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CARRERA DE LENGUA Y LITERATURA INGLESA

"Role play Activities to Reinforce the Third Semester of the Conversation Class in the English Language Major"

Trabajo de Titulación previo a la obtención del Título de Licenciada en Ciencias de la Educación en Lengua y Literatura Inglesa.

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RESUMEN

Este proyecto de pre grado ofrece información, actividades y material a cualquiera que esté interesado en aplicar actividades de juego de roles basadas en el método de Aprendizaje Basado en Tareas (ABT) para ayudar a los estudiantes a mejorar su habilidad del habla. Este proyecto destaca la necesidad de mejorar la habilidad de habla a través de estrategias que ofrezcan al estudiante numerosas posibilidades para la comunicación oral. El juego de roles es una estrategia que brinda a los estudiantes la oportunidad de interactuar con compañeros en el aula utilizando el lenguaje con propósitos comunicativos basados en situaciones de la vida cotidiana. Para el desarrollo de las actividades planteadas en este proyecto se ha considerado el método ABT debido a que este se centra en la interacción de los estudiantes, de la misma forma que lo hace la estrategia del juego de roles. Además éste método hace hincapié en el uso del idioma de forma auténtica a través de tareas significativas, tales como la resolución de problemas, la búsqueda de soluciones, dar consejos, entre otros. En el presente trabajo, las actividades del juego de roles han sido desarrolladas en forma de plan de clase como parte de la secuencia de una lección de Inglés.

Palabras clave: Juego de roles, Habilidad del habla, ABT Método

ABSTRACT

This research paper offers information, activities, and material to anyone who is interested in applying role-play activities based on Task-based language method (TBL) to help students, English language major, improve their speaking ability. This research highlights the necessity to enhance the speaking skills through strategies which provide learners with plenty of opportunities for oral communication. Role-play is a suitable strategy to improve speaking skills since it gives students the chance to interact with each other in a classroom using language for communicative purposes based on daily life situations. To develop the role-play activities proposed in this project, the TBL method has been considered since it as role-play is centered on students' interaction. Besides, this method emphasizes on the use of authentic language through meaningful tasks such as problem solving, finding solutions, giving advice, sharing personal experiences, among others. Role-play activities have been developed in form of lesson plans as a part of the sequence of an English lesson.

Key Words*:* Role play, Speaking skill, TBL method

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DEDICATION

First, I would like to thank God for putting in my heart desire and passion to always do my best in my studies. Also, I would like to thank my beloved husband, Salvador, and my lovely daughter, Genesis. They have been my full support throughout my studies, and I know without their remarkable patience and untiring moral support it would have been impossible to achieve this goal.

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INTRODUCTION

Nowadays, the English Language has become a very important subject in the educational system of Ecuador. As a result, this language is taught from eighth level of Basic Education to tertiary levels in order to prepare students to use English as a mean of communication. In order to achieve the main goal of language which is being able to communicate with others, teachers need to apply all strategies or techniques as contextualized as possible. In the present work, the topic *Role play Activities to Reinforce the Third Semester of the Conversation Class in the English Language Major* is divided into five chapters which provide specific information about role-play strategy and some role - play based activities that can be used in the English language teaching process.

The first chapter enlightens the problem, the justification for choosing the level and topic for this research, and the general and specific objectives to develop this theme. Also, it is explained the importance of applying the role-play strategy in such levels during the English learning process. The second chapter refers to some theories related to speaking strategies, specific information about tips, advantages and disadvantages of role-play strategy to promote the speaking skill. Moreover, it explains the stages of Task Based Learning Method in the learning process. Taking into consideration all the aspects mentioned above, concerning the strategy and method involved, is essential since it provides teachers with a clear idea of how to apply them in classroom. The third chapter depicts the methodology and the steps to follow in order to carry out this research. The fourth chapter encompasses some

role-play based activities to the conversation subject syllabus focusing on the learning outcomes of English language major of the University of Cuenca. Finally, in the last chapter, there are conclusions and recommendations for teachers and anyone who is interested in adopting this strategy to carry out more efficient teaching strategies.

CHAPTER I

THE PROBLEM

1.1 *Topic*

"Role play Activities to Reinforce the Third Semester of the Conversation Class in the English Language Major."

1.2 *Description of the problem*

In response to the research findings presented by Secretaría Nacional de Educación Superior, Ciencia, Tecnología e Innovación (SENESCYT) that only 26% of the English teachers adopt minimum standards to teach English, and 74% of them are scored in an A1 and A2 according to the Common European Framework of Reference for Languages (CEFR), teachers and students agree that the problem lies on the kind of techniques that teachers apply in the classroom. For instance, Andrea M., a student of Victoria Vásconez Cuvi high school of Latacunga, mentions that techniques used in the classroom are not interactive, and she considers that students should learn English through music, theater, and even through social networks. In addition, teachers claim that the classroom should be a place where students can interact and interchange ideas among students and teachers in order to overcome fear and acquire fluency (Telégrafo).

Considering the teachers and students' arguments about the techniques used by teachers inside the classroom, it is clear to see that most teachers do not focus the teaching on processes strategies which let students develop the reading, writing and listening skills, let alone the speaking skill. Hence, here the importance of helping the third semester conversation class-English language major students to promote the speaking skill through role-play based

activities is apparent. This project lies on three main reasons. First, considering that the English Language Major is oriented to train future teachers in the teaching of English language, it would be of such relevance for them as they will have to be fluent in the language to manage a class and also because they need to be able to use these strategies to help their students, as well. Second, as speaking is the most difficult skill to develop, due to the learners' lack of exposure to authentic English language environment (Oradee 533), role-play based activities might provide students the opportunity to improve their oral skills which in time will permit them to develop proper diction for an effective communication. Finally, the reason for choosing the level to develop this project is supported on Junko Haruyama's perspective. According to him, most of the role-play activities are designed for intermediate and advanced-level students since they need certain amount of vocabulary and grammar to work with. However, he points out three considerable reasons that role-play activities are suitable even for beginners in order to improve their communication skill:

> First, right from the beginning the students can practice their pronunciation while having fun, as they practice their lines repeatedly. Second, the fear of using a new language in front of others is diminished through the repeated performance. Third, by repeating and using the target language from the beginner's level, the student will naturally acquire a living language, grasping and experiencing the meaning of the target language's world-view. (47)

1.3 Justification

The necessity to carry out this project is based on the requirements of the current educational context. One of the requirements in English teaching is that teachers should focus on strategies which allow students to use the language for communicative purposes rather than focusing on structures or patterns. Maria Rebeca Sanchez, an English teacher at Bautista High school of Ambato city, points out that the main problem in the English area in Ecuador is that teachers do not teach English in a practical way, and this is the reason because 74% of the English teachers showed a very basic knowledge in this field in the last evaluation carried out by the Ministry of Education two years ago. She says that teachers should create a learning environment where students have the opportunity to interact among them as natural as possible (Telégrafo).

Thinking about a strategy that meets the requirements mentioned above, role-play could be a suitable strategy since it provides pupils lots of opportunities to promote their speaking skill taking different roles based on daily situations. Also, taking into account the results of a survey conducted by the author of this research to a group of teachers of the English language of the tertiary level which showed a 100% agreement in that role-play is an excellent strategy in the learning process as it allows real communication among students, the aim of this project is to help third semester conversation class- English language major students reinforce the speaking skill through role-play based activities.

Objectives:

General Objective

- To help the third semester conversation class- English language major students develop the speaking skill through role-play based activities.

Specific Objectives

- To analyze and collect information on role-play studies as a teaching strategy in EFL/ESL environment.

- To adapt role-play activities to the conversation subject syllabus.

- To design five lesson plans based on Task Based Learning as a part of the sequence of an English lesson.

CHAPTER II

LITERATURE REVIEW

This research paper will start on the premise that learning English is for communicative purposes; therefore, the learning process must focus on strategies, techniques and approaches that engage learners in interactive and communicative situations. It starts explaining from the basis of such interaction to the results that provides it in learning the English language. The information of this research is taken from reliable sources in order to provide a valid and useful material for anyone who is interested in aiding with the development of speaking skill through role-play strategy in the English teaching process. Consequently, key topics are developed, through research, in the literature review.

2.1 Constructivism

2.1.1 Operational definition

Constructivism is a learning theory founded on the premise that human beings construct knowledge, understanding and meaning by reflecting their personal experiences (Mascolo 4).

2.1.2 Constructivism and its relation to role-playing

Lev Vygotsky, a Russian teacher and psychology, considered as the author of Constructivism stated that learning can be fostered in a social learning environment. One of the tenets of social constructivism is that human beings learn not as separated individuals, but as active members in a society working together According to him, individuals learn in a social context where

interaction and communication among each other is essential (Neff). Also, supporting this theory, Poorman mentions that "true learning cannot take place when students are passive observers of the teaching process."(qtd. in Nadeem 12). Students need to share and exchange information in order to construct their knowledge in a way they can further use on their own. Therefore, based on these points of view we might say that in order to provide meaningful learning atmospheres, teachers need to create a social learning environment where the students have plenty opportunities to share ideas, experiences, negotiate meaning, exchange roles, among others, and where overall they have the opportunity to participate actively as much as possible in order to prepare themselves for life. In other words, teachers should focus on speaking strategies which can provide students with interaction among themselves.

2.2 The Speaking Skill

2.2.1. Operational definition

It is known that the English language encompasses four language skills which are listening, reading, speaking, and writing that need to be developed simultaneously. However, for the sake of this research project, the speaking skill will be emphasized. According to Brown and Burns & Joyce, "the speaking skill is an interactive process of constructing meaning that involves producing and receiving and processing information" (qtd. in Nawshin 9). In other words, by speaking people can orally convey ideas, thoughts, feelings, and emotions, throughout an interactive process; and in order to construct meaning the presence of at least two people is necessary, they are the

speaker and the listener. There are several circumstances where people can orally communicate, such as debates, dialogues, discussions, among others. Therefore, this might be the reason why it is considered as the most essential skill while communicating.

2.3 Strategies in Speaking

In the attempt to communicate, foreign language apprentices may need to draw on communication strategies in order to put across their thoughts. Thus, being aware of these strategies, which ease communication, is necessary. Some findings research state that speaking strategies are under the broader domain of communication strategies (CSs) since the main goal of speaking is communication. Corder describes CSs as "a systematic technique employed by a speaker to express his meaning when faced with some difficulty" (qtd. in Abunawas 179). In this definition the author emphasizes that the purpose of using CSs is to provide speakers with a variety of ways and linguistic devices that can help them deal with communication break-off due to a lack of adequate language knowledge such as limited vocabulary or poor grammar. According to Tarone these strategies are classified into different categories "including a) avoidance which is divided into topic avoidance and message abandonment, b) paraphrase, including approximation, word coinage, and circumlocution and c) transfer encompassing literal translation, language switch, appeal for assistance, and mime"(qtd. in Hua, Mohd, and Jaradat 835).

2.4 Developing the speaking skill in the EFL classroom

Fayzeh Shrouf claims that speaking is a fundamental part in the second

language learning and teaching, however, during many years teaching speaking has been underestimated being taught through a mechanical way, namely by repetition of drills and memorization of dialogues (2). Nevertheless, considering today's world requirements, it is necessary for teachers to help students improve their communication ability providing them with a social learning environment where they have meaningful interaction, authentic activities and attention-grabbing tasks that promote oral communication. Additionally, in the process of teaching speaking, teachers must keep in mind that speaking is often related with other objectives. The director of international higher education at the British Council, Rebecca Hughes, points out some objectives that teachers might need to take into account during the speaking practice:

> a task may be carried out to help the student gain awareness of, or to practice, some aspect of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop productive skills (for example rhythm, intonation or vowel-to-vowel linking) or to raise awareness of some socio-linguistic or pragmatic point (for instance how to interrupt politely, respond to compliment appropriately, or show or show that one has understood).(7)

Finally, another relevant aspect that teachers should seriously consider during the development of the speaking skill is the nature of oral communication in daily life. That is, in authentic communication people combine more than one language skill in order to have a mutual

communication as communication is a two-way street. Practical examples of this can be seen in everyday life situations, such as asking for information about an address, requesting the teacher to repeat the delivery day for the task, asking for the prices in a shopping store, and so on. In the previous examples it is clear to see that good listening skills are necessary to have an effective communication as one needs to understand what the other person is saying to him to provoke a response. Hence, speaking skills are intimately related to listening ones, and of course these skills can be also integrated with others as reading and writing. However, for the purpose of this research only the speaking and listening skills are highlighted.

Zhu Liyong mentions that during teaching and learning the English language, the speaking skill cannot be taught in isolated way since the human language does not occur in this manner. The human language shows that there is no communication without listening, that is to say, human beings learn to speak by listening; so speaking and listening are closely integrated (112). In authentic communication people do not only speak, but also they listen to; and for this reason in the teaching process, educators should seek different alternatives to integrate those skills which can be developed simultaneously. Doing it in that way, teachers will be responsible for equipping students with basic skills for an effective communication.

2.5 Activities to Promote Speaking

When selecting activities for promoting the speaking skill, teachers should be very cautious. There are several factors they have to consider such as time, classroom size, context, age, and level.

Hayriye Kayi acknowledges (qtd. in Maldonado and Pauta 20) in the TESL Journal thirteen activities to promote students' speaking skills which are outlined below:

- Discussion
- Role play
- Simulations
- Information Gap
- Brainstorming
- Story Telling
- Interview

- Story Completion
- Reporting
- Playing Cards
- Picture Narrating
- Picture Describing
- Find the Differences and Simulations

2.6 Role-play

2.6.1 Operational definition

At the beginning, the expression "role" comes from the rolled-up script used in Ancient Greek times around two thousand years ago. In those times, this word was very used by actors, and it might be said that examples of these actors are Hamlet, Othello, Ophelia or Desdemona in Shakespeare's works. Later in 1940's role playing was introduced in education by the physician Jacob L. Moreno who observed how this technique facilitated people to reflect on the roles they take in life (Blatner).

On the other hand, the Collins Cobuild English Language Dictionary defines role-play as "the act of imitating the character and behavior of a type of a person who is very different from yourself, either deliberately . . ." (qtd. in

Umam). From this definition it can be stated that role-play provides learners a hypothetical situation that resembles authentic settings where they have the opportunity to act and interact taking others' role. This thought is corroborated by other researchers that identify role-play as a good strategy, or called by Richards and Rodgers technique, since it "allows students to engage in real communication by helping them be proficient in sharing information and negotiating meaning" (qtd. in Mohd 2). In light of this perspective, Sara Irianti concurs that role-play is an important strategy in teaching speaking because it provides students with the chance to perform different social roles into different contexts; and allows them to be inventive when they are performing another person's place for a while. This strategy is very useful because students are practicing target language, behavior and others aspects that they need for daily life (2).

Furthermore, role-play as teaching strategy is fun and motivating. Taking into account that learning takes place when it is engaging and memorable, this strategy offers a friendly environment to learn the language where all even shy and quieter students have the opportunity to express by themselves in a more forthright way since role-play is like a mask for students with difficulty of self-expression (Harmer qtd. in Ardriyati 220). Because role-play lightens up the atmospheres and brings liveliness in the classes, students have plenty opportunities to practice the oral communication in an active rather than passive way. Thus, both teachers and students could construct strong bases to carry out the learning process based on students' needs.

2.7 Previous Studies

Role play strategy has been greatly accepted in tertiary education in foreign countries. One proof of this is a study carried out at a private Japanese university to investigate the potential effects of the everyday use of role plays. The participants for this study were seventeen freshman students, 2 males and 15 females, with standard age of 18.9 years. The study consisted on applying role play activities in the classroom in order to develop the students' communicative skills and to foster them to write a script for a short role play cooperatively with a partner. In addition, the author assumed that the best method to handle anxiety with public speaking is having the students perform short role plays because they allow speakers to deal with the fear of oral presentation and may serve them in their future experience. Finally, at the end of the research the students were asked to fill in a questionnaire to estimate their level of contentment with the creation of role play. The students' replies showed that everyday practice of role play was helpful in making students familiar with speaking in front of many people (Haruyama 34-40).

In another study of role-play strategy carried out by Priscilla and Tazria Islam with students of tertiary level in Stamford University Bangladesh, it is suggested that role-play strategy does improve the speaking skill. For this research, they worked with one hundred twenty students of the English department. The methodology of this study was qualitative; they collected data through questionnaires, group interviews, classroom observation, and evaluation results of the students' performance. The process of this research lasted four months that is, from January to April 2012. Regarding the results in

the classroom observation of the students' performance, the authors observed learners' enhancements in the speaking skill through role play strategy. Through recordings, which later were represented in the form of graphics, the researchers identified the students' ability to interact and adapt among them with the situational factors. Also, in the results of the questionnaire, the students showed that role play is appealing since it demands creativity and ability to think critically. The results of the group interview showed the advantages and disadvantages of students' performance while working on the role play in groups inside the classroom. After analyzing the results of this research, it can be said that in this investigation a general improvement in learners' speaking skills was found through the use of role play strategy in classroom (218). The authors consider role-play as a medium that allows students to get involved in different situations through various activities taken from the daily life. Besides, they believe that role-play facilitates learners' achievement of the speaking ability and oral fluency (219, 220).

2.8 Advantages and disadvantages of using role-play in class

Role-play as a teaching strategy or teaching technique has two sides. In one hand, it presents several advantages which make possible improvement in the language learning. Muhammad Prasetyo (10-12) lists such advantages which are briefly described below:

- In role-playing learners manifest feelings and attitudes. Through performance, students have like a mask to freely express what they feel, even those who are shy can manifest their feelings without fear, whereas, in others situations it would be difficult.

- Role-playing sparks creativity. It is an effective tool that involves students in active environment where they have the opportunity to be someone else, move about or maybe wear a costume in order to bring liveliness and make sense of real-life situation rather than merely memorize it.

- This teaching strategy enables students to learn in an entertaining way. It is broadly agreed that learning takes place when activities are appealing and memorable. Therefore, role-playing offers effective ways to change the monotonous class atmosphere where the students have just to listen to tape-recorders' speeches which are quite different from those in real life or just repeating what the teacher says. Through this strategy, students can learn and have fun at the same time creating an authentic environment of communication.

- It is particularly useful to work with problems which are very real in nature. The use of role-play in classroom prepares students to face real-world problems and test their possible solutions, for example how to make an appointment with the doctor, how to order food in a restaurant among other type of common situations.

- This strategy is including. Role-playing provides opportunities for all students to participate that might otherwise be monopolized by students who are frequent participators.

- Role-playing promotes the use of speaking and listening skills. In the effort to communicate ideas, thoughts or feelings, students try to use appropriate words so that their partners can understand exactly what

they are trying to say, and also, they have to listen carefully to them in order to be able to reply in an appropriate fashion.

- Role-playing is a widely used strategy to improve social and interpersonal skills. This is a good feature of role-playing as it creates a mock scenario and gives students the opening to interact with others developing sympathy and empathy for them as well as developing interpersonal skills.

- It helps students learn about different cultures. Through role-plays teachers can expose students to deal with several topics about other countries, such as typical food, common expressions, music, customs, among other own aspects of culture.

- This teaching strategy provides teachers with a good opportunity to mix within the group-work with a variety of partners. Teachers as facilitators in the learning process need to use a variety of methods in assigning students to groups. There are many options to organize groups, such as according to where students sit in the room and students' specific abilities or skilled and unskilled students. Teachers need to mix and remix students in groups so that all learners will see that they can learn from each other when they share ideas, provide feedback, correct mistakes, and so on.

- It develops problem-solving skills. Through role-playing students can become super-problem solvers since this strategy offers numerous opportunities to help students recognize problems and find out their solutions or estimations. In role-plays students are often exposed to

tackle day-to-day challenges where they have to present persuasive arguments, creative solutions, and critical thinking towards problems.

- Role-playing presents many alternatives to correct mistakes, self-correction is one option. During role-plays, teachers might record the dialogues in order to give students the opportunity to listen again and reflect on the language used. In that way, they can easily find out their own mistakes and ask for immediate feedback. Another alternative to correct mistakes is by peer-correction where teachers set out students in peers to correct each other. Finally, making notes of common mistakes and analyzing them help students to not feel discouraged by being corrected immediately after the role-play while it is fresh in their minds.

On the other hand, role-playing as any technique in language teaching is not exempt of drawbacks which tend to arise; however, they are not insurmountable. Below the same author who presented the role-playing advantages points out some disadvantages about this strategy which need to be taken into account by teachers in order to be prepared to sort out any situation that may compromise the learning outcomes.

- In role-playing, frustration in learning is possible. It is probably that not all students understand everything the other students are saying and it might create a very stressful situation.

- Role-playing can become too much entertaining that vitiates learning and disturb the task. Because this strategy is distinguished by its liveliness, students might get too involved in the performance and lose

objectivity of learning. Therefore, performing can become an end in itself and participants can overact or distort the learning purpose.

- Using this strategy, shyness could be a barrier. There are some students who are too shy and scared of being embarrassed; in that condition, they will frequently avoid speaking out loud and be less participative to keep away from any mortification or threatening.

- Participants might be reluctant. Role-playing might not include all the class since there are some students who hate to act out or speak in front of others and for any reason they do not want to participate in that situation.

- Role-playing may not suit learning individual styles. All students have different intellectual abilities to think and learn differently. Taking into consideration the different styles of learning, visual, auditory and tactile/Kinesthetic, it is possible that role-playing might not be suitable for all learners.

- It can be time consuming. In role-playing, the time factor is crucial since it demands a lot of preparation as for teachers as for students. In the one hand, students not only have to prepare the speaking part but also the performance. On the other hand, teachers must plan the class very carefully in order to take advantage of every single minute since some role-playing demands a lot of time.

- Role-playing cannot be done effectively in larger classes. Most of the role-playing situations require only two or three individuals in a

situation, so the rest of the students are just spectators. This situation may provoke them to become uninterested and bored.

- The size of the class when applying role-playing plays an important part. In classrooms which have a large number of students, the lack of space can cause the organization of the activities shortcomings. Moreover, if the size of the classroom is small, the noise level will increase making concentration difficult. In those circumstances, monitoring the different groups may also be a problem since teachers have to adapt and improvise accordingly to not cause chaos.

- In role-playing controversial topics often get out of control. Dealing with controversial issues such as values, beliefs and ethical principles might always be contentious in role-playing since people tend to see things from their own perspective.

After briefly analyzing the advantages and disadvantages, pros and cons of role-playing strategy, it is worth saying that English teachers must be very careful when intending to design their approach to achieving their learning objectives.

2.9 Stages of role-playing

The names and numbers of stages of role-playing vary from researcher to researcher; however, many of them agree in three main names and stages which teachers might follow to apply this strategy in classroom. Phil Bartlea a Sociology Professor recognizes the following role-playing stages.

- Setting up the Play: In this section, it is imperative that the teacher must be very sensitive in order to have the situation under control and to

accomplish their task in a responsible and efficient manner. There are several things the teacher has to do; however, only four aspects will be mentioned. First of all, if the group of students is unfamiliar with each other, a warm-up activity should be a must. Second, the teacher creates the scenario, the situation, and assigns the roles to participants in a clear and concise manner in order to make sure the students grasp the idea of what needs to be achieved at the end of the role-play session. Here, the teacher can make use of some possibilities to present the description of the scenario; she can hand out a brief description to be acted out by the players. At this time, facilitators can also include some dialogues for students to be read by the participants in the role-playing. After the teacher introduces the scenario, the problem, the roles and the role-play objective, the students must have some time to have a general glimpse of the plot. It will help students to start thinking about the problem before the role-play begins. Finally, facilitators should observe if a student plays a particular role in reality, they should assign different roles so that students vary experiences in the role-playing sections. The students have to let their creativity flow to represent others role.

- The Play Stage: In this phase of the play, it is time for participants to act out. In order to give the students some confidence and opportunity to practice, the teacher can give them a short time so that they have experience in handling the role. In the performance, each participant has to assume the given role and make all effort in order to interpret

spontaneously. To this stage, a lot preparation is required, so classroom arrangements, props and any extra material that might be used in the play have to be ready in order to help students to simulate the situation as natural as possible. Here, the facilitator's task is to keep the flow in the play providing input and getting students involved inactively participating either playing the role or just listening or watching to the stories. At the end of this stage, the teacher gives a conclusion about the story or elicits a solution from the class.

- The Follow Up: This part of the stage is led by the teachers who must draw out the main points of students' performance and invite to the class to make a self-analysis. All participants and observers have the opportunity to present their own point of view about the performance and as a class, they can analyze what happened, why someone took a particular position or made a certain comment and so forth. Also, the players have the chance to explain how they felt during the play and receive feedback. As it can be seen, this is a very important section and it could never be ignored since in this stage knowledge is consolidated.

2.10 Role of the teacher in role-playing

It is widely agreed that teacher's role in the classroom management is the backbone of the educational system since she/he is the facilitator of the learning process. In the role-playing strategy, the teacher has some alternatives to guide the teaching practice in order to offer the students professional support. According to Diego Lliguichuzhca and Jhoana Muñoz,

teachers in role-playing could perform three main roles which are facilitators, spectators or participants.

2.10.1 Facilitator

As facilitator the teachers' role is to encourage and to help students feel part of the process. Teachers need to promote a friendly and cooperative environment rather than a competitive one, where all participants of the learning process could share and contribute with the learning of others so that together they can construct meaning. To achieve this, facilitators should develop some skills. First, they should have the ability to listen carefully and creatively, namely they need to be good listeners. Second, they need to be good observers in order to understand and respond to learners' emotions and expressions; they should be very sensitive to students' needs and individual advance to give an opportune feedback. Finally, facilitators should be impartial so that all feel comfortable to expose their point of view or receive positive feedback.

2.10.2 Spectator

As a spectator, the function of the teacher is to observe closely the progress of the role-play in order to be ready to help to students when facing any trouble. At the end of the performance, the teacher offers encouraging comments about the students' participation and provides advice for the next presentation.

2.10.3 Participant

In role-plays the function of the teacher might sometimes be as participant where he or she has to take part of the play with the purpose of giving support to students and increase their confidence.

To sum up, in role-playing strategy teachers have three possibilities to lead the task in the classroom. Sometimes they can be facilitators where they should prepare a sociable environment where students can construct learning together. Also, teachers can sometimes be spectators where they have to monitor the development of the play and provide feedback at the end of the project. Finally, the last role of the teachers in role-playing is being participants in which they are active participants of the plot. The teachers' roles might vary depending on the situation or on the purpose of the task.

2.11 The Task Based Language Method

2.11.1 Operational definition

According to Task-based Learning Special Interest group, the Task-Based Language (TBL) methodology does not have a single definition, it is known as Task-Based Language Teaching (TBLT), Task-Based Language Learning (TBLL), or as Task-Based Instruction (TBI). However, in spite of its several definitions, the broadest sense refers to a teaching and learning approach which focuses on the importance of teaching through meaningful tasks where the students can carry out the tasks by means of authentic communication which is an opposite way to get better language proficiency. The core of Task-Based Language method is the *task* and language is the instrument which the students use to complete it. The tasks can take numerous forms to be

achieved; they can vary from simple but intended conversations to complex and logical reason activities where the students have to find the middle ground in order to come up with a solution. Such tasks are usually focused on problematic forms rather than prearranged tasks where the results are much known in advance. The purpose of the task is to have the students in a deep discussion developing communicative skills. The Task-Based Language methodology comes from Jane and David Willis who were the inventors of this teaching concept around 1980s. They, as teachers and writers, focused on this methodology which has proved to have great impact the language teaching and has been demonstrated through numerous books and articles.

2.11.2 The Task-based Language Method and its relation to role-playing

Lifelong Learning Programme states that Task-based Language method provides a different alternative for teachers in the language teaching process since this methodology helps students endowing them with real situations as role-playing strategy where oral communication is evident. Here, students are exposed to use the language for a necessity; that is, for accomplishing specific task. In order to carry out the task, students have to go through different circumstances. They have to talk over the topic, negotiate meaning which means to reach a clear understanding of each other, and finally they have to come to an agreement so as to present the required task.

Moreover, Noor Malihah points out that Task-based Language is student-centered as it allows them to convey meaningful communication based on the student's context. This method permits the students to use all the language they know instead of focusing just on the target language of the lesson, as well

(99). Having the above statement at hand, it could be said that this methodology attempts to involve learners in actual use of language; language that is based on the current students' needs making useful and practical for their life in the same way that role-playing does. As a result, role-playing complementing with Task-based Language is very fruitful in the language learning process because they both prepare learners not to parrot responses but equipping them for real life situations where effective communication is required.

2.11.3 TBL method stages

Once again, it is important to recall that the main purpose of Task-based Language method is to have the students acquire the language by performing tasks which are accomplished into three main stages. To accomplish that, the teacher has to follow each stage as cautiously as possible. Supporting the preceding assertion, Willis defines three stages with their respective sub-stages which are depicted in the following paragraphs (Malihah 94).

1. **Pre-task**

In the pre-task stage, the teacher has to present what the students are supposed to do. The teacher has to introduce the topic and the objective of the task accompanying by key vocabulary or grammatical constructs that will be used during the task. All these grammatical elements should be presented as suggestions to the students since they have the ultimate decision to use what they consider useful to complete the task. Based on the author cited above, previous from the task itself, the teacher could also present a model of the task by either doing it or by presenting texts, pictures, recordings or videos of

similar tasks to guide the learners to achieve the task. The instructor has to do everything as possible in order to prepare students to achieve it as long as this does not give away the solution to the problem. However, what teachers should not do at this time is to pre-teach new structures.

2. Task cycle

In this stage, the students carry out the task itself that is commonly done in pairs or in small groups depending on the type of the assigned activity. To accomplish the task, the learners use the language which they already know and which they consider practical for the task. Since Task-based Language method is student-centered, the role of the teacher is restricted to spectator or counselor. The teacher monitors the class encouraging communication in the target language, and if the students require, the teacher could help them in some language constructions; it is strongly advised to never correct them. For this reason, according to Willis, it is the teacher's duty to present the instructions and objectives of the task very clear through previous practice during the first stage (95).

a) Planning

After the students have completed the task, they might prepare either an oral or written report to explain later to the whole class how they, as a group, performed the task and what the outcome was. If the inform is written, the students can take the dictionary to support the writing of it in order to give an accurate presentation. Whereas the students prepare the report, the instructor monitors the class, and if it is required he might suggest them phrases in order to polish the students' language (96).

b) Report

Reports are essential for the students since in this stage they start working on accuracy in order to present a comprehensible dissertation. In this part, the students present their reports, either orally or in a written form, to the class explaining them how they accomplished the task and what their findings are. If the reports are oral, Willis suggests that only some pairs explain briefly to the class while the rest of the students can compare results, take notes, comment or add extra points to the their classmates' presentation. After that, there can be one or two groups presenting the complete information meanwhile the teacher provides a written or oral feedback depending on the situation but never correct them in public (96). In a study, Task-Based Learning and Learning Outcomes in the ESP Classroom, the author recommends some ideas that teachers can work with students during reports.

- Creativity: Students enlighten what they consider most interest about the other groups' presentation.

- Listing: Students can choose the most understandable list.

- Comparing: Students can compare their work with their partners in order to check if they did well or not.

- Problem solving: Students compare strategies, evaluate solutions, choose and suggest solutions (Kavaliauskienė).

3. Post- task or Language focus

The final stage is broken down into two parts: analysis and practice.

Analysis

In the analysis the teacher, based on what he observed during the students' performance, has to reinforce the students' language which might be the language forms that the students were using in the task, the problems that they faced, or maybe those forms that were poorly used or were not covered enough. According to Dave and Jane Willis, there are plenty ideas to work in this phase, and the following are just a few of them: finding words or phrases related to the topic, finding grammatical features in common, underlining, classifying the questions in the transcript and so forth. Whatever the task might be, the students often complete it in pairs in order to create a cooperative learning environment giving support among them.

a) Practice

In the practice stage, it is time to have the students work in the problems areas. The instructor goes around the classroom willing to answer any questions while the students may take notes. The same authors mentioned before explain that the practice activities may include drillings, listening and completing, gap-filling, progressive deletion, unpacking sentence, memory challenge, dictionary exercises and computer games (Aston University, UK).

2.12 Types of task

According to Prabhu there are three types of tasks which are information-gap, opinion-gap and reasoning-gap (Larsen-Freeman and Anderson 158-159), which are explained below.

Information-gap task

An information Gap activity takes place between two or more people and when the information is held just by one participant and for the rest is unknown. Therefore, the ones who have the information must share it to those who do not have it. In order to complete a task, information should be exchanged among them. For instance, pair work in which each member of the pair has a part of the total information and tries to convey it verbally to the other. Another example, one student is given a picture, and he must describe it to another student, who creates a drawing from his classmate's description.

Opinion-gap task

In the opinion-gap task, the author says that students should discuss about a designed topic and express their personal preferences, feelings, or attitudes with each other in order to complete a task. For instance, students might be given an environment issue and asked to come up with some possible solutions.

Reasoning-gap task

In this type of activity, the author suggests the students have to obtain some new information from the given one through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. This activity necessarily involves comprehending and conveying information. For instance, the students might be asked to find out the quickest route to go to the university.

Having the above explanation at hand, it is clear to see that with Task-based Language method learners have to go through both all the stages and

all the types of tasks to complete one. This task might be performed either in pairs or in groups; if done that way, engagement in meaningful communication should come along. Because this method is student-centered, learners get to decide what grammar constructs and vocabulary is necessary to achieve the task. Consequently, the focus of this method is on meaning rather than form. Regarding the role of the teacher in all the stages, it can be said that without the teacher's guidance it would be difficult to achieve the desired outcome since he/she has to monitor the class at all times and to be ready to answer any question or give any suggestion.

CHAPTER III

METHODOLOGY

3.1 Basic Methodology

To carry out this research project, the following steps were required.

- A qualitative method was used for data collection on the topic.

- Bibliographic research about role-playing strategy in the English teaching process to design the lesson plans for this class based on TBL method was required.

For the qualitative methods, a survey was applied, and the analysis of the conversation subject syllabus of the third semester of the English Language Major was needed.

Survey

Participants

On the first days of April 2014, a survey was conducted among 10 teachers of the English Language Major of the University of Cuenca. The main purpose of the survey was to discover if role-play strategy is appropriate to enhance the speaking skill from the teachers' point of view.

The survey was conducted by means of a paper-based questionnaire given to the teachers to complete it. The questionnaire dealt with simple and open-ended questions regarding the teachers' knowledge about role-playing strategy, the frequency that teachers use this strategy, their point of view about the enhancement of speaking skill through role-playing, and the limitations of role-playing.

The results showed that all teachers know about this strategy, and nine out of the ten teachers implement this strategy in the classroom up to twice to six times in a month with different subjects and different levels. Concerning the teachers' point of view about the enhancement of speaking skill through role-playing, the responses indicated they strongly agreed that role-playing strategy does help enhance the speaking skill as it allows students to be exposed to real communication and real speaking and listening opportunities. Regarding the last question, eight out of the ten teachers concurred that time factor and class size are the biggest limitations in applying this strategy since most of the role-plays require much time to carry out and worse if the class is large in size. Finally, another limitation that three teachers mentioned is the criterion for the evaluation during role-plays as most of the time it is subjective.

If any conclusion can be drawn, it could be said that role-playing strategy does provide opportunities to learners to improve their speaking skill, without neglecting its limitations regarding for the time factor, class size and evaluation; both sides of this strategy, advantages and disadvantages, should be taken into account by anyone who wants to apply it in order to be prepared to face it.

3.2 Analysis of the conversation subject syllabus of the third semester of the English Language Major

An analysis of the conversation subject syllabus was needed to be able to design a work plan which would lead me through the creation of appropriate material. This syllabus is written in Spanish; nevertheless, because this research paper is in English, a very careful translation was required in order to

keep the uniformity of language of this document. The program of study, syllabus, encompasses different elements such as course description, learning outcomes, objectives, materials, requirements, schedule, resources, and student's performance evaluation. It is worth mentioning that each component mentioned before has sub-components that would be too extensive to itemize and analyze, and for that reason this is considered as a brief overview. Based on the latter sentence, the author of this research draws the attention on four components: the course description, the objectives of the course, the learning outcomes, and the learning strategies since these elements syllabi are encompassed within it.

In the first element, the course description, it is stated that this course prepares students for English oral communication at a B1 level of the Common European Framework (CEF) providing them with different communicative activities to draw out real communication through the use of words, phrases and sentences related to each topic. In this part, the author totally agrees that students at this level should be prepared for oral communication at such level through different daily situations as much as possible. Therefore, it is mandatory that both teachers and students should take into account all the necessary tools to achieve the learning goals during and at the end of the course.

The second element is the objectives which state that:

- To be able to use the target language to describe past, present, and future experiences.

- To be able to hold a conversation on familiar matters without being previously prepared.

There is only one observation that the author makes and which is in the first objective. It is argued that students would be limited to describe experiences since oral communication at level B1, mentioned in the course description, goes far beyond descriptions. It would be better if the objective mentioned that it is expected students to use the English language to share experiences, thoughts or dreams through spoken communication.

The third element of this syllabus is the learning outcomes which refers to what learners are expected to:

- Interact with native speakers in daily life situations.

- Take part without prior preparation on topics such as family, hobbies, work, travel and current events.

- Use connectors to describe experiences, events, dreams, expectations, ambitions and opinions.

- Participate with previous training on topics such as technology, environment, news, entertainment.

As one can see, all the learning outcomes mentioned before are cautiously planned to lead learners to communicate efficiently. Each of them forms strong echelons to prepare learners to achieve the goals of the course. Therefore, the author of this research does not argue at any point rather she agrees in all aspects.

The last component of this syllabus to be analyzed is the learning strategies which are mixed with activities, tasks, readings, among others,

which in time will help students to develop their own strategies during the course. All of them are mentioned below:

- Short dramatizations

- Individual or group oral presentation.

- Individual or group work.

- Research on specific topics.

- Pronunciation and intonation exercises

- Debates and round tables.

- Oral and written readings

- Classroom projects.

- Internet Projects

If one analyzes one by one the strategies and the activities mentioned above, all of them, except two, conduct to get the students involved in oral communication, and to help them achieve the goal of the course. The two strategies or activities which cannot be considered the most appropriate to develop the students' oral skills are the individual/group oral presentation and the oral/written readings because when students work in oral presentations or oral readings they are not developing their oral abilities instead they just repeating words that were previously arranged.

3.3 Bibliographic research about role-playing strategy in the English teaching process

The methodology that was used in this research paper was a bibliographic research method, research-based, as the literature review provided with lots of information and theories to form the basis of this research. Therefore,

gathering and analyzing the information from relevant sources about role-play strategy was crucial to have a glimpse about how this strategy has contributed on students' speaking ability in other places.

In order to have a better understanding about bibliographic research, it is worth noticing that this type of research goes beyond simply gathering, summarizing, and reporting information. Finally, the goal of this type of research according to the College of San Mateo Library "is only achieved when the researcher has carefully and widely read what others have written on such topic; analyzed, compared and evaluated those ideas; and come up with one's own conclusions."

CHAPTER IV

ROLE-PLAYING ACTIVITIES

In the chapter IV, the author of this research paper has developed some role-play based activities in order to contribute in some way to anyone who is interested in applying them in the English language teaching.

Task Based Lesson plan # 1

Topic: Vacation time

Level: Pre-Intermediate/ intermediate

Key vocabulary: Words related to vacation

Aim: At the end of the lesson the students will be able to retell experiences about their last vacations.

Time: Two class periods

Pre-task Warmer

- Ask the students to guess what the teacher did on vacation. Allow time for four or five ideas. Later, show them a picture about teacher's last vacation and ask: "What else do you think I did? Allow them more comments, but do not tell them if they are right or wrong in their guesses. Explain that they will find this out later.

- Present the vocabulary by giving students a worksheet to match words with their definitions. This worksheet has two columns, one with the vocabulary and the second one with pictures.

- Tell them that they are going to share their experiences about their last vacation.

Task

Opinion-gap task

- Create a word map with categories of activities that students did on vacation, places they visited, transportation they used.

- Give a handout away and explain they are going to conduct a survey in the class about their classmates' last vacation.

Planning

Information-gap task

- After the students collected the information, get them in groups of five. Each student in turns has to report to his/her group the findings. With the shared information, they have to find out what the three main activities their classmates did on vacation.

Report

Reasoning-gap task

- Have each group reason the best way to present the reports to the class; they might use percentages, a bar graph, a pie chart or some other visual display. The group that finishes first comes to the board to explain the results through drawings.

Post-task Speaking

- Put in the center of the student's tables a deck of five paper cuts and each student has to take one and keep it secret. The rest of the group must ask yes/no questions to determine what the picture is about. Then, ask to each group to create a story that describes somebody's vacation based on paper cuts. The story will be different for each group

based on different the characters, such a police officer, actress, student, doctor, and taxi driver. Finally, have the students act out each story in front of the class.

Worksheets Lesson plan # 1

Pre-task Warmer: Show the students a picture about teacher's last vacation.

*Vocabulary worksheet:* Match the pictures with the definitions on the right.
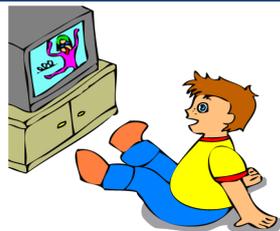
Fig1. Clipart Panda.Watching Tv.

The art or practice of preparing food
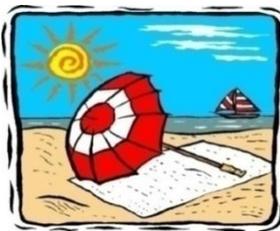
Fig 2. Nice wall paperhd. beach.

The shore of a body of water, especially when sandy o pebbly

Fig 3. Nepal australian. Shopping.

A place designed for the exhibition of films
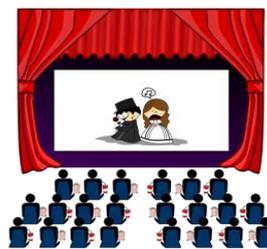
Fig 4. ClipArt Best. Cinema.

To look for something with the intention of acquiring it

Fig 5. ISKON center.Chef cooking

A form of entertainment that enacts story by sound and a sequence of images giving the illusion of continuous movement

Task

Word map

Last vacation

Activitie

Worked

Cooked

Swam

Went shopping

Places

The beach

The job

The mountain

The mall

One's own house

Transportation

Motorcycle

Bike

Bus

Car
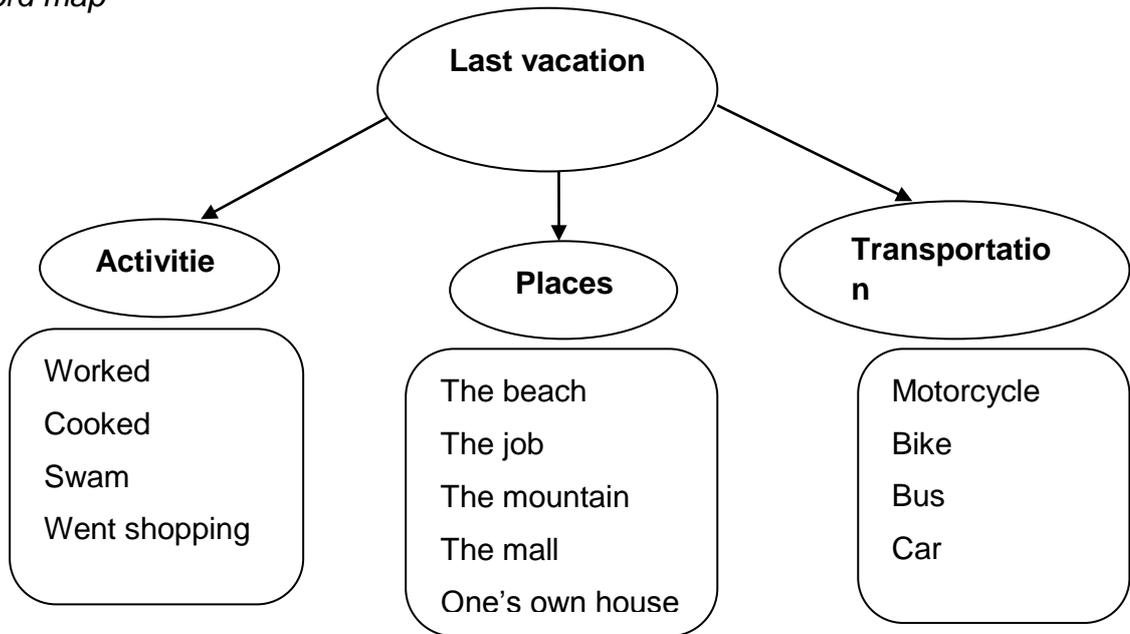
Fig 6.Naranjo, Marina.Word map

Handout for the survey

Tell me about your last vacation				
Student's name	Where did you go in your last vacation?	What did you do there?	How did you get there?	Add your own question

Fig 7. Naranjo, Marina. Handout for a survey

Post-task Speaking

Directions: Cut and shuffle the following set of pictures and give one set to each group

Actress
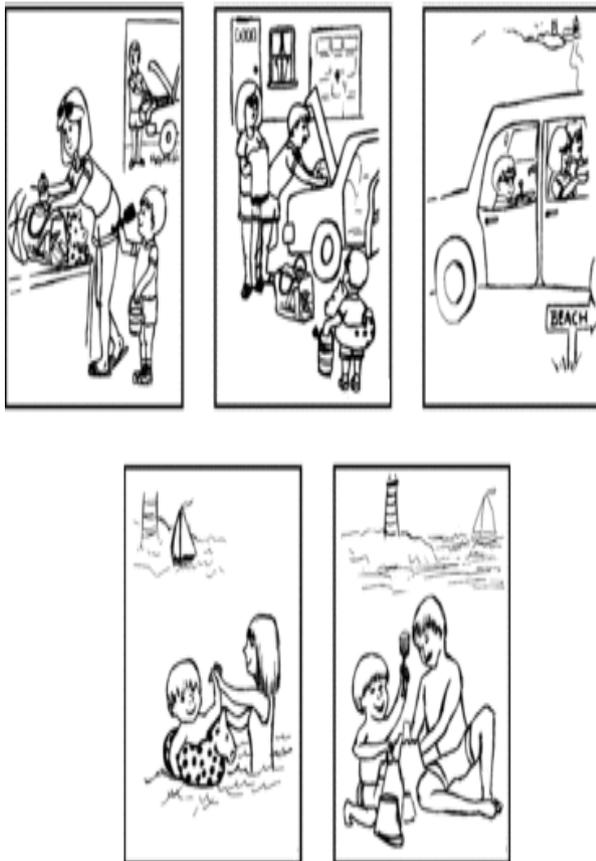
Fig 8. Zayka.beach

Police officer

Fig 9. Siyavula.Public domain.

Taxi driver

Soccer player

Fig 10.Singleton,Kate.What happened to my body?

Fig 11. Fedex Air waybill. Soccer player

Student   **Doctor**

Fig 12. Singleton, Kate. <u>Depressed</u>

Fig13. Singlet, Kate. <u>A Doctor's Appointment</u>

Task Based Lesson plan # 2

Topic*: Inventions and Gadgets**

Level: Pre-Intermediate/ intermediate

Key vocabulary: Words related to inventions

Aim: To lead the students into the communicative language use about descriptions and functions of inventions.

Time: Two class periods

Pre-task Warmer

- Form groups of four and choose a leader for each group. Then, describe a famous invention without naming it meanwhile the leaders must run out to touch the right picture which will be pasted on the wall. The winner will be the group who has more correct responses.

- Get students in pairs. One would be student A and the other student B. Give to the student A the vocabulary words written on strips of paper, and the student B would have the definitions of those words. Working together, they have to pair the words with their definitions in order to learn new vocabulary.

Task

Information-gap task

- Paste pictures on the board the following words, refrigerator, car, microwave oven and washing machine, and ask students to think about what these words may have in common, *inventions*, and how people fulfilled their needs before these inventions. Allow time for responses.

- Share the invention that you would create if you have the opportunity to do it, *a cooking machine,* and ask the students which would be theirs.

- Ask the learners to create an innovative invention that surely will be useful for people. Later, get them in pairs ask to share the functions of the inventions without naming the device. One student would describe the invention while the other would draw it based on his classmate's oral description. At the end, they have to show each other the invention and see if they have guessed or not.

Planning

Opinion-gap task

- After the pairs have shown each other their invention, ask them to work together suggesting a slogan for its partner's inventions. For instance, *a magical and revolutionary device at an unbelievable price. Writing always the truth.* They have to argue for such suggestion.

Report

Reasoning-gap task

- Ask for three volunteers to share their inventions with the slogans to the class, and the rest of the class have to choose the most important, somewhat important and the less important creation for society formulating arguments to justify that decision. All the possible arguments are welcome; there is no right or wrong point of view. The most important invention is decided by majority votes.

Post-task Speaking

- Organize a role-play where students can bargain their inventions. Divide the class into two groups. Half of the class has to be customers and the other one should be sellers. The sellers should try to sell their invention in the highest price showing the functions of their product and the necessity to get it while the customers should bargain them trying to buy in the cheapest price. The students who get the cheapest invention and the student who sell the most expensive invention would be the best traders.

Worksheets Lesson plan # 2

Pre-task Warmer: Pictures of the most famous inventions and their definitions

Fig 14. Blatchford, Ian.Penicillin

It transformed the treatment of infectious disease and saved countless lives around the world. The first of our modern antibiotics, it was a powerful weapon against diseases such as pneumonia and syphilis. Thanks to drugs like this, we lead longer, healthier lives.
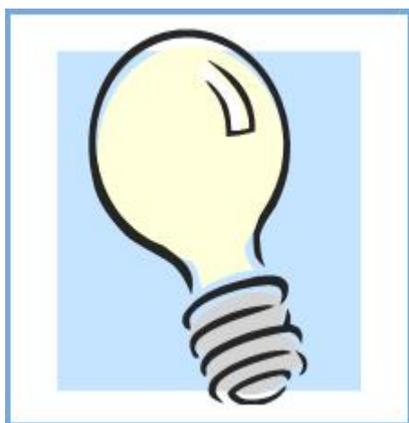
Fig 15.Lumber, Ritter. Light bulb.

This invention contains gas, such as argon or nitrogen, at low pressure and encloses a thin metal filament that emits light when an electric current is passed through it.

Fig 16. La República.<u>Tv</u>

It is an electronic broadcast system in which special providers transmit a continuous program of video content to the public or subscribers by way of antenna, cable, or satellite dish, often on multiple channels.

Fig 17. U+260E.<u>Black Telephone</u>

This invention is an apparatus, system or process for transmission of sound or speech to a distant point. It is an electric device that helps maintain people communicated with others who are miles away.

Fig 18.Globe Views.<u>Computer</u>

It is an electronic device that processes data according to a set of instructions. It stores data in discrete units and performs arithmetical and logical operations at very high speed.

Vocabulary worksheet

Student A	Student B
Invention	The act or process of inventing
Inventor	The natural action or intended purpose of a person or thing in a specific role
Function	Something that is advantageous or good.
Benefit	Easy to understand or to use.
Friendly	To have the financial means for
Affordable	Someone who is the first to think of or make something.

(© 2015 Dictionary.com, LLC).

Pictures for the task:

Fig 19. Carbuyer.co.uk.Car

Fig 20.Lonsdale, Sarah.Hot-fill Washing Machine

Fig 21.Dereut, Reul.Micowave.

Fig 22.Capili Maji and Sarai Perez. Refrigerator.

Task Based Lesson plan # 3

Topic: The Environment

Level: Pre-Intermediate/Intermediate

Key vocabulary: Words related to the environment.

Aim: To raise the students' awareness on the environment and guiding them to formulate a personal response in caring for it.

Time: Two class periods

Pre-task Warmer

- Read to the students an article related to the environment. Later, write in the board several problems related to the environment and some that are not, and ask the students to recognize the problems related to the environment. The problems might be deforestation, migration, water pollution, poverty, air pollution, obesity, waste disposal, delinquency.

- Present the vocabulary by having the students match the environmental problems with their definitions. Thus, get the students in pairs, A and B, and give to the As the heading of the environmental problem and to the Bs' its definition. One has to read the heading while the other has to look for the definition and vice versa.

- Note down the word environment at the center of whiteboard and circle it and ask the students to think of words related to it. Write the words supplied by the students as rays that shoot out the circle. The students might use the words that were previously written in the board.

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Task

Opinion-gap task

- Write your point of view on the whiteboard about the main problem of the environment and ask the learners to give theirs. Later, form groups of five and give them a sheet of paper about some problems that affect the environment. Through discussion they have to choose from the sheet of paper the three main problems that affect the environment.

- Ask four students to leave the group and make the survey individually about the main environmental problem to different groups while one student stays in the same place to answer the other groups' questions. The survey consists on determining the three main problems that affect the environment the whole class.

Planning

Information-gap task

- Have each student report the findings his/her group. Then, with the shared information, they have to find out what are the three main problems that affect the environment, now, according to the class.

Report

Reasoning-gap task

- Ask the groups to find out the best way to present the reports to the class; they might use percentages, a bar graph, a pie chart or some other visual display. The first group to finish comes to the board to explain the results through drawings.

Post-task Speaking

- Mix up the groups and form new groups of six where they can choose the role they would like to do. The roles are 1 -Scientist, 2-

Weatherman, 3 -Doctor, 4 - Ecologist, 5 – Teacher of Science, 6 – journalist.

- Have the students prepare very brief advice on protecting the environment from the point of view of each role, and later get them playing a TV Interview where each student has to expose their advice to protect the environment. The most reasonable and convincing advice along with the author will be public in a newspaper of the country to be taken the appropriate actions and apply it by the government. The winner will be decided by the class through votes.

Worksheets Lesson plan # 3

Pre-task Warmer

Many people say there is a need to protect the environment, but do not really make any effort to do anything about it. Are you one of these people? What can we do to encourage people to take action to protect the environment?

Most people are increasingly aware of the need to protect our environment. Despite this, not many of us are really taking steps to reduce our impact on the planet. In this essay, I will suggest some steps each of us can take and some ways to motivate others to do the same.

Many environmental problems seem so big that only governments, local authorities or big companies can deal with them. One example is global warming. We need government action to reduce emissions from coal and oil burning power stations and to develop safer sources of power. These require tough regulations and huge investment. The loss of forests and other habitat is another problem. How can we as individuals stop the destruction of the Amazon or Indonesian rain forests? Yet another example is waste. When people live in cities, they may not be able store or recycle waste, so huge landfills or incinerators are needed.

However, as consumers, we are the ones responsible for all these problems. First of all, we all need to consume less power. We need to turn off lights, replace inefficient bulbs with low-power ones, and not leave equipment on standby. Secondly, we need to control our surging populations. Each of us can make a decision regarding family size. This has a huge impact on the size of our cities and the need for food and more agricultural land. In addition, we need to consider eating less meat and more vegetables and fruit, in order to reduce the amount of land needed for meat. Generally, the main step we need to take is to live more simply. We need to reduce our consumption, recycle, and reuse.

In conclusion, our choices, however small, do have a real impact. If each of us made took two or three simple steps to live more simply, imagine the positive effect on the planet!

(Writefix.com).

Vocabulary worksheet

Deforestation

It is the act of cutting down and removal of all or most of the trees in a forested area. It can damage the environment by causing erosion of soils, and it decreases biodiversity by destroying the habitats needed for different organisms.

Air pollution

This contamination is provoked by many substances but especially by smoke or gases from vehicles, factories, and power stations. It can cause disease, kill plants, and damage structures.

Water pollution

It is the contamination of water bodies like rivers, lakes and seas by fertilizers, pesticides, sewage, and oil or toxic waste from ships and factories.

Waste disposal

It is the process of collecting and removing waste and relocating it to a place where it will be placed, burned or recycled.

("Deforestation," "Air Pollution," "Water pollution," "Waste Disposal". Dictionary of Unfamiliar words).

Task

Pollution: In general, it refers to the contamination of air, water, or soil by substances that are harmful to living organisms. The air pollution reduces the energy levels and increases respiratory diseases. The water pollution damage to the nervous system and the soil pollution cases leukemia and increases of risk of kidney damage.

Illegal logging: It happens when people cut off trees to use for crafts and other personal and commercial needs. It causes deforestation, fuelling climate change and loss of biodiversity.

Ozone depletion: It means that the hole in the Ozone layer is getting bigger and bigger as time pass by. It causes harmful effects to living things, increases risk of developing several types of skin cancer and more amounts of ultraviolet rays into the atmosphere of the earth.

Overpopulation: It is a state of exceeding the carrying capacity of certain species. It is reaching unsustainable levels as it faces shortage of resources like water, fuel and food. Population explosion in less developed and developing countries is straining the already scarce resources. Intensive agriculture practiced to produce food damages the environment through use of chemical fertilizer, pesticides and insecticides.

Waste Disposal: The over consumption of resources and creation of plastics are creating a global crisis of waste disposal. Nuclear waste disposal has tremendous health hazards associated with it. Plastic, fast food, packaging and cheap electronic wastes threaten the well-being of humans. Waste disposal is one of urgent current environmental problem.

(Gray, Irina).

Task Based Lesson plan # 4

Topic: The Urban/Rural Life

Level: Pre-Intermediate/ intermediate

Key vocabulary: Words related to countryside and city

Aim: To guide the students into the communicative language use on the reasons for rural-urban migration.

Time: Two class periods

Pre-task Warmer

- Show the students a picture about the difference between the city and the countryside for ten seconds and ask them to remember the most details as possible. Then, ask them to write down all the things they saw in the picture and the student who wrote the most things is the winner.

- Show the picture again and ask the whole class what the picture is about and what the topic of the lesson might be about.

- Present the vocabulary by getting the students in pairs and giving them a worksheet to write the synonyms next to the vocabulary words. One student has to read the word and the other has to find out the synonym.

Task

Information-gap task

- Write the words city and countryside on the board. Then, ask the class which place is better to live and ask them reasons.

- Get the students in groups of three, and give to each student a strip of paper about rural-urban migration. Have the students arrange the

sequence of the article by sharing the information from one another and ask them what the article is about. Later, read the article again to find out who did it well.

- Ask the groups to write down three main reasons for the rural-urban migration form their point of view, and with this information they will conduct a survey to other groups.

Planning

Opinion-gap task

- Have the groups collect the information of the three main reasons according to the groups' point of view. Working together they have to find out the three main reasons of the rural-urban migration.

Report

Reasoning-gap task

- Have each group organize the survey results and find out some possible solutions for the problems of the rural-urban migration. Ask two volunteer groups to present the results and the solutions.

Post-task Speaking

- Organize a role-play with the same groups. One student will be a mayor, the second a countryside representative, and the third a city representative. The mayor has one million dollars to invest and the representatives have to show him strong reasons to invest in the city or in the countryside.

  The student who convinces the mayor to invest in such area will be considered a good community representative.

Worksheets Lesson plan # 3

Pre-task Warmer

Fig 23. English Channel. <u>Dialogue: The city and the country</u>

Vocabulary worksheet

Words for student A	Synonyms for the student B
Benefit	Urban area
Representative	Rural area
Countryside	Delegate
Mayor	Profit
City	Movement
Migration	Minister of state

("Benefit," "Representative," "Countryside," "Mayor," "City," "Migration" Oxford Dictionary).

Task

Article about rural-urban migration cut into three parts for three students.

"Rural-urban migration is the moving of people from rural areas into cities. When cities grow rapidly, as in Chicago in the late 19th century or Shanghai a century later, the movement of people from rural communities into cities is considered to be the main cause. This kind of growth is especially commonplace in developing countries. Rural migrants are attracted by the possibilities that cities can offer, but often settle in slums and experience extreme poverty.

In the 1980s, migration was explained with the urban bias theory which was promoted by Michael Lipton who wrote: "…the most important class conflict in the poor countries of the world today is not between labor and capital or between foreign and national interests.

It is between rural classes and urban classes. The rural sector contains most of the poverty and most of the low-cost sources of potential advance; but the urban sector contains of the opportunities, organizations and power. So the urban classes have been able to win most of the rounds of the struggle with the countryside…"

(Salyangoku).

Task Based Lesson plan # 5

Topic: **Entertainment and Art**

Level: Pre-Intermediate/ intermediate

Key vocabulary: Words associated with art

Aim: To lead the students in the communicative language use about some activities of entertainment and art.

Time: Two class periods

Pre-task Warmer

- Write on the board your favorite form of entertainment and talk to the students about it.

- Ask the students what are their most creative pastime such us painting, drawing, or dancing, allow them time for answers.

- Present the vocabulary thought a word search puzzle. The teacher tells the synonym hints and the students have to find out the words.

Task

Reasoning-gap task

- Stick on the board a picture about arts and ask the students to name the arts they can see on it. Later, write on the board the fine and applied arts mixed up and explain them that arts are commonly classified into two main categories. Fine arts which are produced or intended primarily for beauty rather than utility, and applied arts which are produced or intended primarily for everyday use rather than beauty.

- Get the students in pairs and give them a T-chart for classifying the fine arts and applied arts. Then, ask for volunteers to read the T-chart arts

classification and check it out if they did right or wrong. Give them feedback if it is needed.

Planning

Opinion-gap task

- Write *Men's favorite arts and women's favorite arts* on the board and ask the have the students to tell you; and write the students' responses. Then, ask them to conduct a survey to determine if their assumptions are right or wrong.

Report

Information-gap task

- Divide the students into A and B, and have them collecting information about the gender' tendency for art. The As interrogate women and the Bs interrogate men.
- Have each pair sharing the collected information to verify if the students' assumptions are right or wrong.
- Ask three volunteers to present the findings about the men's and women's favorite art.

Post-task Speaking

- Get the students in groups of four and stick on the board five pictures about different objects which belonged to the most famous celebrities around the world. They could be a Marilyn Monroe's diary where she wrote the most famous poems, a painting of Oswaldo Guayasamin, the cane and hat of Charlie Chaplin, the shoes of Michael Jackson so on.

- Ask them to choose just one object which has to be in the most famous museum of the world, and the group who presents strong reasons is the winner. The winner will be chosen by group votes, but they cannot vote for their own groups.

- Have them organize a role-play where they show how they came up with such an agreement about the object.

Worksheets Lesson plan # 5

Pre-task Warmer

Vocabulary worksheet

Art Word Search

```
H T D A M J X V C D T A F Q L P
G F B X G S L Q E R U R E Q G M
E R U T P L U C S C Y C H W X R
G F A S H I O N C K B H V Y E K
U N R N K R T E Y I G I M T D J
U D I O A L V K R U U T A A Z X
 W D L T E EE S A E U E N J D G
Z P I V N W B R N Q H C E F G J
W V O Q R I Y W I T E T V W L I
E Q M E E Q A T L V H U E M U I
R J U F T C O P U S M R Q H O V
E C S B D R F K C D U E Q G Q T
O D I H C Z Y W H M X G A C S X
Z X C S T W X Z O F V I L C A U
D V O E E L S U J B N P P O Q O
W N R D N M G G U I B D N B I Z
```

ARCHITECTURE   CULINARY

DANCE   DECORATIVE

FASHION   MUSIC

PAINTING   POETRY

SCULPTURE   THEATER

Solution

```
+ + + + + + + + D + A + + + +
+ + + + + + + E + + R + + + +
E R U T P L U C S + + C + + + R
G F A S H I O N + + + H + + E +
+ N + + + R + + Y + + I + T D +
+ + I + A + + + R + + T A A + +
+ + + T + + + + A + + E N + + +
+ P I + N + + + N + H C + + + +
+ V O + + I + + I T E T + + + +
E + M E + + A + L + + U + + + +
+ + U + T + + P U + + R + + + +
+ + S + + R + + C + + E + + + +
+ + I + + + Y + + + + + + + + +
+ + C + + + + + + + + + + + + +
+ + + + + + + + + + + + + + + +
+ + + + + + + + + + + + + + + +
```

                (Over, Down, Direction)

ARCHITECTURE(12,1,S)   DANCE(15,5,SW)

CULINARY(9,12,N)   DECORATIVE(10,1,SW)

FASHION(2,4,E)   MUSIC(3,10,S)

PAINTING(8,11,NW)   POETRY(2,8,SE)

SCULPTURE(9,3,W)   THEATER(10,9,NE)

Picture for the task

Fig 24.Downsvile, Pike.<u>Visual and Performing Arts</u>.

Chart of the arts classification: Information for the teacher.

Fine Arts	*Applied Arts*
Painting	Industrial design
Architecture	Fashion design
Sculpture	Interior design
Theater	Graphic design
Poetry	Decorative arts
Music	Culinary arts
Dance	

The fine and applied arts T-chart for students

Painting	Architecture
Industrial design	Graphic design
Fashion design	Interior design
Decorative arts	Poetry
Theater	Dance
Culinary arts	Music
Sculpture	

T-Chart

Fine Arts	*Applied Arts*

(Dictionary.com,Fine and applied arts).   Fig 25.© 2005 Velvet Bridge,T-Chart

Pictures for the post-task Speaking


Fig 26.Telegraph. Michael Jackson black leather loafers.
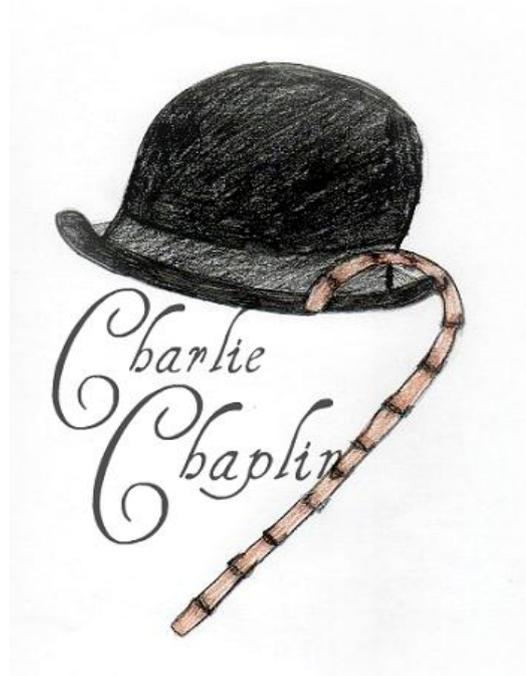
Fig 27.Charlie Chaplin Cane and Hat

Fig 28. Movie Shop. Marilyn Monroe Notebook
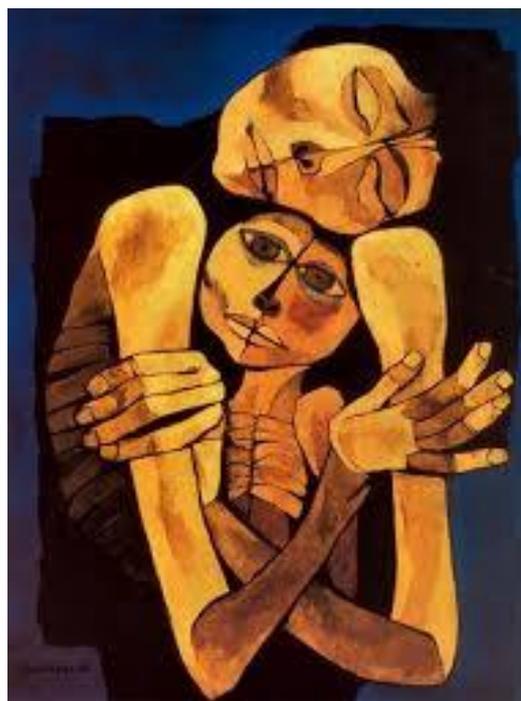
Fig 29. Guayasamin, Oswaldo. Descubre Ternura

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Nowadays, the necessity to master the English language is increasing, and therefore that is why teachers implement all possible strategies which help students improve their language skills. As the speaking skill demands more practice and exposure, the role-play strategy or technique can be considered appropriate to guide students into the communicative language use since it provides learners with number of possibilities for communication practice as it is stated by Airil Mohd. For this reason, this research paper was carried out to contribute to anyone who wants to improve the development of the students' speaking skill through the use of role-plays activities based on the Task-based language method.

Since TBL method is mainly focused on communication and social interaction through tasks, role-play based on this method is probably more promising and productive than normal role-play which does not contain a problem-solving element or any goal to reach. For instance, rather than having the students just acting out, it would be better if during the role-play, they would have to find a solution for something or they would come up to an agreement as it is demonstrated in the activities created for the sake of this paper.

Role-play strategy combined with TBL method could be a powerful way to enhance the speaking skill since both take daily life situations to get students practicing the language in a more meaningful context.

One of the most interesting features of using TBL method is that it draws more attention on meaning rather than form. Of course, it does not mean that teachers are not going to teach any grammar structure but they should emphasize first communication and then, from the students' needs, they should highlight relevant language forms that would emerge from the students' interaction.

5.2 Recommendations

There are some recommendations that are quite important for teachers to take into account when applying role-play activities based on TBL method, and they are as follows.

First of all, because role-playing and TBL method are mainly centered in the students' social interaction, teachers should prepare cautiously learning settings where students can practice the language as natural as possible learning to sort out any problem that they might encounter in real life.

Second, teachers should avoid preparing role-play activities without any goal to reach where the students have just to memorize dialogues; instead provide them with role-play based on tasks where learners have to negotiate, give advice, find a solution, among others, because there is only language learning if students are using language to reach their communicative purposes.

Third, since the core of TBL method is centered on the task, teachers should be very engaged in the design of the tasks material since they demand much creativity. Tasks must be adapted to the learners' needs; that is, according to their level proficiency, age and above all to their context.

Finally, through tasks teachers should offer opportunities for students to improve their language skills using the language as a tool instead as a specific goal. That is, tasks should be focused on meaning rather than form since they take as a starting point the students' previous experiences and knowledge.

APPENDIX

SURVEY

The purpose of the survey was to collect information from the teachers' point of view if role-play strategy is appropriate to enhance the speaking skill.

SURVEY QUESTIONS

1. Do you know what role-play is? Please, answer *yes* or *no*

   _____

2. Have you ever applied role-plays in your English classes? If so, how many times in a month?

   _____

3. Do you consider it is possible to enhance the speaking skill through role- plays? Why?

   _____

   _____

   _____

4. What could be the limitations in applying role-plays in class?

   _____

   _____

5. What kind of role-plays would facilitate speaking practice? Why? (the types are below)

   _____

   _____

   _____

There are two main types of role-plays

1. *Individual Role-Playing: the* student has to investigate, write or present the issue being studied in an appropriate format to the character that she or he has been assigned. It is individual.

2. *Interactive Role-Playing:* These are group projects that vary from simple brainstorming exercises or scripted demonstrations to in character debates or problem-solving exercises.

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