarding the class as such, we found good environment for the students, the teacher always tried to make them feel confident, always encouraging the participants to practice English in class as much as they could. The teacher in benefit of the students followed the principles to teach English by Nunan (2003) and Kayi (2006), in that sense, we found that students, when it has to do with corrections of mistakes, they were corrected properly. We found that participants were well praised for participating in the role plays, as well as they were taught how to negotiate meaning for a good oral interaction.

Concerning the marks for the video role plays evaluation, they are as follow:

- Group A made up of students 1, 9, and 13.

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They did, as a whole, very well in grammar and vocabulary, according to what had been asked for to be included in the conversations, the one and unique grammar mistake made by them was in the sentence said by student 13 in the first video which was: “Let’s to play”.

Student 1

We observed and listened in the video role plays that the performance in general of this student about the items to grade, according to the scoring sheet designed for us for evaluating role plays, was very good, this means he did very well at both pronunciation and fluency.

Student 9

About this student we were able to analyze in the videos that his pronunciation was very good, and in regarding to his fluency, we think that it was acceptable.

Student 13

It was watched and listened from this student that his communication was acceptable, he had strong accent in pronunciation, but we concluded that he would make himself understood if he were in a real situation where he had to pronounce those words said in the video; about his fluency we might say that it was acceptable as well.

- Group B: Students 3, 7, 10, and 14.

We consider that this group, in general, about grammar was good, they made mistakes such as: “There isn’t big buses”; “How long you have to be living in Santa Marta” (actually, they tried to say: “How long have you been living in Santa Marta”); and in our opinion, in relation to vocabulary, we rated this group very well.

Concerning each student oral production, we are convinced that they are all in the same level on pronunciation and fluency which we reckon is good. Excepting the words “child” that

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was pronounced /chil/; and “lived” which was pronounced /lived/ by student 10, they would do well to make themselves be comprehended in a real situation.

- Group C: Consisting of students 4, 12, and 17.

From what was observed in the video and listened to, this group, by and large, performed very well in the recording. This is, that we listened that the group’s accuracy in grammar and vocabulary was really good, and the intonation and sound of the words of each member of the group as well. About naturalness when speaking was unquestionable and the flow was real competent for the task.

- Group D: This group was comprised of 5 students whose numbers were 5, 11, 16, 19, and 21.

All in all, this group performed satisfactorily at grammar and vocabulary, however there were some grammar errors made by student number 17 which shows that they may not have worked as a group because we think they could have corrected those mistakes before filming.

As for each participant of the group students 5 and 11 oral production has been graded by us as acceptable, because their pronunciation was good, although, it was seen in the video that they read some of the sentences they were supposed to say with naturalness, so their fluency could not be graded as really good.

With regard to students 19 and 21, we are sure to say that these students’ performance, in the matter of pronunciation and fluency, was admirable. With respect to student 16 we are a little concerned about her oral production which was completely wrong with reference to utterance, flow and comfort with words.

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- Group E: Students 6, 17, and 20 were in this group.

As a group these three students did excellently at grammar and vocabulary. They fulfilled all the requirements asked for in the videos in regard to those items. About the analysis of each of the members of the group in relation to their oral production, we must say that according to the rubric established to grade this task, student 20 was flawless in her English oral communication and fluency. Everything she said in her performances was clearly understood and the speed of the words was quick and coherent. As a matter of fact, this student was honored as the best student in the class. As to student 6, we concluded that she did very well, just few pauses concerning fluency, and her voicing was splendid. Relative to student 17, we listened that she was very good at both pronunciation and fluency.

- Group F: Formed by students 2, 15, and 18.

As a whole, we reckoned that this group needs to improve their grammar. For example, one of the forms to be applied in the videos was making direct questions with WH- words, and student 2 said: “How much the bus cost?”; “How often the buses run?” These sentences evidenced lack of the use of the auxiliary words – Do a Does – to make questions in present simple. Another example connected to grammar is what was said by student 18 who said:” When Laura and Carlos got engaged?”; “When they made the engagement party?” In these example we can see the lack of the use of auxiliary word – Did – to make questions in past. Regarding vocabulary, we may say, according to what was listened to, that the group was just acceptable. Referring to pronunciation and fluency one by one of the pupils of this group, we determined, consistent with their oral output in the videos that students of this group, that all of them are at the same acceptable level for those features.

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In conclusion, according to what we listened to and assessed on the video role plays, all in all, we have found that, as it was expected, on scripted conversations, the students were very good at pronunciation and intonation. We can see the grades for these role play assessment in the table below.

UNIVERSIDAD DEL MAGDALENA	
Role Play Evaluation	Subject: English III
Student Number	Grading
1	Excellent
2	Very good
3	Very good
4	Excellent
5	Very good
6	Excellent
7	Good
8	Very good
9	Very good
10	Very good
11	Very good
12	Very good
13	Good
14	Good
15	Good
16	Poor
17	Very good
18	Acceptable
19	Excellent
20	Excellent
21	Very good

Table 2 Role plays evaluation

In regard with the final evaluation oral exam we have found, as it can be seen in the grade sheet below, that the participants were good on average, however if we compare those marks below with the ones they had gotten at the beginning of the course about oral skills based on A2 topics we can clearly see that they increased their oral skills which enable them to have more opportunities to interact much better in English language when necessary. We think that is not use comparing these results with the results gotten at the beginning from the oral exam based on

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A1 topics because as it was said before it will not be a good idea as it was clear that the participants had had more practice on A1 topics. We have to realize that they have just finished level 3 which indicates they are still in the learning process. However, if we made the comparison they would be the same. But the difference is now they have more vocabulary which is part of the oral skills and that makes a big difference. The following table shows students' grading for this exam.

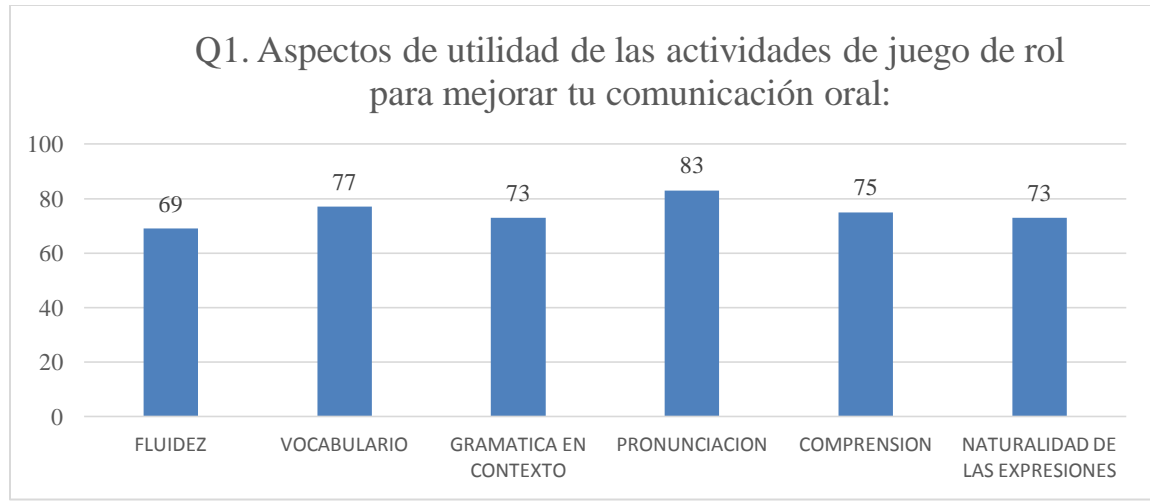
UNIVERSIDAD DEL MAGDALENA	
STUDENTS' GRADING FINAL ORAL EXAM	
Subject: English III	
Student Number	Grading
1	Excellent
2	Good
3	Acceptable
4	Good
5	Good
6	Very good
7	Very good
8	Very good
9	Good
10	Good
11	Good
12	Acceptable
13	Acceptable
14	Poor
15	Good
16	Poor
17	Good
18	Acceptable
19	Very good
20	Excellent
21	Good

Table 3 Students' grading from Final oral exam

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Findings found through the written structured survey (see appendix 8) will be also illustrated with graphics. It is important to point out that the survey was in Spanish so that the participants were very clear about what they were asked to answer.

Figure 1



It was asked the participants in their mother language – Spanish - in the first question of the written structured survey to rate each one of the features of the oral skill from 1 to 5 if the role play activities in their opinion have helped them to make progress in each one of those components. As we can see, it is found that the participants agreed with a mark of 4.15 which is the equivalent for 83, given to pronunciation. That is the feature that they thought they have improved the most. Following pronunciation we found vocabulary and comprehension. However, we may say that there is a general agreement on their overall improvement in the oral communicative competence.

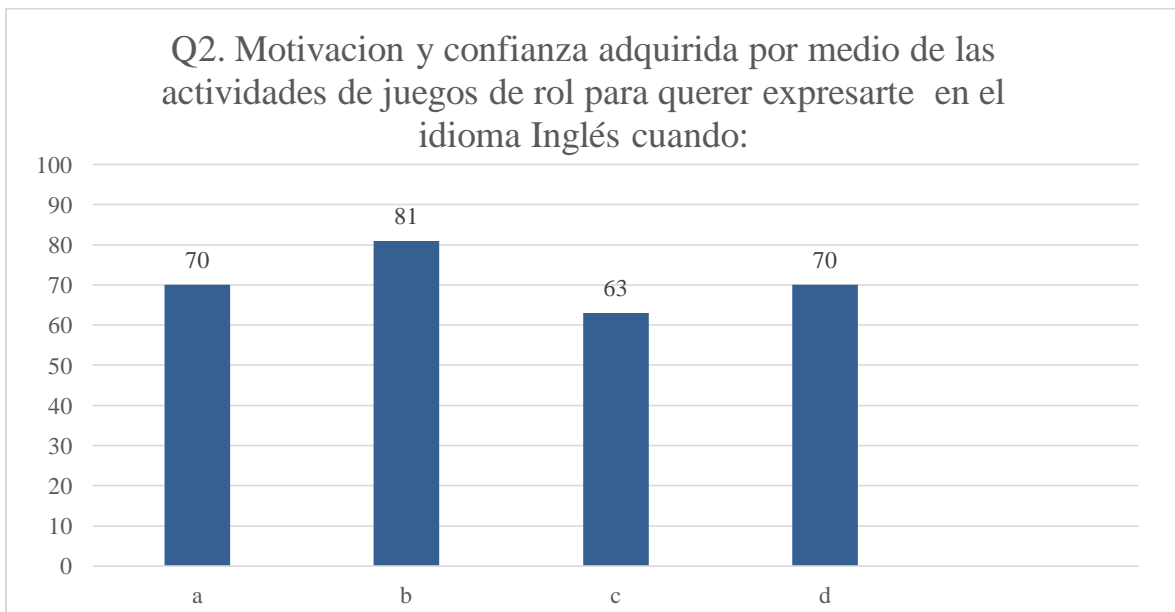
Figure 2

Totalmente en desacuerdo	En desacuerdo	Neutral	De acuerdo	Totalmente de Acuerdo
1	2	3	4	5

2. Las actividades de juegos de rol te han motivado y dado confianza para querer expresarte en el idioma Inglés cuando:

- a. Te encuentras con un extranjero de habla inglesa.
- b. Te encuentras con tus compañeros de clase de inglés por fuera del aula.
- c. Tienes que hacer presentaciones en inglés.
- d. Debes hablar con tu profesor.

a.	1	2	3	4	5
b.	1	2	3	4	5
c.	1	2	3	4	5
d.	1	2	3	4	5



This graphic shows that the participants thought that the role play activities have motivated and made them confident to speak in English with their peers (b). Following that trend we found that they feel encouraged and confident when talking to a foreigner or talking to their teacher. However, it is seen that they are kind of shy when it comes to make presentations.

Figure 3

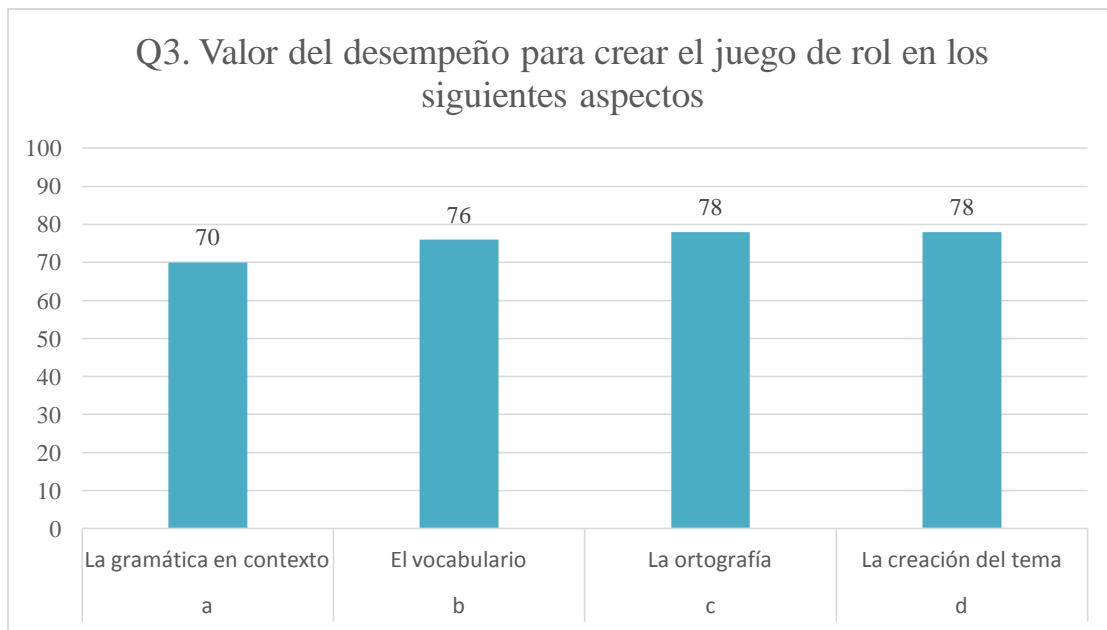
3. De los aspectos que se presentan a continuación ten en cuenta la siguiente escala de criterio.

Deficiente	Apenas aceptable	Regular	Bueno	Óptimo
1	2	3	4	5

Desempeño para crear el juego de rol:

- a. La gramática en contexto.
- b. El vocabulario.
- c. La ortografía.
- d. La creación del tema.

a.	1	2	3	4	5
b.	1	2	3	4	5
c.	1	2	3	4	5
d.	1	2	3	4	5



In this graphic we found that the participants thought they have some difficulties in the use of the grammar in context. Nevertheless, it is curious that they rated 3.9 (equivalent to 78) the spelling feature, which is almost good. They say they are almost good at creating the plot.

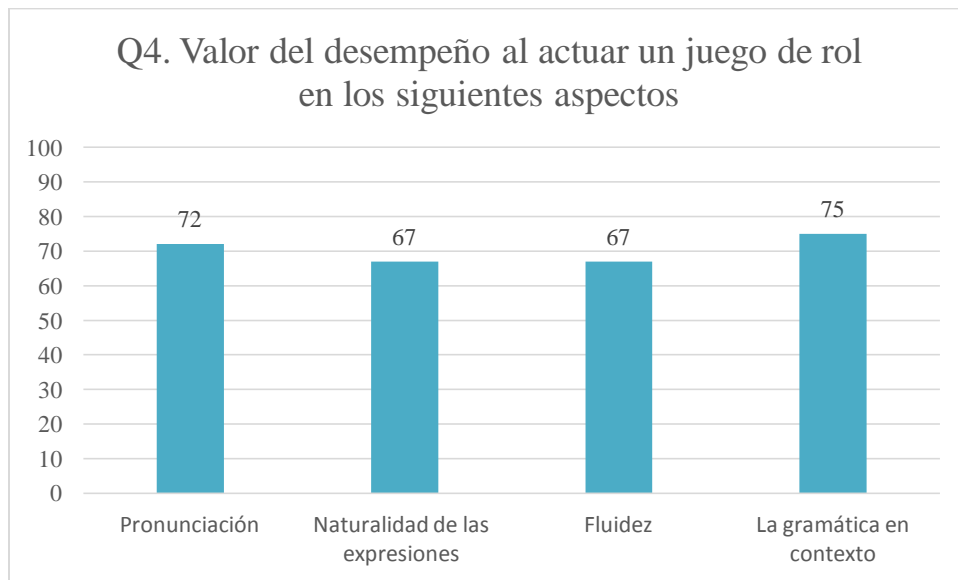
Figure 4

Deficiente	Apenas aceptable	Regular	Bueno	Óptimo
1	2	3	4	5

4. De los aspectos que se presentan a continuación, valora tu desempeño al actuar un juego de rol.

- a. Pronunciación.
- b. Naturalidad de las expresiones (entonación, expresiones faciales y gestos).
- c. Fluidez.
- d. La gramática en contexto.

a.	1	2	3	4	5
b.	1	2	3	4	5
c.	1	2	3	4	5
d.	1	2	3	4	5



In this graphic, we found that the participants said that when they are acting out the role plays they thought that the grammar in context was the feature that they mastered the most. Following that component we found the pronunciation component, and finally they thought that they were acceptable at naturalness and fluency.

According to this survey in our opinion, it has been very interesting to find that the participants did not think at all that they were unsatisfactory or poor at their performances. On the contrary they thought in general that they were beyond acceptable at performing role plays,

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and moreover they thought they have improved their oral skill in an acceptable way and felt now more motivated to speak the English language.

With reference to the focus group technique, we found, according to their answers to our questions in relation with the survey, firstly, they think they chose pronunciation because they had never experienced such number of role plays and besides to video record them which made them practice more times than they were used to as a result they thought their pronunciation had become better.

Secondly, it was logical, as they said it, that they feel more comfortable when they talk to their partners because of the friendship which made them feel “good”. However, they said that now they also feel more confident when it comes to talk to a foreigner.

Thirdly, about question number three in the survey they said in general that grammar had been their election by being the most difficult to deal with before the recordings. They told us because of the difficulty to find the correct order of the sentences. Now, they expressed they have a better knowledge of the location of the auxiliary verbs for instance.

Finally, the reason for the fourth election in the survey, they, on the whole, said again because of the lots of rehearsals they had so now they comprehend more the grammar component in spoken communication.

About the question “How do you think that the use of role-plays could have helped you to improve your oral skills? We found that many manifested that they had built a lot of new vocabulary because as they had to create their own conversation that forced them to look up new words in the dictionary besides the words they had in the book. Some said that motivation had arisen because of the fact of having to make “short” movies, so they thought that raise the

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interest for speaking in English. Finally, others said that they had overcome now some shyness they used to have when they had to talk in English.

In addition, after having crossed results we had gotten from the diagnostic exam (Appendix 9) by evaluating each of the speaking features of very one of the students based on A2 English Level versus the outcomes obtained in the final exam we have clearly found the improvement from poor which was the average in all the speaking components at the beginning of the course to acceptable at grammar, good at vocabulary, pronunciation and fluency, and acceptable at communication at the end of the course.

Lastly, by crossing all the information gotten, we see that the result in general is that through role plays, as central activity to help to develop oral skills, students have expressed, and we have been witness of it, that they have made progress, above all in the acquisition of vocabulary, pronunciation and fluency which are basic components of the speaking feature.

In the following chart, according to data collected, we will evidence how role play can improve the oral skill of the Third English level students of the Hotel and Tourism Management Program at the Universidad Del Magdalena.

ASPECT OF IMPROVEMENT	DESCRIPTION
<i>Motivation</i>	Role play activities have motivated and made them feel more confident to speak in English which was said by them in the survey. It was also evidenced by showing great enthusiasm when acting out the live role plays. And besides the video role plays which were made with accurate sense of humor and excellent quality.
<i>Lexis and grammar</i>	They might have been improved because of the proper feedback given by the teacher to the subjects after performances which was shown in the oral evaluation stage. It is also demonstrated in the focus group interview results which were expressed by the students.
<i>Vocabulary-pronunciation-fluency</i>	Students made progress due to the fact of having a lot of rehearsals before recording the role plays which is proven in the focus group interview analysis, and in the oral assessment.
<i>What happened with the students' oral production when they are engaged in role plays?</i>	By taking part in the role plays in a free, at ease and encouraging way, subsequently, participants learned more vocabulary with acceptable pronunciation of those new words which is evidenced in the survey, focus group interview, and final evaluation.

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In this section, we have described the main results or findings of our research, now in the following section called discussion we will examine, interpret, qualify and draw inferences from our findings.

7. DISCUSSION

According to what we have found in this research, we think that this study really contributes to expand what big theorists have maintained about role play activities so far because we saw in the classroom what Ladousse (2004, p.7) who we cited above and who indicated that "role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation." We also cited above in our theoretical framework about role play activities interesting concepts about them like this one of Thompson (1978) who defines role play as a "process through which we participate in life's experiences by putting ourselves in another's shoes and viewing the world through another's eyes" (p.7). We think the same as Thomson because as the students are acting out their role plays sometimes they become someone else different from themselves. In addition, we watched the fun and enjoyment of the participants in the videos and in the class what Richards (1998), says about role-plays exercises "are important for developing fluency and are also fun. They focus on the creative use of language and require students to draw on their own personal language resources to complete a task or to improvise and keep a conversation going" (p. 9). Similarly, Hedge (2000) affirms that "role playing is a fluency activity if it is performed in pairs or in groups rather than one group acting in front of the class" (p.279). All those concepts cited, we now may say, after having lived and felt with proper attention and concentration different role play activities with our participants, having gone in-depth into them, not only analyzing them, but also evaluating them in detail, that no doubts, we could not agree more with those theorists. We lived it. We saw how motivated the participants were when creating their scripts, as Ladousse said role plays promote interaction in the

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classroom and increase motivation, we witnessed that concept. We saw the fluency participants develop through role play activities as Hedge (2000) also affirms.

In regard to previous studies, we mentioned Castro & López (2014) who talked about how communication strategies facilitate or hinder the development of communicative skills. And of course it is paramount to identify the correct communication strategy to follow to achieve the goal set. We think that now we might say that role plays activities are a good to develop oral skills. William Urrutia and Esperanza Vega Cely (2006), conducted a research study about the development of oral skills called *“Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School”* They say that the results showed that students felt better, free and confident when the participants participated in oral tasks, particularly during games. There was collaboration, solidarity and interaction among students. In addition, they were relaxed and happy at the time they had to perform in small groups. Undoubtedly games are motivating and exciting experiences for students to develop the speaking skills in a fun and comfortable way besides; games help students to believe in themselves, thanks to the creation of a good atmosphere inside the classroom. Well, that is the big similarity with we have found with the role play activities, the fun, the motivation, role plays are not games as such, however the simulation of being someone else made the students feel like being in a game.

Other previous study we mentioned was the one of Dorathy & Mahalakshmi (2011), with which we show accordance due to the fact that they say that role play activities are motivating, enhance the development of oral skills; they also talk about a disadvantage which has to do with shyness, which we also observed in a few students of our research. They recommend that we teachers should be spectators, we should watch the participation of each of the groups and at the end, giving them feedback and possible advices. We totally agree with them on that concept.

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Another previous study mentioned by us was the one of Aliakbari & Jamalvandi (2010), the findings of their study made it certain that role-play, as underlined and recommended by many experts in the field, was practically shown to be an effective and fruitful activity for English learning courses.

As we can see the similarity with ours is obvious in relation with our objective about the development of oral communication. Finally, a previous study conducted by Haruyama (2010) about the effective practice of role play and dramatization in foreign language education was referred by us as a good reference. We could evidence as Haruyama did that role plays are like dramas. There is no doubt about it. Drama makes role plays become also interesting and furthermore attractive. It is art at the English language teaching and learning service.

We hope that this study help our partners in the English language field to pay more attention to the role play activities as they are really motivating for the students in their learning process above all in the development of the oral skill which is in the end the main objective of our English students in Colombia.

We have found that the role plays are really useful as good strategy to develop oral communication, but logically we need to explore more about other kind of activities, students like to be changing and knowing new things about methodology every day. This has just started, about researching there is for sure a lot more to be done.

This section has examined, interpreted, qualified and drew inferences from our findings. The next section will bring closure to the entire paper. We will revisit the research questions and objectives. We will also review the main arguments presented in this paper, the significance, limitations, and implications for teaching and further research.

CONCLUSIONS

Research question for this study was how can the use of role plays improve the oral skill of the Third English level students of the Hotel and Tourism Management Program at the Universidad Del Magdalena students?

The minor question emanated from the above major one refers to:

- What happens in the oral production of the Third English level students of the Hotel and Tourism Management Program at the Universidad Del Magdalena when they are engaged in role plays activities?

The study aimed at achieving the following objectives:

General objective:

- Analyze how the use of role plays can improve the oral skill of the Third English level students of the Hotel and Tourism Management Program at the Universidad Del Magdalena.

Specific objectives:

- Examine what happens to the oral production of the Third English level students of the Hotel and Tourism Management Program at the Universidad Del Magdalena when they are engaged in role plays activities.
- Identify to what extend oral skill components such as grammar, vocabulary, pronunciation, fluency, communication; are improved in the Third English level students of the Hotel and Tourism Management Program at the Universidad Del Magdalena by the use of role plays.

In our study, We may conclude that the answer to our research question is that role play activities, according to all the data collected, can definitely improve the oral skill of the Third

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English level students of the Hotel and Tourism Management Program at the Universidad Del Magdalena because through those activities students increased vocabulary which is part of the features of the speaking skill. Role plays help students to internalize another feature of speaking such as grammar, motivate students to communicate what is wanted to be said orally to someone else. Role play activities are one of the bridges to achieve the goal for developing oral skills in the EFL learning process. We consider role plays can improve to develop oral skills because by the time students are preparing their scripts and then practicing them orally, we mean fluency, pronunciation and intonation with the aim at recording them in a video or live presentation, they will for sure practice more than once, and as a result, it is feasible for them to take in useful vocabulary, improve their fluency, pronunciation (intonation and sound), which might be produced when it comes to a real situation. Role plays may help students to master orally topics which have been aimed at in a particular curriculum of a school. Last but not least, role plays help students to make progress about being able to speak on topics unknown for them.

In addition, we might also conclude if we want this activity to take effect, role plays have to be done with perseverance, tenacity, persistence, and as everything, they should be done with passion. Doing it so, the objectives set, will be with great probability achieved.

In our study, we also aimed at describing what happened with the students' oral production when engaged in role plays. As a matter of fact, participants took part in the role plays in a free, at ease and encouraging way. Subsequently, they learned more vocabulary with acceptable pronunciation of those new words.

We consider that without the determine participation of the students involved in the research, this study would not have reached the point it did so we would not have been able to declare today that role play activities are one of the most helpful communicative strategies to

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help English language learners accomplish their objective to develop proper oral skills. Those willing participants plus all the data collected in direct classroom observations, video recordings of the role plays, students survey and the evaluation documents which were then interpreted and analyzed have validated our study and helped us to clarify that role-play does have a place in EFL education provided that it is carried out in a thoughtful way.

Main arguments to conduct this study were the need of the group of the students of third level of English language of the Hotel and Tourism Management Program at the Universidad del Magdalena to improve their oral skill in that targeted language, and also see if as a learning strategy role plays activities were effective to help those students to achieve their goal.

This research will now give essential information on specific matters like the effectiveness of role plays to teachers in our field in the Caribbean region in Colombia above all those new teachers with little experience and knowledge about role play activities. However, we may also say about the significance of this study, that it is not only valuable to EFL teachers in Colombia, but also to teachers in South America as according to the analysis of previous studies carried out about role play activities, we have come to realize that most of them have been conducted in Asia and just a few in this western part of the world.

There were huge limitations to develop this study. Our occupations for example limited the time to go more deeply into the research; we mean to read more so we could acquire much better information in benefit of the study. We know that there are still gaps to fulfill. When we refer to occupations we are talking about job and family issues. The distance between our places and the Universidad Del Norte was also a limitation, it takes time and money, and the distance causes fatigue which we think affects the learning process. Another limitation we have had is the technology; we do not have a quick internet service.

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We have also concluded that this research is the beginning for further study about the role play issue, for example types of role plays for advanced students. It is clear that the kind of role plays studied and practiced in this research will not be the same for students in advanced levels. Teacher in the field should be encouraged to keep on studying and researching on the role play issue as well as research on other kind of speaking strategies to develop oral skills to see their effectiveness. We finally think that for sure there are other different activities which can help students to develop oral skills, but for now this study shows evidently that students make progress in the oral skill when they are helped with the role play tasks. Thus, we assume that role plays are one of the most important contributing activities in the communicative approach for teaching English as a foreign language.

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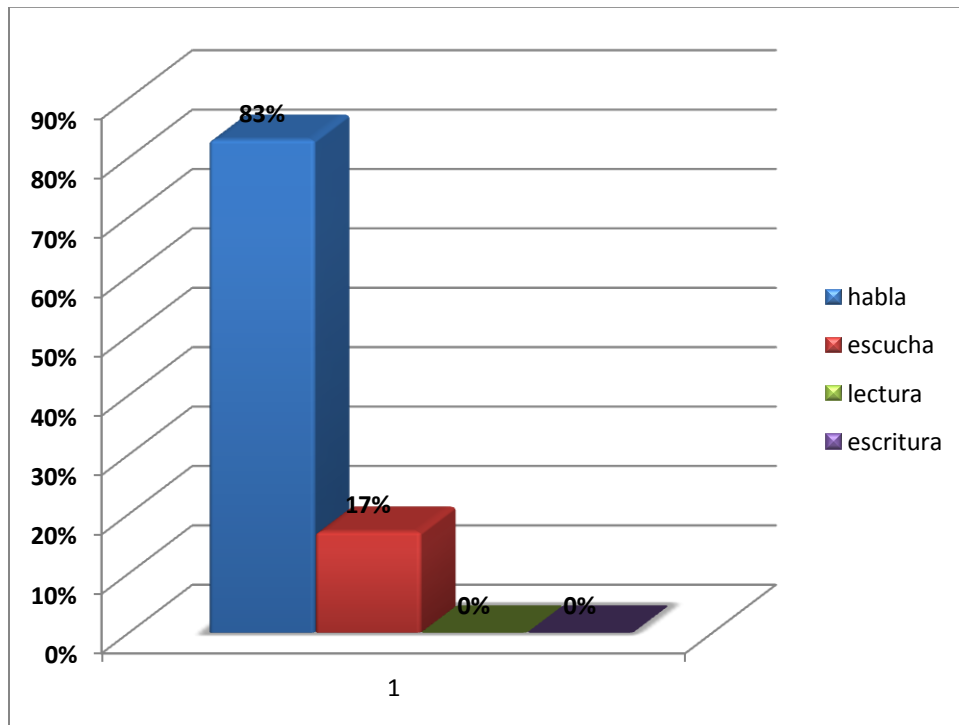
APPENDIXES

Appendix 1

Results from Needs analysis: undergraduate students' survey

Table 1

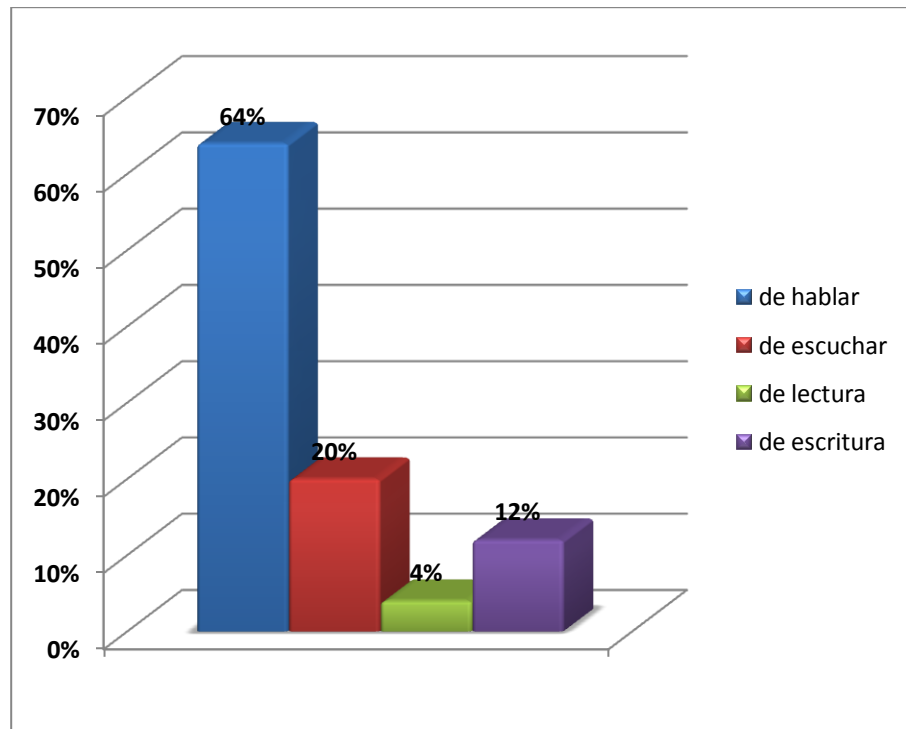
Skill that should be emphasized more



To the question about what skill should be emphasized more in the Hotel and Tourism Program, we can see in this table that 83% of the graduate students show bias in favor of oral communication, 17% prefers the listening comprehension skill, none of them ranked neither the read nor the writing skill as his preferred. According to this result it seems that students tend to enjoy more the oral communication exercises.

Table 2

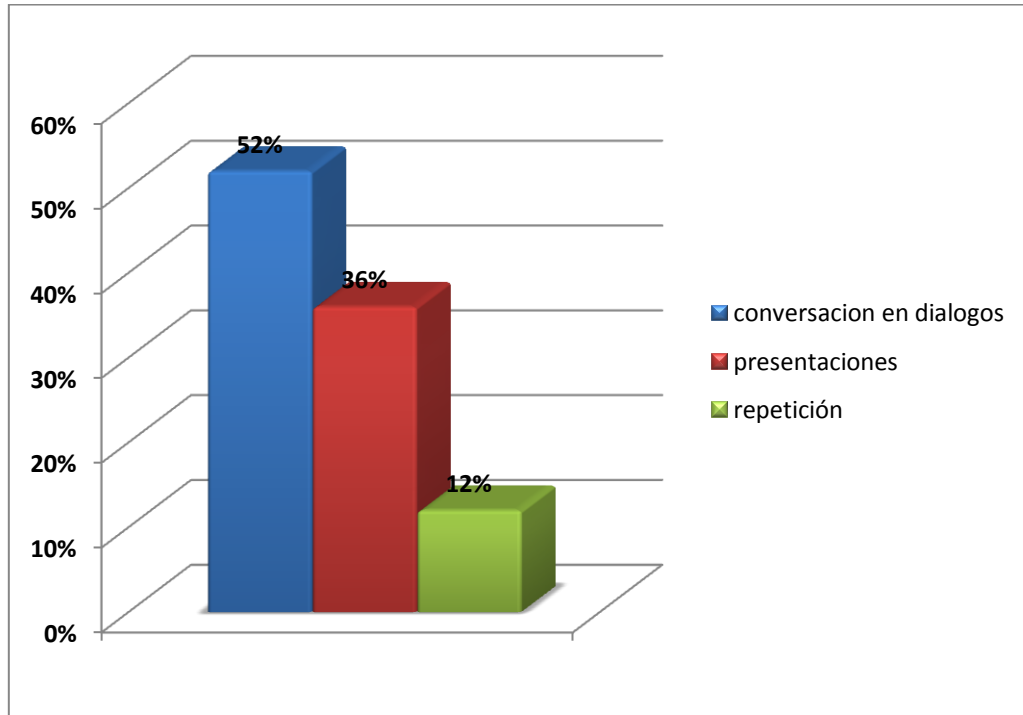
Types of exercises preferred



This table illustrates that 64% of the students agreed with the speaking exercises when they answered to the question about what skill exercises they preferred, 20% of them marked the listening exercises, 12% checked the writing exercises, and just 4% rated the reading exercises. From these results, it seems that many students prefer oral communication exercises.

Table 3

Types of speaking exercises preferred



In this table which the question was about what kind of speaking exercises they preferred, 52% of the students marked as their preference the conversation in dialogues practice. 36% of them ranked presentation exercises and just 12% of the pupils marked the repetition exercise. So according to what students selected from the choices. Students seem to enjoy doing speaking activities where they use the language rather than just repeating it.

THE USE OF ROLE PLAYS TO IMPROVE THE ORAL SKILL

Appendix 2



Diagnostic Oral Exam Scoring Sheet

Name: _____ Date: _____

A1LevelA2 Level

Grammar	1	2	3	4	5	1	2	3	4	5
Vocabulary	1	2	3	4	5	1	2	3	4	5
Pronunciation	1	2	3	4	5	1	2	3	4	5
Fluency	1	2	3	4	5	1	2	3	4	5
Communication	1	2	3	4	5	1	2	3	4	5
Total per level:										
Comments and suggestions:										

Grammar	Accurate use of grammar structures.
Vocabulary	Correct and effective use of vocabulary.
Pronunciation	Effective pronunciation and intonation.
Fluency	Speed, flow, naturalness, and comfort with words.
Communication	To comprehend, interact, and make oneself understood.

(Richards & Bohlke, 2012)

Score equivalents:

5: Excellent

4: Very Good

3: Good

2: Acceptable

1: Poor

THE USE OF ROLE PLAYS TO IMPROVE THE ORAL SKILL

RUBRIC FOR GRADING SPEAKING FEATURES

GRADING CRITERIA	Excellent	Very good	Good	Acceptable	Poor
Grammar: Accurate use of grammar structures.	Students used all grammar forms effectively.	Students made just few grammar mistakes.	Students made some grammar mistakes notwithstanding the meaning.	Students made a lot of mistakes; however the students conveyed the meaning.	Students made a lot of mistakes affecting good meaning.
Vocabulary: Correct and effective use of vocabulary.	Students used vocabulary skillfully appropriate for the task.	Students used adequate vocabulary for the task.	Students used basic vocabulary for the task.	Students used some not appropriate words for the task notwithstanding the meaning.	Students used a lot of not suitable words affecting the meaning.
Fluency: Speed, flow, naturalness, and comfort with words.	Student's words flowed very natural and without any pause.	Student's words flowed natural, but with short pauses a few times.	Student's words flowed with some minor difficulties and pauses sometimes.	Student's words flowed with a lot of pauses notwithstanding meaning.	Student made a lot of effort and long pauses to make the words flow.
Pronunciation: Effective sound and intonation of words.	Student's sound and inflection of words were very clear.	Student's intonation of words was really good, but some (very few) words sounded not clear.	Some words sounded unclear notwithstanding communication, and not problems with inflection.	Some words sounded not so clear notwithstanding communication, and also some difficulties with intonation.	Most of the sound of words and intonation of them made the communication difficult to understand.
Communication : To comprehend, interact; make oneself understood, and pronunciation (effective sound and intonation of words). Not verbal language.	Great comprehension and convey words perfectly.	Good comprehension, but some few mistakes with pronunciation.	Comprehend, but some mistakes with pronunciation notwithstanding communication.	Some no serious difficulty to understand and some mistakes with pronunciation notwithstanding communication.	Serious difficulty to understand and convey meaning.

THE USE OF ROLE PLAYS TO IMPROVE THE ORAL SKILL

Appendix 3



Role Play Scoring Sheet

Group members names: _____ Date _____

Grade	Excellent	Very Good	Good	Acceptable	Poor
Grammar					
Vocabulary					
Pronunciation					
Fluency					
Comments and suggestions:					

Grammar	Accurate use of grammar structures.
Vocabulary	Correct and effective use of vocabulary.
Pronunciation	Effective pronunciation and intonation
Fluency	Speed, flow, and comfort with words.

Excellent = 5
Very Good = 4
Good = 3
Acceptable = 2
Poor = 1

THE USE OF ROLE PLAYS TO IMPROVE THE ORAL SKILL

Appendix 4

Scripts for video role plays # 1

By: Marieth de la cruz
Yuris Reales
Viviana Patiño

First scene

Vivi: Hi, juris
what happen? you look sad?

Yuris: I was robbed

Vivi: really. OMG
what thing was robbed?

Yuris: all my thing, my phone, my money everything.
then got, I didn't have much money and you
know my phone wasn't so cute

Vivi: where did that happen?

Yuris: do you know, where or gullo pascari's restaurant is?

Vivi: yes, I know.

Yuris: well, I was walking to my house and

Yuris: I wish, I had all my things back.

Vivi: there should be more police man on the
street

second scene

marietho: give me all your money

Yuris: OMG: what? monkey? what are you mean?
I don't have a monkey, I used to have a monkey
when I was a child, but now!! I don't have

marietho: I said money, not monkey, quickly (Cris)

Yuris: why, I don't have much money, I'm poor

marietho: really!! you should have a lot of money, because
you look like a daddy's girl

Yuris: Really!!
manetho: yeah!!
Yuris: thank you.
manetho: your welcome!! get serious, give me all you
got. got, quickly, quickly
Yuris: take my rings, my money, my things.
manetho: thank you.

third scene

Vivi: Hey! whats up mate? or should I say manetho.
manetho: Yeah!! I
Vivi: I went to Yuris's house, yesterday, she was
robbed. "aww poor girl"
manetho: awwh poor girl
but, that baddy's girl didn't have as much
money as you told me
Vivi: Really !!
manetho: yeah. but, guess what?

Conclusion

Maneth: we know santa marta is beginning to be unsafe but, what the solutions for that

Viviana: the solution is that, there should be more policeman in the city because there aren't enough.

Yuris: we wish that were fewer robbed, because, we have a beautiful city.

Hlex Hasbum - Alfredo Martinez

Gian F. Angulo - Cesar Abonita

Tarea - unit 3, Ex 12 pag 21.

- (E) Deberia haber mas ~~cometes~~, Inversionistas interesados en el deporte de la Ciudad.
- (G) Ojala hubieran tantas ^{AS} canchas ^{NS} como en Guoromonga.
- (C) Me gustaria ver mi ciudad mas bonita.

DESARROLLO

A: Let's go to play football tomorrow

E: Yeah, good idea

C: I would go, but I don't play very well.

G: No thanks, I would like to see how you play.

A: Where did you use to play football?
to there

E: I used to play in my neighborhood with my friends.

C: Where we're going to play tomorrow?

A: At the "La Jaula's" field soccer field.

E: Could you tell me where that field is?

G: I know, it's in front of Jumba mall, next to McDonalds.

C: Why don't we go to another field?

A: Because there aren't enough fields in the city.

19NOF1

THE USE OF ROLE PLAYS TO IMPROVE THE ORAL SKILL

English Video.

Laura Gomez, Katty Lozano, Ana Palacio y Egliz Camacho

Egliz: Hi Ana, How are you?

Ana: Hi Egliz, fine thanks and you?

Egliz: Good, good, Do you remember, where Katty was born?

Ana: I didn't know, but she's coming, ask her!!

Katty: Hi guys!!

Ana y Egliz: Hi Katty.

Ana: Katty, Egliz wants to know, where you were born?

Katty: Oh Egliz, here in Sta Mta!! (he, he he)

Laura: Hi Girl!!

Laura, Ana, y Katty: Hi Laura.

Katty: Laura, did you get here riding a motorcycle?

Laura: Yes, because that m. late, there was too much traffic.

Egliz: I used to ride in motorcycle, but now my boyfriend has a car and he pick me up.

Katty: I wish my boyfriend had as much money as yours (he he he)

Laura: Girls, do you know where I can catch the bus?

Ana: Yes, I know. On the corner In the Drogstore.

Katty: Do you get to go?

Laura: Yes, I need to go to the mall.

Egliz: There should be more buses for public transportation in good condition, right?

Katty: Yes, I think so.

Ana: OK girls. Lets go all.

Dialo

Video.

-Thaty: Hi Guys how are you?

-Todos: fine, pretty good, I'm ok.

-Thaty: What did you do last night?

-Wanda: I was at home all night, I used to get up with some friends, but right now I don't do it anymore I get bed very early.

Robinson: Yes, she used to go with us to the dawn town, yesterday I went to the theater, but I think in this city there should be more theaters.

Julieth: I think ~~too~~ there should be more places to get funny, because sometimes I don't find the perfect place for me and my friends.

Thaty: I think you are right, I love Santa Marta but I think there should be a big mall, where you find all what you want, a lot of funny and many different activities. So, what are going to do next weekend?

-Wanda: I'm going to travel to Cartagena.

-Robinson: Really? I like Cartagena a lot!

-Julieth: I like Cartagena too! Cartagena is as hot as Santa Marta!

Thaty: Well, I hope enjoy your trip. Have you ever been in Cartagena?

@indy: 3 day ago, My family went to Cartagena, I didn't go, I wish I could go there well, I have to go. I hope you have a good day!!

Todos: Goodbye! See you tomorrow.

Appendix 5

Scripts for video role plays # 2

English
The wedding

Egliz: have you ever been at a wedding?
Vivi: yes I have, I remember the wedding of my friends, Carla and Carlos
Egliz: How did they meet?
Vivi: they met each other at the beach and after two years, they got married
Egliz: where was the ceremony?
Vivi: at a church when people get married in Colombia, they usually have the ceremony at a church.
Egliz: so, what are receptions like in Colombia?
Vivi: there are many people food, music waltz dance, and a speech from parents.
Egliz: finally the groom and bride go on honey moon

Egliz camacho
Viviana patino.

D A M A

Marcela: Hi Hellweg did you go to the
annies wedding?

Hellweg: yes, I went to her wedding, it
was great!

Marcela: really, where did she meet her
boyfriend?

Hellweg: She met her husband at a
party in the city

Marcela: ok, where was ceremony?

Hellweg: the ceremony was held at the
main church and then the reception
at a private club

Marcela: amazing! where was the honey moon?

Hellweg: the honey moon was in France!

Marcela: Great, ok Hellweg See you tomorrow

Marcela Myra
Hellweg Fernando

Wedding

KeeperMate

D M A

Wedding

- H: Mayra
- H: Shirley
- Where was your sister's wedding?
- The wedding of my sister was in the notary 4th El Rodadero
- That's interesting. Were there a lot of people there?
- No, only family and close friends went the wedding
- Where was the honeymoon?
- The honeymoon was in the San Andrés Islands

- Mayra Jimenez
- Shirley Barros

KeeperMate

MES: _____

DÍA: _____

Role Play.

by = Marieth De la Cruz and Wanda Lara S.

Wanda: hi Marieth! how are you? are you ok?

Marieth: Well, I'm not okay, I have headache, and i'm so sleepy.

wanda: why? did you go out yesterday? you didn't told me nothing.

Marieth: I told you about that the last Monday.

wanda: Ahm, I'm sorry, it's about your cousin's wedding. right? I can't forget that love history. but you didn't finish. Tell me more.

Marieth: Ok, no problem we go for the party. right?

Wanda: Yes, they met in the party, it was a romantic night.

Marieth: ok, when they began to date each other, they never thought fall in love nine years of their life.

Wanda: nine years! that too much time

Marieth: True, but my cousin's mother didn't want to marry.

JULIO	AGOSTO	SEPTIEMBRE	OCTUBRE	NOVIEMBRE	DECIEMBRE
D L M M J J S	D L M M J J S	D L M M J J S	D L M M J J S	D L M M J J S	D L M M J J S
1 2 3 4 5	1 2	1 2 3 4 5 6	1 2 3 4	1	1 2 3 4 5 6
6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13
13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20
20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27
27 28 29 30 31	24 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29	28 29 30 31
	31			30	

THE USE OF ROLE PLAYS TO IMPROVE THE ORAL SKILL

MES: _____ DÍA: _____

Wanda = Why not?
Marieth = Well, because they were younger
Wanda = how old were they?
Marieth = Around 17 or 19 years old
Wanda = So... they waited
Marieth = Yeah.
Wanda = and how did he ask her?
Marieth = he went to her house with
Musicians and they played cumbia
music with gaita, Guacha.
Wanda = oh my God! So romantic!
Marieth = Yes, then they became to plan
the wedding - they were in the
Church at 7:00 pm before the
reception and the people gave money
to the bride and groom and we
put it in a box After that all the
people danced and enjoyed
very much but we just danced
Colombian music like cumbia, Puya.
Wanda = were there a lot of people there?
Marieth = Yes, the big bride's family the
groom family and some friends
Wanda = that sounds very fun.
Marieth = it was.

ENERO	FEBRERO	MARZO	ABRIL	MAYO	JUNIO
D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 CLIMITE MU	D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

THE USE OF ROLE PLAYS TO IMPROVE THE ORAL SKILL

MES: _____

DÍA: _____

Wanda = I would go to a wedding
with Cecilia.

Marieth = I wish you could but now I'm
want sleep.

Wanda = oh, I'm sorry, bye marieth.

JULIO	AGOSTO	SEPTIEMBRE	OCTUBRE	NOVIEMBRE	DICIEMBRE
D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Elex Hasburn S / ALFREDO MARTINEZ
dia mes ano

H: Alfredo!

H: elex!

Elex: How are you?

AIF: Very well and you?

Elex: Fine.

AIF: I invite you to my parents wedding!

elex: Oh! thank you. I will go.

elex: When is the wedding?

AIF: it is the next week.

elex: ah OK. no problems.

AIF: Are you parents married?

elex: yes. they are.

AIF: what was the wedding like?

elex: mm. they got married at the cathedral, they had a best man and bridesmaid, after that they had a party at the rodadero and it finished at 3:00 o'clock am.

AIF: Oh interesting.

elex: Do you know how big they get engaged?

AIF: My father is very Romantic. so he asked her: would you marry me?

elex: oh so nice.

AIF: yodd, See you there.

elex: ok, Bye

THE USE OF ROLE PLAYS TO IMPROVE THE ORAL SKILL

English III

Laura Gomez Garcia
Katty Lozano Quintero

Activity

weddings in colombia

Laura: I remember the wedding of my friend Ana and his boyfriend, they hanged out for 2 years, after his asked Ana to marry him.

Katty: yes, I remember the ceremony was in the 5^{ta} San Pedro, it was really beautiful.

Laura: Then the reception was very funny there was delicious meal, the guests danced, sang songs and the bride threw the bouquet of roses to the single womens.

Katty: They went to Brazil for the honeymoon and 1 year after the wedding's Katty is now pregnant Katty's wedding, she's pregnant.

Laura = oh really!!.

Dato

THE USE OF ROLE PLAYS TO IMPROVE THE ORAL SKILL

DD MM AA

A: Hi Poro, How was the wedding last week?
B: Hello Julieth, fantastic! It was really good.
A: Tell me about it, where was the ceremony?
B: At a church, Exactly in the "Medalla Milagrosa" in Santa Marta, the place was decorated with many white roses, everyone wore white clothes.
A: Who attended the ceremony?
B: It was attended by the couple's family and friends.
A: Where did they go after church?
B: The Bride, groom and guests went to the carbollo gourmet, there guests were given some gifts and then it was time to take a photo to remember.
A: It sounds like fun. How did they meet?
B: They met at the Carlos Vives concert, then they went out a couple of time and cupid did the rest.
A: When did the groom ask for her hand in married?
B: He asked for her hand at a romantic dinner, then last week they fanally got married.
A: How many children will they have?
B: I don't know Julieth, They will be the ones to decide, we will find out with time.
A: you're right! PORO
B: Bye Julieth, see you tomorrow.
A: Goodbye! Have a great day.

Norma

Appendix 6

Scripts for video role plays # 3

Mayra's script

A: Hi honey, how are you?

B: Fine thank you.

A: Can you imagine what happem me yesterday?

B: yesterday I was walking in the park with my baby and I had *\$5000 in my purse, i will decided bought something to drink, and after to buy a lottery bill, I began to dream what can i do it wont the lotto.

B: Oh yeah.

A: If had won the lottery, I would have traveled around the world whit my baby and my family. I would like to buy a house and I would go to Europa.

But I didn't win the lotto I'm really sad because i dream a lot whit these. If today i have money i go to buy another lotto bill because I want to win it.

B: Honey, talking tomorrow. Kiss ..

Elex's, Gian's and Alfredo's Script

gian: what`s up gays?

elex: hi

alfred: hello

gian:hey. have you finished your exams?

elex: yes, i did

alfred: no, i dont and you?

THE USE OF ROLE PLAYS TO IMPROVE THE ORAL SKILL

gian: neither do I, I have to do the english exam to be free.

alfred: so am I

elex: if you dont finish your exams, you are not on vacations yet.

gian:yes, if I could travel now, I would go to medellin.

alfred:would be great ! me too, I want to know medallo.

elex: mmm , If I had been lucky, I would have traveled there.

gian:some day you will buddy.

alfred: yes, be positive.

elex: I hope ! I really wish it.

gian: Hey ! I have things to do, see you soon.

alfred: ok, see you

elex: good bye.

Día Mes Año

Script

Laura Gomez, Katty Lozano, Egliz Camacho
 Viviana Patiño, Yuris Reales

Viviana and Yuris: Hi, Katty

Viviana: How are you?

Katty: very fine, what about you?

Viviana: nice

Yuris: OK, I'm here too Katty!! but
 no problem!

Katty: ahahah, sorry my babe, you
 know, I love you!! How are you today?
 do you love me? ahahah

Yuris: I'm very fine!! ahah, yes
 I love you too (??)

(Katty and Yuris, many hugs)

Viviana: Stop, much love, it's enough!
 what are you doing here?

Katty: I'm waiting for Egliz and Laura

Yuris: OK, we are waiting with you

Katty: Oh, really? thank you!! I love
 you so much my girls ahahah

Laura and Egliz: Hi my friends

Viviana: I want to ask you question?
 ready? what would you do if you get
 grade tomorrow?

Yuris: if I get grade I would go on

THE USE OF ROLE PLAYS TO IMPROVE THE ORAL SKILL

Día Mes Año

vacation to an caribbean island, to relax, or work as an slave ahahah

Katty: if I get grade tomorrow!

would put up my own business

Laura: if I graduated tomorrow I

would like to find a job to help my family

Egliz: you're serious as always

Katty: why don't you think about something funnier?

Laura: ok, if I graduated tomorrow

I would travel to Korea and Japan

Egliz: and I will enjoy every day on the island

I'm going to get merry on the island

I want to invite you guys to my

wedding I hope you can go

I would like to travel to Cuba

and work there

By guys.

THE USE OF ROLE PLAYS TO IMPROVE THE ORAL SKILL

Appendix 7



Final oral Exam grading sheet

Group members names: _____ Date _____

Grade	Poor	Acceptable	Good	Very Good	Excellent
Grammar					
Vocabulary					
Pronunciation					
Fluency					
Communication					

Grammar	Accurate use of grammar structures.
Vocabulary	Correct and effective use of vocabulary.
Pronunciation	Effective pronunciation and intonation
Fluency	Speed, flow, and comfort with words.

Appendix 8



PROGRAMA DE TECNOLOGÍA EN GESTIÓN HOTELERA Y TURÍSTICA - ENGLISH III

ENCUESTA ESTUDIANTES

OBJETIVO:

La presente encuesta tiene como propósito determinar los puntos de vista de los estudiantes con respecto al desarrollo de habilidades del habla en su clase de inglés a través de actividades de juegos de rol. La información proporcionada por cada estudiante es de carácter confidencial, y será utilizada exclusivamente con objetivos académicos e investigativos. Muchas gracias por su colaboración.

Por favor lea cuidadosamente el cuestionario y responda honestamente seleccionando el número que represente su opinión acerca del uso de actividades de juegos de rol (role plays) en su clase de inglés. La siguiente escala indica el criterio a establecer:

Totalmente en desacuerdo	En desacuerdo	Neutral	De acuerdo	Totalmente de Acuerdo
1	2	3	4	5

1. Las actividades de juegos de rol te han servido para mejorar tu comunicación oral en:

- a. Fluidez.
- b. Vocabulario.
- c. Gramática en contexto.
- d. Pronunciación.
- e. Comprensión.
- f. Naturalidad de las expresiones (entonación, expresiones faciales y gestos)

a.	1	2	3	4	5
b.	1	2	3	4	5
c.	1	2	3	4	5
d.	1	2	3	4	5
e.	1	2	3	4	5
f.	1	2	3	4	5

THE USE OF ROLE PLAYS TO IMPROVE THE ORAL SKILL

2. Las actividades de juegos de rol te han motivado y dado confianza para querer expresarte en el idioma Inglés cuando:

- a. Te encuentras con un extranjero de habla inglesa.
- b. Te encuentras con tus compañeros de clase de inglés por fuera del aula.
- c. Tienes que hacer presentaciones en inglés.
- d. Debes hablar con tu profesor.

a.	1	2	3	4	5
b.	1	2	3	4	5
c.	1	2	3	4	5
d.	1	2	3	4	5

3. De los aspectos que se presentan a continuación ten en cuenta la siguiente escala de criterio.

Deficiente	Apenas aceptable	Regular	Bueno	Óptimo
1	2	3	4	5

Desempeño para crear el juego de rol:

- a. La gramática en contexto.
- b. El vocabulario.
- c. La ortografía.
- d. La creación del tema.

a.	1	2	3	4	5
b.	1	2	3	4	5
c.	1	2	3	4	5
d.	1	2	3	4	5

4. De los aspectos que se presentan a continuación, valora tu desempeño al actuar un juego de rol.

- a. Pronunciación.
- b. Naturalidad de las expresiones (entonación, expresiones faciales y gestos).
- c. Fluidez.
- d. La gramática en contexto.

a.	1	2	3	4	5
b.	1	2	3	4	5
c.	1	2	3	4	5
d.	1	2	3	4	5

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Appendix 9

UNIVERSIDAD DEL MAGDALENA Subject: English III

Diagnostic Test about A1 Topics August 4 2014

Student	Grammar	Vocabulary	Pronunciation	Fluency	Communication	Final Score
1.	5	5	5	5	5	5
2.	3	3	3	3	3	3
3.	3	3	3	3	3	3
4.	4	4	4	4	4	4
5.	4	4	4	4	4	4
6.	4	4	4	4	4	4
7.	1	2	2	3	3	2
8.	4	3	3	4	4	4
9.	3	3	3	3	3	3
10.	3	3	3	5	4	4
11.	4	4	3	3	4	4
12.	4	4	4	4	4	4
13.	3	3	2	3	4	3
14.	2	2	3	2	2	2
15.	4	3	3	4	4	4
16.	2	2	3	3	2	2
17.	5	5	4	5	4	4
18.	2	3	2	3	3	2
19.	4	3	4	4	4	4
20.	5	5	5	5	5	5
21.	5	4	4	4	3	4
Average:	3.5	3.4	3.4	3.7	3.6	3.5

THE USE OF ROLE PLAYS TO IMPROVE THE ORAL SKILL

**UNIVERSIDAD DEL MAGDALENA Subject:English III
Diagnostic Test about A2 Topics August 4 2014**

Student	Grammar	Vocabulary	Pronunciation	Fluency	Communication	Final Score
1.	2	3	4	4	4	3
2.	1	2	3	3	2	2
3.	1	1	1	1	1	1
4.	1	1	1	1	1	1
5.	1	1	1	1	1	1
6.	1	2	3	3	3	2
7.	1	1	1	1	1	1
8.	1	1	1	1	1	1
9.	1	1	1	1	1	1
10.	1	1	1	1	1	1
11.	1	1	1	1	1	1
12.	1	1	1	1	1	1
13.	1	1	1	1	1	1
14.	1	1	1	1	1	1
15.	1	1	1	1	1	1
16.	1	1	1	1	1	1
17.	1	1	1	1	1	1
18.	1	1	1	1	1	1
19.	1	2	3	3	3	2
20.	3	3	4	4	4	4
21.	1	1	1	1	1	1
Average:	1.14	1.33	1.57	1.5	1.5	1.38

THE USE OF ROLE PLAYS TO IMPROVE THE ORAL SKILL

**UNIVERSIDAD DEL MAGDALENA Subject: English III
Final Test A2 Topics November 18 2014**

Student	Grammar	Vocabulary	Pronunciation	Fluency	Communication	Final Score
1.	4	4	4	5	5	5
2.	2	3	3	3	2	3
3.	3	2	2	3	2	2
4.	3	4	4	3	3	3
5.	2	3	4	4	4	3
6.	3	3	4	4	4	4
7.	3	3	4	4	4	4
8.	4	3	4	4	4	4
9.	3	3	3	3	3	3
10.	2	3	4	5	2	3
11.	3	4	3	3	4	3
12.	2	2	4	2	2	2
13.	2	2	2	2	3	2
14.	1	1	1	1	1	1
15.	3	3	3	3	2	3
16.	1	1	1	1	1	1
17.	3	3	3	3	2	3
18.	2	2	2	3	2	2
19.	4	3	4	3	4	4
20.	4	5	5	5	5	5
21.	3	2	3	3	2	3
Average:	2.6	3.0	3.2	3.0	2.9	3.0