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The effect of Role Play on Improving Speaking Skills of English  
as a Foreign Language (EFL) Students – a case study from the  
Primary School “Bafti Haxhiu” in Viti

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Title of the thesis:

**“The effect of Role Play on Improving Speaking Skills of English as a Foreign Language (EFL) Students – a case study from the Primary School “Bafti Haxhiu” in Viti”**

Translation of the title in Albanian:

**“Efekti i 'Ndarjes në Role' në Përmirësimin e Aftësive të të Folurit te Studentët e EFL– rast studimi në Shkollën Fillore “Bafti Haxhiu” në Viti”**

Translation of the title in Macedonian:

Влијанието на техниката играње улоги „рол плеи“ врз подобрувањето на говорните вештини на учениците кои го изучуваат англискиот како странски јазик – студија на случај од основното училиште „Бафти Хаџи“ во Вити

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## ABSTRACT

The aim of this study is to examine whether students speaking ability can be improved by using role play technique at the primary School “Bafti Haxhiu” in Viti, Republic of Kosovo. The topic was chosen because of the perception that the participants in the study (the pupils) still faced difficulties with speaking.

The role play was expected to be an effective way to improve their speaking skills. The study have examined the strengths and weaknesses of using the role play in classrooms. 30 pupils will be involved in this study, both genders, at the age of 14 and 15 years. The following instruments are used in the study:

- a) Questionnaire with students that will enable us to gather more information about their needs and targets.
- b) Interviews with English teachers to find out their opinion about their role in improving speaking skills for students regarding the use of role play.
- c) Class observations to see what really happens in the classroom with both teachers and students and how they develop speaking skills.

The results of the study are expected to be valuable for current and prospective teachers, parents, and policy makers as they are expected to refer to improvement of one of the most productive language skill – communication.

**KEYWORDS:** teaching, speaking, skill, role play.

## ABSTRAKTI

Kjo tezë ka për qëllim të na informojë se si mund të përmirësohet aftësia e të folurit të gjuhës përmes teknikave dhe rolit të mësimit në Shkollën fillore “Bafti Haxhiu” në Viti, Republika e Kosovës.

Studimi i pranishëm nëpër klasë është shkaktuar i asaj se ende nëpër klasë pjesëmarrësit e studimit (nxënësit) përballen me problemin e aftësisë së të mësuarit të gjuhës.

Implementimi i metodave përmes rolit të mësimit nëpër klasë pritet të jenë efektive në përmirësimin e aftësive të të folurit të nxënësve në SHFMU “Bafti Haxhiu” në Viti.

Studimi gjithashtu do studiojë pikat e forta dhe të dobëta të rolit të mësimit nëpër klasë. Në studimin që do bëjmë, do përfshihen 30 studentë, nga mosha 14 deri 15 vjeç, të cilët do jenë të dy gjinive.

Instrumentet e mëposhtme do jenë të pranishme në studim:

- a) një pyetësorë për studentë, i cili do na mundësojë të mbledhim sa më shumë njohuri rreth nevojave dhe qëllimeve të tyre.
- b) Instrumenti i dytë dhe i tretë do jenë të përbërë me disa intervista të shkurtër për mësimit nëpër klasë e Gjuhës Angleze, për të marrë mendimin e tyre në lidhje me rolin e tyre gjatë mësimit nëpër klasë të studentëve dhe aftësisë së tyre në të mësuarit të gjuhës.
- c) Vëzhgimet e drejtpërdrejta në klasë, për të parë se sa janë të realizueshme me mësimit nëpër klasë dhe nxënësit aplikimi i rolit të tyre në të mësuarit të gjuhës.

Rezultatet e studimit pritet të jenë të vlefshme për mësimit nëpër klasë, nxënësit, prindërit dhe krijuesit e rregullave, që pritet të referojnë ata në problemet që kërkojnë përmirësim në një nga aftësitë më produktive të gjuhës – komunikimin.

FJALËT KYQE: Mësim, të folurit, aftësia, roli

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## List of Abbreviations

**CA:** Communicative Approach

**CAR:** Classroom Action Research

**CLT:** Communicative Language Teaching

**EFL:** English as a Foreign Language



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## **CHAPTER 1: INTRODUCTION**

### **1.1 Background of the Study**

In learning English, there are four main skills which must be mastered by the students. Those are listening, speaking, reading and writing. The four skills have the same things and connection to each other. For example : Speaking skill which can not be separated from Listening and Writing skill that is also supported by Reading ability. Speaking activities in learner's community in Indonesia are still minus.

The learners would prefer reading and writing to speaking and listening. Normally, the learners use their spare time for speaking. By speaking a lot, they can avoid doing useless things, such as fighting amongst themselves.

One of language skill aspects which very important in yielding creative, critical and smart future generation is speaking ability. By mastering speaking ability the students will be able to express their thought and feeling intelligently based on the situation and context when they speak about the language. Speaking is one of skills in English.

English is undoubtedly the most popular and essential language in the world. Since the technology revolution, everyone has been using English as a communication medium. There are very few people who are unfamiliar with English nowadays.

About all the countries in the world have focus on English as communication language because it has taken shape of universal communication medium! Almost all the people from many different countries around the world use it for communication. English has been always interesting mainly because of its importance to traders from all over the world.

Nowadays, you cannot imagine traveling international without knowledge of English language.

A person is judged by its language capabilities and English is the prime language for communication.

Nowadays the target of English teachers has shifted from teaching about English language to teaching the English language, reason is because of practical nature of the subject and nowadays speaking skills are being highlighted more than any other part of skill set in English language.

The shift of focus is now on development of communicative abilities and how to polish them to match international level of English communication skills of any language consist of four basic parts: listening, speaking, reading and writing.

All these parts should be well polished of a person if he wants to communicate on international level. The reading and listening are categorized under receptive skills whereas productive skills hold speaking and writing in its categories. whatever oral or written, these skills should be well constructed.

Speaking is a media for understanding and expressing the information, thoughts and feeling. It is also used to develop science, technology, and culture. Language is essentially speech and speech is basically communication by sounds, and speaking is a skill used by someone in daily life communication whether at school outside.

The skill is acquired by much repetition : it primarily a neuromuscular and not an intellectual process. It consist of competence in sending and receiving message. When we talk about speaking or conversation teaching we do not refer to the kind of social conversation that goes around the family dinner or friends gathering.

The kind of conversation is rarely achieved in any language classroom as previously mentioned as a very artificial situation. The English teaching in language schools covers the teaching of all for language skills ; reading, speaking, listening and writing which are taught in a integrated way.

Speaking is very important for people in looking for jobs because spoken English is one of qualification if we want to find the job. Speaking in front of the people is very important so that we can communicate each other. (Larsen-Freeman, 1986).

Speaking English is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world.

As an international language, English is very important and has many interrelationships with various aspects of life owned by human being.

Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged.

Speaking is one of the four language skills, besides reading, listening and writing. Speaking is very important for people, especially when looking for jobs because spoken English is one of the main requirements of modern job market.

In modern era speaking English is very universal thing so that it can make people to be able to interact and communicate easier even though we come from different countries in the world.

Speaking is one of the important skills that should be mastered by students in order to communicate in English fluently and clearly. Speaking involves interaction with one or more participants (Jeremy, 2001).

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while.

Role play technique is the way to teach speaking by setting up the students in the situations in pairs or groups.

This means putting two or more students together and giving them a handout sheet, which they can, first, read and study, taking time to look-up unknown words and asking their friends about meanings and pronunciation. By using the role play in teaching speaking, the students may improve their knowledge in speaking skill.

On the other hands, they will be able to express their ideas or their feelings by using English, furthermore; it will become an easy way for them in mastering English as an international language for international communication.

The purpose of the study was to answer the research questions. I want to research whether or not role-playing is a useful teaching method and how often educators should use it.

Unless someone asks students for their thoughts on teaching methods, how will we, as educators, know what types are the best to use? I am a firm believer in active learning because I believe active learning is more meaningful to students than traditional lecture and note-taking methods.

## 1.2 Research Question

The research is an action research. The objectives of this research are to improve the student's speaking skill to check whether role play is effective learning technique, to know the strengths and weaknesses of role play. The problem of this research is the poor speaking competence of the students of Primary School "Bafti Haxhiu" in Viti.

1. Does the use of Role-Play improve the speaking competence of the students' speaking skill ?.
2. How effective is the role play in improving the speaking competence at students of Primary School "Bafti Haxhiu" in Viti.
3. What are the strengths and weaknesses during the application of role-play strategy .

The result of the research are expected to show if and in what ways role play improves the students' speaking competence, whether it is an effective technique of learning, and what are its strengths and weaknesses.

Role play is very important in communication language teaching because it gives students an opportunity to practice communicating in different social context and in different social roles.

Therefore, communicative language teaching (CLT) approach is very appropriate to support the above problem because this approach is learner-centered and emphasizes communication in real life situation.(Fauziati, 2009).

Some learners achieve impressive levels of fluency with only minimal means, simply through the use of communications strategies. Communication strategies are techniques that are systematically applied in order "to compensate for some deficiency in the linguistic system, and to focus on exploring alternate ways of using what one does know for transmission of a message".(Brown H. D., 2000).

From the observation and supported with the writer's field notes, it can be seen that the students could speak well and improve their vocabularies and grammatical structure.

Using role play in speaking class could increase the student's motivation in learning speaking.

### **1.3 Objective of the Study**

One of language skill aspects which is very important in yielding creative, critical and smart future generation is speaking skill.

Nowadays, students must master speaking skill because by mastering speaking skill the students will be able to express their thought and feeling intelligently based on the situation and context when they speak about the language.

#### **1. General Objective.**

To find out whether the use of Role-Play in teaching English improves the students' English speaking competence at the students of Primary School "Bafti Haxhiu" in Viti.

#### **2. Specific Objectives.**

- a) To find out whether Role-Play improves the speaking competence of the students' speaking skill of Primary School "Bafti Haxhiu" in Viti.
- b) To find out the effectiveness of Role-Play in teaching speaking English.
- c) To find out the strengths and weaknesses during the application of Role-Play strategy in this primary school.

### **1.4 Hypotheses**

In this investigation, the researcher attempts to give a tentative solution to the problem.

The main hypothesis could be stated as follows: the speaking skill of the students can be improved through role play.

**The auxiliary hypotheses of the research are as follows :**

1. The use of role-play improves the students' speaking competence in learning English in primary school because it enables the students to enhance the speaking competence easily.
2. The use of role-play can motivate the students to practice speaking by using English and also they are able to create comforting atmosphere in speaking class.
3. Since role-play has a lot of advantages and contributions to English teaching learning process, there is significant advance in the students' achievement.



## **CHAPTER 2: THEORETICAL FRAMEWORK**

### **2.1 Speaking Skill**

Speaking is one of the skills that have to be mastered by students in learning English states that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. (Richards, 2008).

English speaking skill is one of the skills of language to be required in global interaction or communication. It can not be denied that English speaking skill becomes the most favourable skill needed for professionals.

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).

The health professionals such nurses are required to communicate in English in medical area

If the students can speak English fluently that can help them to easy communicate and also explore their idea. Speaking English well also helps students to access up-to-date information in fields including science, technology and health.

In learning speaking skills, the students face some problems like their native language causes some difficulty to use second language. It's the main reason that learner are too afraid and shy in taking part in conversation in second language.

Role play has been proved beneficial in past as well, so I'am going to elaborate it more through my thesis by using role play method in improving of speaking skills all these activities while learners are performing, teachers have the role of monitor.

Teacher should monitor carefully and note the mistakes but don't interrupt the learners during activity instead they should correct the mistakes at the end of the activity as it will decrease their confidence if they would interrupted.

Secondly teacher should try to involve each and every student in activities and he or she should indicate positive expressions while learners are performing. It will increase their self confidence and enthusiasm in activity.

Good English speakers will be in a strong position to help their country's economic, social and development.

### 2.1.1 The definition of Speaking

Speaking skill is one of the basic language skills that has important role rather than other skills due to its significant and its use for communication.

Speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across.(Jones, 1989).

“Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged.

It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business”.(Martyn, 1997, p. 17).

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information.(Brown H. D., 2000).

Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable.

It indicates that as one of the language skills, speaking should get the attention from teachers and learners because it plays the important role in our society.

### **2.1.2 The elements of Speaking**

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process. (Heaton, 1990).

#### **a) Pronunciation**

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking.(Riddel, 2001).

The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow.(Gilbert, 2008).

If students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.(Harmer, 2003).

## **b) Grammar**

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language.

Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words.

It is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary.(Bygate, 1997).

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.

## **c) Vocabulary**

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key to success in communicative, which is the power of words.(Roger, 2005).

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form.

In spoken language, the vocabulary tends to be familiar and everyday. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse.

Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced.

When teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation.

These are important distinctions because the set of words that beginning readers know are mainly oral representations.

#### **d) Fluency**

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption.

In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption.

Fluency, although not a main component either in communicative competence models or conversational models, is adopted in the current study.

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

Fluency is related to using all speaking skills in the context of the time-bound nature of speaking. It relies on the speaker's ability to use facilitation skills (fillers, lexical phrases, ellipsis...etc.) and compensation skills (self-correction, rephrasing, or repeating) to cope with ongoing fast communication.

#### **e) Comprehension**

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want.

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences.

Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher.

Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks.

Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speakers.

### **2.1.3 The Importance of the Speaking**

The important of communicative competence support the ability to speak generally ,communicative competence is taken to be the objective of language teaching.

It means that communicate competence is the communication ability in verbal and large. It includes the ability to identify ; when ,why, with, who, where, whom ,what and how from of definite speech that have to be spoken.

Based on that opinion, the researcher concludes how important speaking is for the students, because it can help them develop their mind and awareness of aspects necessary to enhance their critical speaking ability.

Speaking can also improve their knowledge of language only by speaking would they be able to convey their ideas to other people. When we learn first language, we always speak it first.

Speaking is the most essential and common form of communication even if you are illiterate, you will have to speak and that makes it the most difficult communication skill as a teacher has to teach speaking skills to every kind of person, some will be liberate and others will be modernly educated. 't is the most productive skill in oral mode.

Speaking in other language after a period of time becomes hard for students.

Speaking also requires attentive hearing skills and person must be able to respond quickly for better understanding reading and writing, there's no barrier between reality and fantasy but in speaking, you have to respond to real time event and if language is not primary, you will have problem in converting the secondary language into primary and then responding to it. Speaking is also a careful process as you have to be careful with words otherwise you can't edit it once spoken.

## CHAPTER 3: Role Play

Role play can help them play with personal problem. It allows them to be spontaneous by releasing creative energy. Students need to be given permission to play and explore.

Role play, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. And role play also included in simulation as well.(Komalasari, 2014).

Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun. It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful.

For the reason that there is no one precise definition of role-play and various authors see it in a different way, the beginning of this chapter deals with three different explanations of this speaking exercise.

Role play is the most familiar type of drama activities used in the classroom. Generally speaking, role-play involves learners to perform an imaginary role in a hypothetical or a real situation. Students practice the language through interaction, a role they may be faced with outside the classroom. Role-play is an activity in which a person takes a role that is imitation of reality or imaginary. Learners are involved in spontaneous interaction in order to try and complete a task.

According to Hyland (Hyland.K, 1993, f. 16).

***“Role-plays are often set up to practise particular language functions in a highly controlled context and are relatively simple and short”.***

Role play is a speaking activity where learners participate either as themselves or as somebody else in a specific situation. In this way they can act in various interaction patterns.



Role play is one of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation.

Role-plays give chance to learners to use the target language in new contexts and for new topics. Learners imagine themselves in different situations and roles through their acting. Learners experience language in operation and develop their own performance skills. Therefore, it is believed that taking parts in the roles, interacting with others, imitating, creating and improvising increase the learners' motivation.(Fauziati, 2009).

Role-play is an activity that brings variation and movement into the classroom. Through role-play, learners will enhance their communicative skills.

The focus is on the use of the communicative approach to teach speaking and listening skills emphasizing more fluency than accuracy. Regarding the question which one is the most efficient, the ideal would be both of them.

Accuracy can be sacrificed to fluency because when learners have to communicate their main aim is to understand and be understood. (Batko, 2004). Role-play is a great way for students to try out their English.

In role-play, learners are usually given some information about a "role" ( e.g. a person or a job title). These are often printed on „role cards“. Learners take a little preparation time and then meet up with other students to act out small scenes using their own ideas, as well as any ideas and information from the role cards.

Role-play is a type of simulation activity that allows students to be creative in the classroom. Early on, role-playing activities were used by political strategists and business training.

Now, many disciplines incorporate role-play, either formally or in a less structured manner. Although role-play could be viewed as a type of problem-based learning, it is distinctive in that students act out the given scenario in "real time."

Students must relate to each other in order to work through the situation. Outside of higher education, role-play is used in a number of contexts.

Youth groups, for instance, use role-play scenarios to help children deal with potential conflicts that may arise in their daily lives. Counselors also introduce role-play with clients, in order to address problems and practice dealing with stressful situations.

But perhaps most prominent, recreational role-play games such as Dungeons and Dragons have received attention from the media. Many colleges have societies of gamers who participate in various role-play games.

The interest in role-play games is being extended to virtual environments, and some schools offer college courses that teach students how to design interactive role-play computer games.

Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment.(College, 2014).

Consequently, motivating learners through a communicative activity incites them to practice their aural skills and improve them. When teachers use role playing as instruction, students have the capability of developing deeper involvement and knowledge about the issues at hand.

In playing their role for the first time the students' will be nervous when they have to perform in front of others, especially the teacher, but with time, the more role-plays that they do, the more proficient and confident they will become.

**Some reasons to use role play include:**

- a. To give students the opportunity to practice a situation that they might encounter in their careers or personal lives;
- b. To help students gain empathy for others (culturally, historically);
- c. To allow students to see how they react to a situation "in the moment";
- d. To change attitudes and/or behaviors;
- e. To enable students to experience a different perspective and think creatively.

### 3.1 The definition of Role Play

Role playing seems to be an educational tool favored by students and instructors alike. Students or trainees welcome role playing because this activity brings variations, movement, and most likely, simulated life experience into the classroom or training session.

“Role play is giving students a suitable topic provides interest and subject – matter for discussion, dividing them into groups improves the amount and quality of the verbal interaction”.(Penny, 1981).

Teachers, trainers or supervisors favor role playing as a handy means of enlivening the learning content; in particular, this model brings forth detailed and concrete study materials which are more difficult to pinpoint by the way of lecture and discussion (Land, 1987, pp. 87-96).

Yet role playing at one point in the seventies had become so overused that students often loathed it; almost all classroom or training sessions used this technique.

Teachers conceived of it as a safe teaching device because role playing appeared to be a partial answer to the students’ demands for more personal involvement in their learning experience. Furthermore, hierarchical levels in the classroom tended to be partially obliterated by this teaching method and thereby were in tune with the times. Role playing had its vogue.

According to Gower et-al, “A role play is when students take the part of a particular person: a customer, a manager, a shop assistant, for example.

As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context”.(G.I.Thomas, 1988).

The writer concludes that role play is a technique in English teaching in which the students learn in an imaginary situations or roles in order to develop the students’ fluency.

The situations and the roles are made as a real life situation so the students know the functions of English in real life.(Brown H. D., 2001).

Role play is a technique that involves students taking on a role and carrying out a discussion with each person playing their role. For example, the local council wishes to introduce a new system and location for dumping waste.

Some students play local councilors, others are local residents, others are members of an environmental organization and others are managers and employees of the company being asked to carry out the work. The teacher describes and sets up the situation. The students prepare in groups, those playing the same roles prepare together.

One of the four language skills being existed in an English language teaching is speaking. Therefore, speaking component has the same importance as the other language skills such as listening, reading and writing.

### **3.2 Types of Role in Role Play**

Ladousse viewed that there are several types of role in role play:(Ladousse, 1987).

1. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad.<sup>25</sup>
2. The second type of role is the students play themselves in a variety of situations, which may or may not have direct experience. The example, which include in this category is a customer complaining or a passengers asking for information.(Holmes, 2004).
3. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life.
4. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

### 3.3 The Purpose of Role Play

Role playing (dramatization) helps to bring the language to life and to give the learners some experience of its use as a means of communication.(Ladousse, 1987).

Therefore, the main purpose of role play is to develop communication situation. The realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned.

#### **Ways to incorporate role play:**

- Assign a small in-class activity that involves a few student volunteers, with the rest of the class offering feedback.
- Have students practice a demonstration or teaching activity using role-play.
- Assign a role-play activity for which the students must prepare in advance by reading material, without designating the specific roles until the day of the activity.
- Assign a lengthier group project in which the participants must research the topic and communicate outside of class, perhaps online, with the specific roles also assigned in advance.
- Give a mini-lecture and then have a break-out session to allow students to role-play in small groups.
- In a blended course, use class meetings and online discussion boards for role-play activities that are based on online content; consider incorporating an online role-play activity.

Role playing is probably best known for ascertaining feeling levels and possible validation of emotional experiences. Such experiences can be rich learning events when they actually relate to the desired educational objectives rather than serving merely as interesting or emotionally charged occurrences.

Affect (emotions) can be changed when participants experience personally the emotions involved and the efficacy of a different framing of these emotional energies.

For the focus upon role playing to deal with affect (emotional) processes it is essential that the role playing and simulated experience are loosely set. (Land, 1987).

The instructor, trainer or supervisor has to define specifically beforehand which roles are to be in the center and which well specified circumstances are heeded (context). The learners will determine their role selection and cast events on the basis of their own experience and intuitive projections.

### 3.4 Why it's used Role Play

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

- It's fun and motivating;
- Quieter students get the chance to express themselves in a more forthright way;
- The world of the classroom is broadened to include the outside world – thus offering a much wider range of language opportunities;
- Help students to understand that there are casual relationships between people's behavior and the outcomes of events(Corbin, 1993). This understanding is enhanced because the consequences of behaviors can be immediately observed and self-image;
- Enables students to explore their values and appreciate the consequences of their values based actions (Downing, 1994);
- Enables students to identify options and solutions;
- Enables students to manage conflict;

- Students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment.

### 3.5 Values of Role Playing

Role playing can be used with students of most ages. The complexity of the role situations must be minimized in using the method with children. But if we keep it simple for their limited attention spans, role playing can be used even in teaching preschoolers.

Role playing allows people to make mistakes in a nonthreatening environment.

They can test several solutions to very realistic problems, and the application is immediate.

It also fulfills some of the very basic principles of the teaching-learning process such as learner involvement and intrinsic motivation.

A positive climate often results in which one can see himself as others see him.

The involvement of the role playing participants can create both an emotional and intellectual attachment to the subject matter at hand. If a skillful teacher has accurately matched the problem situation to the needs of his group, the solving of realistic life problems can be expected.

Role playing can be used with students of most ages. The complexity of the role situations must be minimized in using the method with children. But if we keep it simple for their limited attention spans, role playing can be used even in teaching preschoolers.

Role playing allows people to make mistakes in a nonthreatening environment. They can test several solutions to very realistic problems, and the application is immediate. It also fulfills some of the very basic principles of the teaching-learning process such as learner involvement and intrinsic motivation. A positive climate often results in which one can see himself as others see him.(Gangel, 2005).

### 3.6 Principles for Effective Role Playing

As a teaching technique, role playing is based on the philosophy that meanings are in people, not in words or symbols. If that philosophy is accurate, we must first of all share the meanings, then clarify our understandings of each other's meanings, and finally, if necessary, change our meanings.

In the language of phenomenological psychology, this has to do with changing the self concept. The self concept is best changed through direct involvement in a realistic and life-related problem situation rather than through hearing about such situations from others.

The teacher must identify the situation clearly so that both the characters and the audience understand the problem at hand. In casting the characters, the wise teacher will try to accept volunteers rather than assign roles.

Students must realize that acting ability is not at stake here but rather the spontaneous discharge of how one thinks the character of his role would react in the defined situation.

Players may be instructed publicly so that the audience knows what to expect or privately so that the audience can interpret the meaning of their behavior.

The discussion and analysis of the role playing situation depends upon how well we involve the audience.

Key questions may be asked by the leader and/or buzz groups may be formed. All members of the group (actors and the audience) should participate, and the reactions of the actors may be profitably compared to those of the audience.

The audience is just as much involved in the learning situation as the actors are. In the analysis and discussion time, the audience should provide possible solutions to the realistic problem situations which surface.

Throughout the entire process it will be necessary to deal with certain problems which arise in role playing situations. The backward, silent member must be encouraged to contribute.



Create an atmosphere in which he is unafraid to share ideas, confident that no one will laugh at his contributions or harshly criticize his conclusions.

### **3.7      The Ways to do Role-Play**

In the first situation, when the students just cope as best they can, the teacher's aim is to bring them to the point of awareness which the necessity of acquiring certain structures evidence, as these structures are immediate relevant.

Students can see how they could have put them to good use. They will retain them all the more easily because they are rooted in a meaningful context.

In the second situation, role play is the active phase of learning and offers an opportunity for students to make personal use of language that has been presented them formally. Role play can be used in this way right from the start in elementary classes.

As for the kind of language work to be done, role play lends itself to almost every type: structures, lexis, functions, intonation pattern and so on.

### **3.8      Advantages of role playing**

- Students take on a decision making persona that might let them diverge from the confines of their normal self-imposed limitations or boundaries.
- Students can transcend and think beyond the confines of the classroom setting.
- Students see the relevance of the content for handling real world situations.
- The teacher and students receive immediate feedback with regard to student understanding of the content.
- Students engage in higher order thinking and learn content in a deeper way.

- Teachers can create useful scenarios when setting the parameters of the role play when real scenarios or contexts might not be readily available.
- Typically students claim to remember their role in these scenarios and the ensuing discussion long after the semester ends.

Some teachers are unaware of the possibilities of role-play. They may feel that such an activity is not appropriate for classes which cause discipline problems and that conducting role-play would create chaos.

In addition, they claim that students may be reluctant to be someone else, or, that their level of language is too low. The section below attempts to present rationale for using role-play activities in English foreign language classrooms.

The next reason for incorporating role-playing in EFL classes is that some people learn for specific roles in life. They may want to work or travel in worldwide context. It is very advantageous for these students to have tried out in pleasant and safe environment of a classroom with the language they will presumably use.

Another advantage of role-playing is that learners are given a chance to pretend someone else. Such a technique may help timid students to overcome their shyness of speaking. Reticent students often have difficulty talking about their experiences or about themselves. The fact that they are someone else makes them feel that their own personality is not implicated.

### **3.9 The teacher's roles in role-play**

Having analysed the definition of role-play, the organization of such an activity, its advantages and also the notion of pair and group work, another very important issue has to be explained, namely, the teacher's role in a role-play activity. One of the teacher's function is being a facilitator. As learners practise role-play they may discover that they lack words or phrases.

They may need new language to be given by the educator. This role makes the teacher act as a kind of a "walking dictionary", evaluating the class and offering help when it is necessary. However, if rehearsal time is long enough, offering assistance might not be required.

At times, teachers may want to become involved in a speaking activity. This way they can prompt the exercise, introduce new information to help the role-play along and ensure continuing student engagement in the speaking.

Although educators have to bear in their minds that they should not participate too much, that is, take control over the task and draw all the attention to themselves.

The third role of the teacher is being a spectator. His or her task is to watch the role-play and then give remarks and advice at the end of the performances.

The teacher walks round the classroom listening to the students talking and putting down the mistakes that should be discussed.

Then, Porter-Ladousse adds that after roleplay, the educator can correct forms from the learners by writing them on the board, or by giving some kind of remedial task that he or she had predicted would be needed (Ladousse, 1987).

This author also suggests that the teacher should include such a remedial exercise into a later lesson and he also puts emphasis on the fact that while role-play is in progress, the teacher should not let the consideration of errors suppress the exercise, as the first priority is developing fluency. Role-play seems to be an important tool in teaching speaking skills. Although there is no one definition of role-play and there are some weak points about that activity, it's numerous advantages far outweigh the disadvantages.

The activity gives a chance of having a rehearsal for the language one day students may be exposed to, for example ordering food at a restaurant.

### **3.10 Organization of Role-Play**

The organization of a role-play activity for a role-play to be a successful speaking exercise it is useful to know some basic principles about organizing such an activity. This subchapter presents advice on conducting role-plays. Firstly, it is important to mention that if a teacher is not convinced about the validity of using role-playing, the activity itself “will fall flat on its face just as you expected it to” (Ladousse, 1987).

The educator has to be convinced that role-play is an exciting technique to use and has many benefits.

If the teacher is not enthusiastic about the play, the students will not as well. Any teaching sequence necessitates three vital elements: the engage stage, study stage and activate stage.

In the first phase – the engage stage, the teacher’s task is to attract and keep learner’s attention and interest in a lesson. Student’s minds have to be involved and emotionally connected with a lesson, for example by a pleasant situation or a nice picture. (Jeremy, 2012, p. 178)

Then, learners need to study the new language; it may be grammar or vocabulary exercises. Having known the new item, students are given a possibility to activate both the new language and the language they have known. Learners do it when they speak freely.

Therefore, in order for role play to be a profitable activity, careful preparation would be essential. The educator may cause brainstorming in the classroom on what the speakers may say. Also, writing prompts on a board and necessary vocabulary may guide students during role-play.

It is also worth remembering that the teacher should make sure that students have understood both the situation to play and also what is on the role cards before the activity begins.(Ladousse, 1987, p. 12).

If learners follow the activity, then, they will not have problems with conducting the activity properly. Of course, role cards should be legible and within students’ language level. Moreover, educators should not use role-plays which are too difficult or too emotionally loaded until students are used to that kind of activity.

Rather, starting with very simple information-gap role-plays is advisable. During the first role-play learners may be more or less inhibited, but soon they will get accustomed to role-playing.(Ladousse, 1987, p. 11) .

Beyond question, students will need some time to prepare for a performance and then also try out their roles privately (Doff, 1988, p. 237).

Depending on the learners’ language level, the amount of planning time may differ. Players at this stage of an activity work in pairs or groups and discuss together what they might say.

For instance, when playing the role of a waiter and a customer, learners might be asked to do or bring to a class menus and aprons. These simple props may make the whole process more memorable for the class (Budden, 2004).

The author also has it that rearranging the furniture helps with playing the roles. She gives an example of playing the roles of a travel agent and a customer where in order to make it more real, students may even leave the room and then enter by knocking at the door.

Having explained the whole task, the lecturer divides the class into pairs or groups. At the very end, she or he sets a strict time limit and tries to make every effort to stick to it.

Finally, Huang (2008) proposes that the teacher should assess the effectiveness of the role-play activity and examine if learners have successfully comprehended the meaning of vocabulary, sentences and dialogues.

The author adds that there are several ways to check students' evaluation. She suggests that learners should be given oral and listening tests related to the role-plays.

The players may be asked to answer some questions connected with their roles, repeat some parts of utterances, or translate the role-play into their native language. Apart from that, the teacher's task is to evaluate students' understanding and comprehension while monitoring their role-play performances (Huang, 2008).

## **CHAPTER 4: RESEARCH METHODOLOGY**

### **4.1 The Method of Research**

This research presents the method of research, subject, and object of the study, time and place, research design, the Classroom Action Research (CAR) procedures technique of collecting data, technique of the data analysis, and the criteria of the action success.

Classroom action research (CAR) is an action research conducted by teachers in the classroom. Action research is essentially a series of "research-action-research-action", which is performed in a cyclic manner, in order to solve the problem, until the problem was solved. There are several types of action research, two of which are individual action research and collaborative action research (CAR). So CAR could mean two things, namely classroom action research and collaborative action research, two of them refer to the same thing.

Action research is different from formal research, which aims to test hypotheses and build theory of a general nature (general). Action research is more aimed to improve the performance, its context and results are to be generalized. However, the results of action research can be applied by anyone else who has a background similar to that researchers.

CAR is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues.

It means that to begin the CAR, the researcher or the teacher needs to identify and investigate problems within a specific situation.

“Action research functions best when it is co-operative action research. Co-operative action research has the concomitants of beneficial effects for workers, and the improvement of the services, conditions, and the functions of the situation. In education, this activity translates into more practice in research and problem-solving by teachers, administrators, pupils, and certain community personnel, while the quality of teaching and learning is in the process of being improved”.(Folse, 2004).

Classroom Action Research is done to improve the quality of teachers, administrators, students, the teaching learning process, and certain community personnel.

There are three instruments which are used for this research: a questionnaire with students that will enable us to gather more information about their needs and targets.

Then interviews with English teachers to find out their opinion about their role in improving speaking skills for students and also classroom observations to see what actually happens in the classroom regarding development of speaking skills..

Furthermore, it will give the better results when done collaboratively.

CAR preparation stages are as follows:

1. *Draft action (planning / planning)*, in this stage the researcher explains what, why, when, where, by whom, and how the actions will be carried out. The ideal action research actually done in pairs between the parties and the parties do action observing run.
2. *Implementation of the action (acting)*, this stage is the implementation or application of the contents of the draft, which is put on in the class action.
3. *Observation (observing)*, the activities of the observations made by the observer. In this stage, the teacher noted gradually implementing what happened in order to obtain accurate data for the next cycle of improvement.
4. *Reflection (reflecting)*, an activity to bring back what has been done. In this stage, teachers try to find things that are perceived as satisfactory heart is in conformity.

If action research is done through several cycles, then the last reflection, researchers suggested submitting the plan to other researchers if he case operations, or to yourself if it will continue in other occasions.

## **A. The Research Design**

The study used classroom action research (CAR) as research design. It was intended to improve the students' speaking ability through role play. In this classroom action research, the teaching and learning process divided into two cycles where each cycle consisted of two sessions.

## **B. The Subject and the Object of the Study**

### **1. Subject of the Study**

The study will also examine the strengths and weaknesses of using the role play in classrooms. 30 pupils will be involved in this study, both genders, at the age of 14 and 15 years. This study is conducted with the students of Primary School "Bafti Haxhiu" in Viti.

This research is carrying out by the quantitative method through questionnaires, and through this research students are being able to freely use English in technical field of studies. All the students are involved on this application and it is collected enough information about effect of role play on improving speaking skills.

Students are from both genders, in a total number of 30 of them.

### **2. Object of the Study**

The object of this study is role play technique to improve students' speaking ability.

## **C. The Research Procedure**

The Classroom Action Research using Kurt Lewin's design consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle.



## 1. Planning

In order the action study could be successfully done, the researcher had to make instructional planning for whole session.

The present study was substantially based on the fact that the subject under study had low ability in speaking. Furthermore, in this phase the planning is divided into two types. Those are general planning and specific planning. The general planning is aimed at organizing whole aspects referred to Classroom Action Research. (Greenbaum, 2002).

Planning usually starts with something like a general idea. For one reason or another it seems desirable to reach certain objective.

This phase was the first step of research procedure. This was the most important step in conducting

Action Research as by knowing the problems, the writer could find a good solution to solve the problem arose.

The researcher planned the following instructional mean activities, such as:

1. Designing lesson plans or setting up teaching scenarios of the present classroom action study. The research designed and planned for two lesson plans or teaching scenarios since the action study was designed in two cycles with four sessions.

The researcher tried the best to create communicative classroom activities in order to help the students to improve and enhance their speaking skill. In line with time schedule each session or meeting was planned to last for about 80 minutes.

2. Constructing post-test by the end of each session. The administration of the reflection or post-test was aimed to measure the extent of subjects' progress in speaking skill after the treatment given.

3. The next activities were constructing questionnaire to the subjects under study.

## **2. Action**

Action referred to what the researcher really did in the classroom and how to manage the class.

In action of classroom action study, there were three main parts were used in the classroom activities, include pre-activities, whilst-activities, and post-activities which discussed as follows:

1. Pre-activities;
2. Whilst-activities;
3. Post-activities.

## **3. Observation**

In the classroom action study, the researcher acted as a classroom teacher as well as an observer.

The classroom observation was done during the teaching and learning process. The information that were obtained from the action during the teaching learning process were very useful to recognize the effect of the treatment given.

Observing was the activity of collecting data to supervise to what extent the result of acting reach the objective. It was carried out to find and obtain the development of the learning process and the effect of the action.

## CHAPTER 5: DATA ANALYSIS

### 5.1 Analyzing student's response

In the questionnaires I had prepared for the student who participated in this research there were asked 15 questions about individual thoughts of each of them for many issues concerning and directly relate to the topic I had.

From that what I have achieved as a result, it was noticed that the “role-playing” in language learning in elementary classes has good effects, and students are pro for this method to be increasingly used in language learning by them.

In order to make easier their way of answering, I have provided the questionnaires in a tabular form, where besides the question I have also laid the way in which they would appreciate a question or opinion.

They could rate each of my quotes from a minimum of 1 to a maximum of 5.

Also, by questionnaires students have implied that in their school is already used this method of language learning by their teachers, as well as in language, teachers are always ready to assist their students and answer to them on any question or eventual uncertainty they may have.

At the same time, students have admitted that they have already gained satisfactory language skills.

Are your speech language skills very good at the moment of this researching?					
	strongly disagree	disagree	Neutral	agree	strongly agree
Results	6.66 %	3.33 %	3.33 %	3.33 %	83.33 %

**Table 1 : Are the student language skills very good at the moment of this researching?**

### Are your speech language skills very good at the moment of this researching?

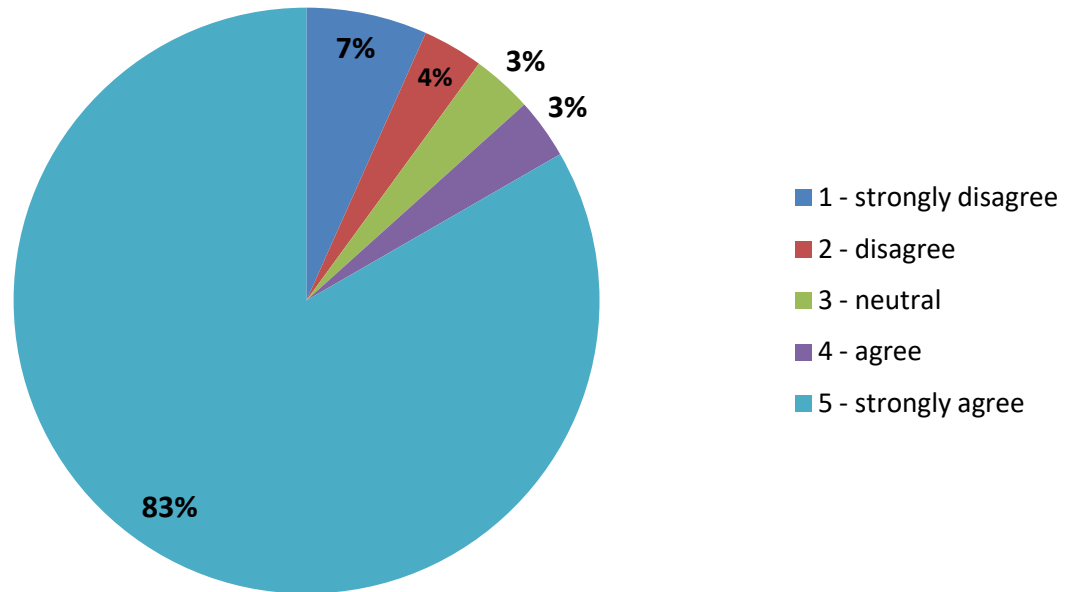


Figure 1 : Are your speech language skills very good at the moment of this researching.

Does the teacher in your school uses “role-play” while learning the language?					
	strongly disagree	disagree	Neutral	agree	strongly agree
Results	16.67 %	3.33 %	6.67 %	20.0 %	53.33 %

Table 2: Does the teacher in your school uses “role-play” while learning the language?

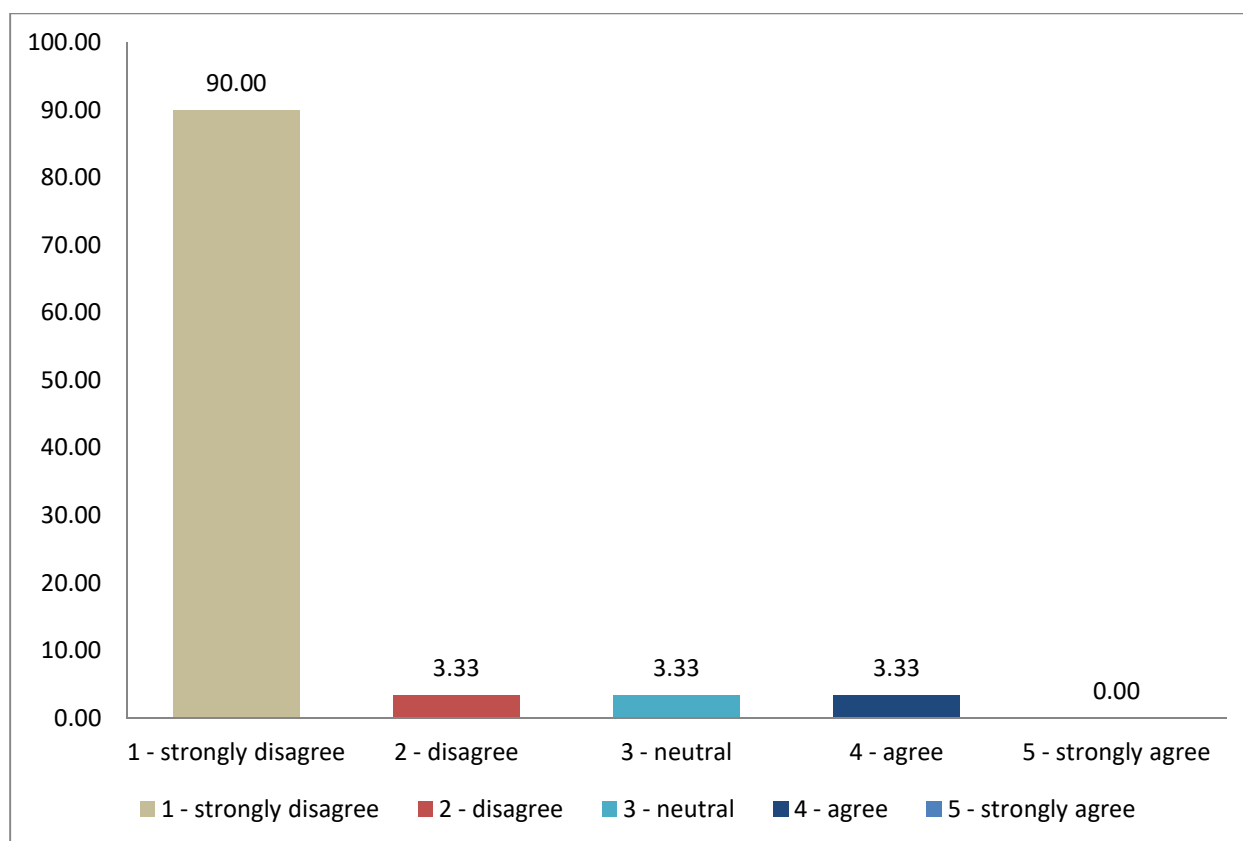
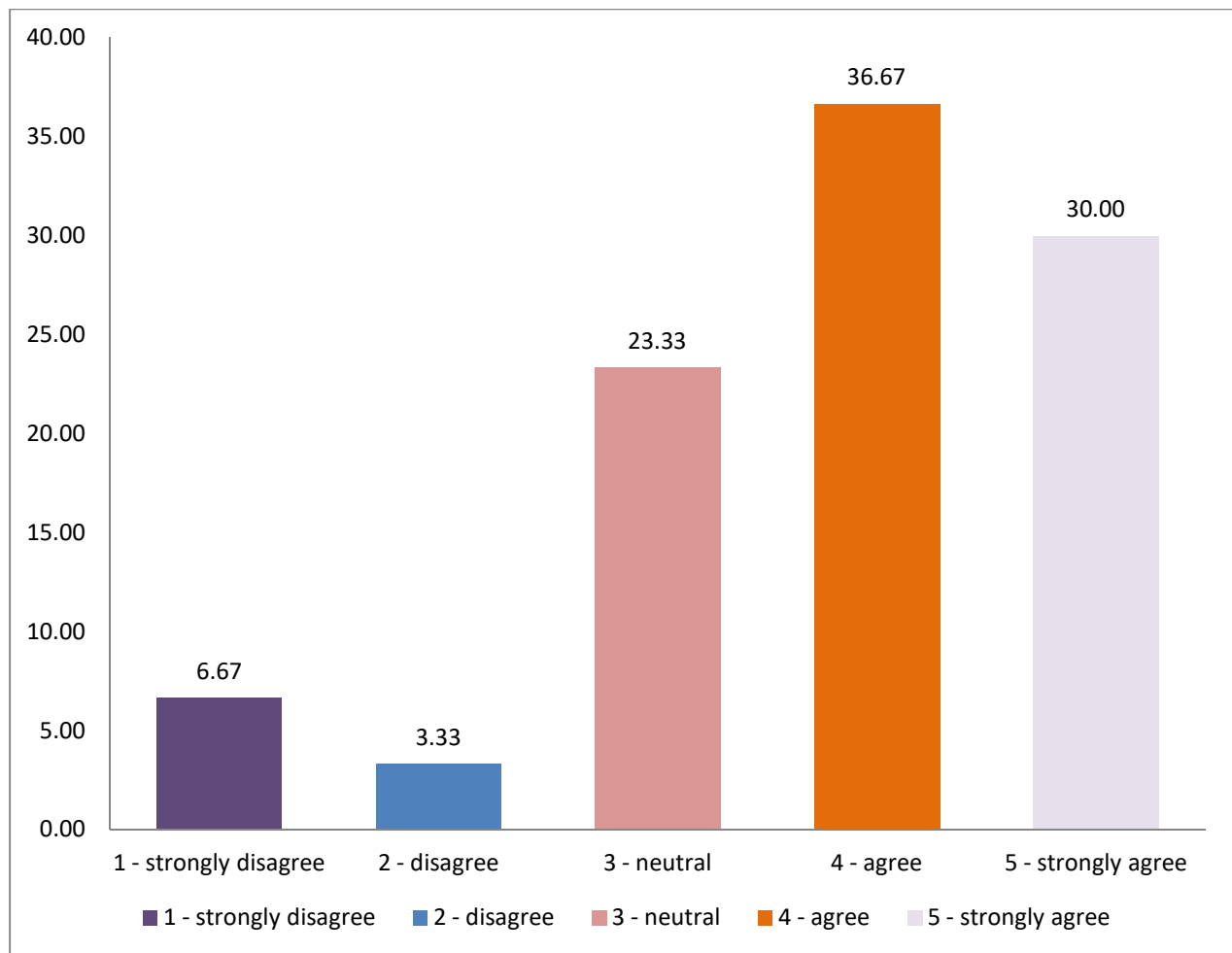


Figure 2: Does the teacher in your school uses "role-play" while learning the language?

-There is a consensus of all students that in order to improve language skills, should be used and applied the effect of “play-role”.

In order to improve language skills, should be used and applied the effect of “play-role”					
	strongly disagree	Disagree	Neutral	agree	strongly agree
Results	6.67 %	3.33 %	23.33 %	36.67 %	30.0 %

Table 3: In order to improve language skills, should be used and applied the effect of “play-role”.



**Figure 3: In order to improve language skills, should be used and applied the effect of “play-role”.**

Regarding the question if should the students to encouraged to respond naturally in order to avoid mistakes, students have responded that encouragement by teachers would be welcome to avoid such situation, and they said that there are have causes when after their eventual mistakes in speaking the language, are ridiculed by other students.

Should students be encouraged to respond naturally to avoid understandings when they are wrong.					
	strongly disagree	Disagree	Neutral	agree	strongly agree
Results	10.0 %	0 %	13.33 %	40.0 %	36.6 %

Table 4: Should students be encouraged to respond naturally to avoid understandings when they are wrong.

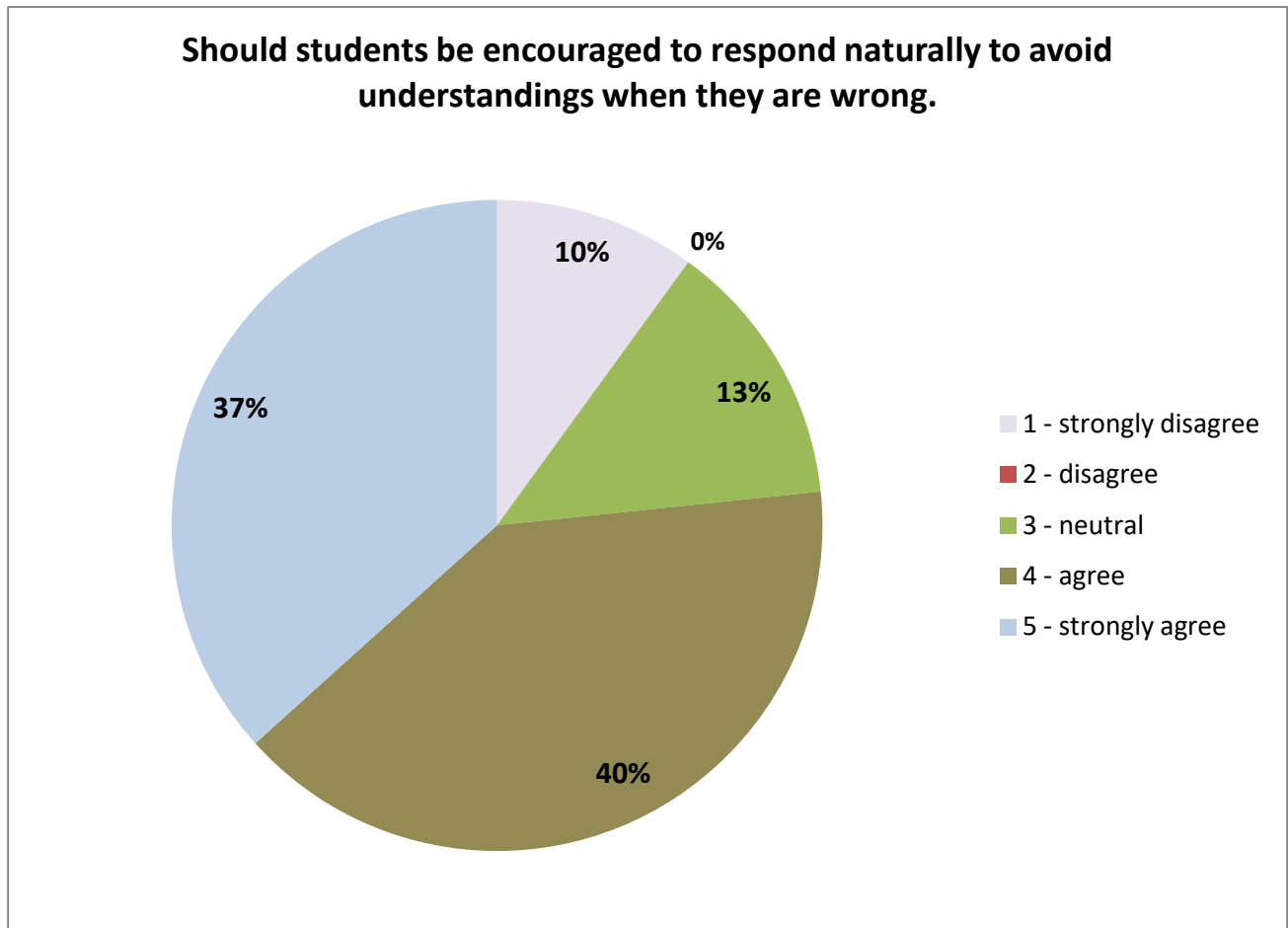
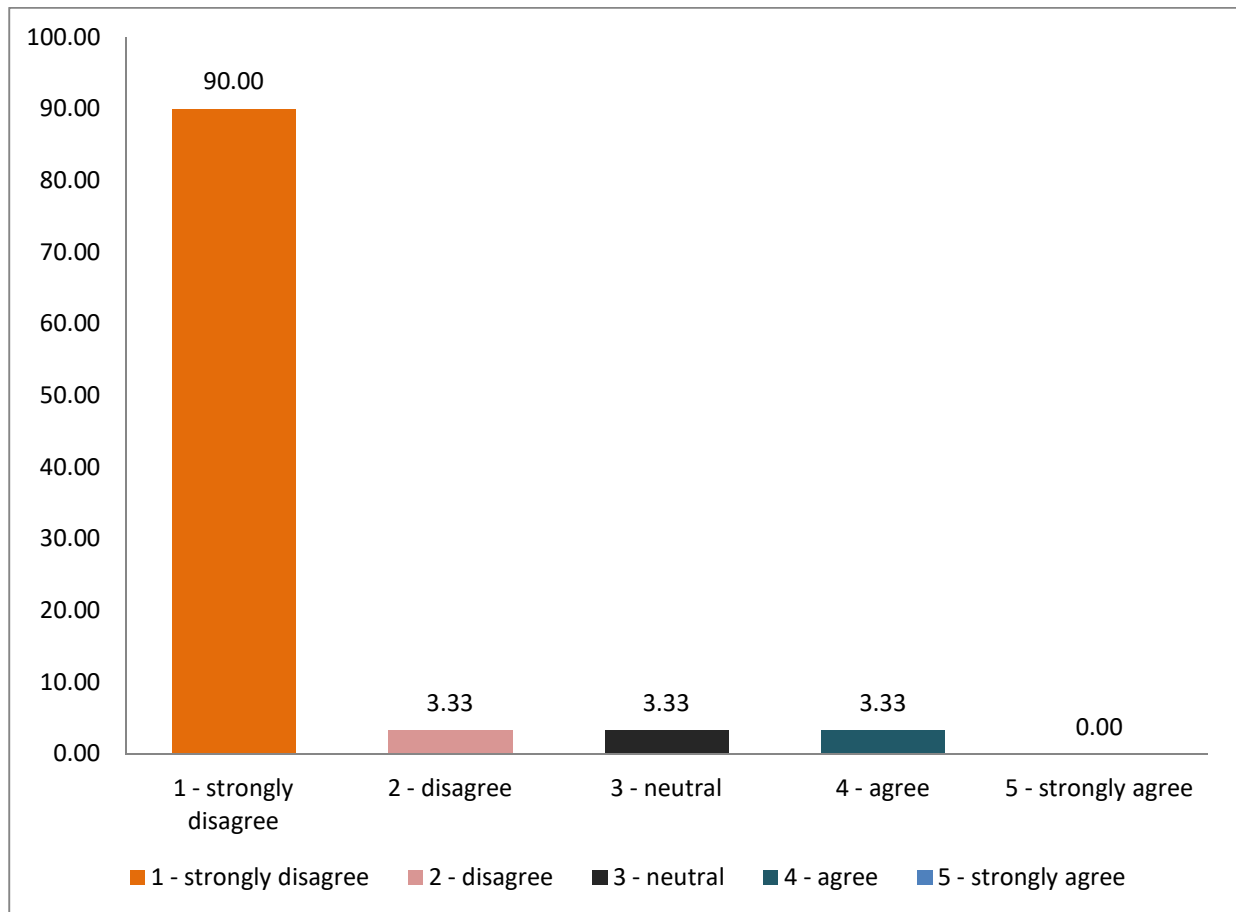


Figure 4: Should students be encouraged to respond naturally to avoid understandings when they are wrong.

Have you ever been ridiculed by other students about the mistakes you have made during your speech language.					
	strongly disagree	Disagree	Neutral	agree	strongly agree
Results	90.0 %	3.33 %	3.33 %	3.33 %	0 %

**Table 5: Have you ever been ridiculed by other students about the mistakes you have made during your speech language.**



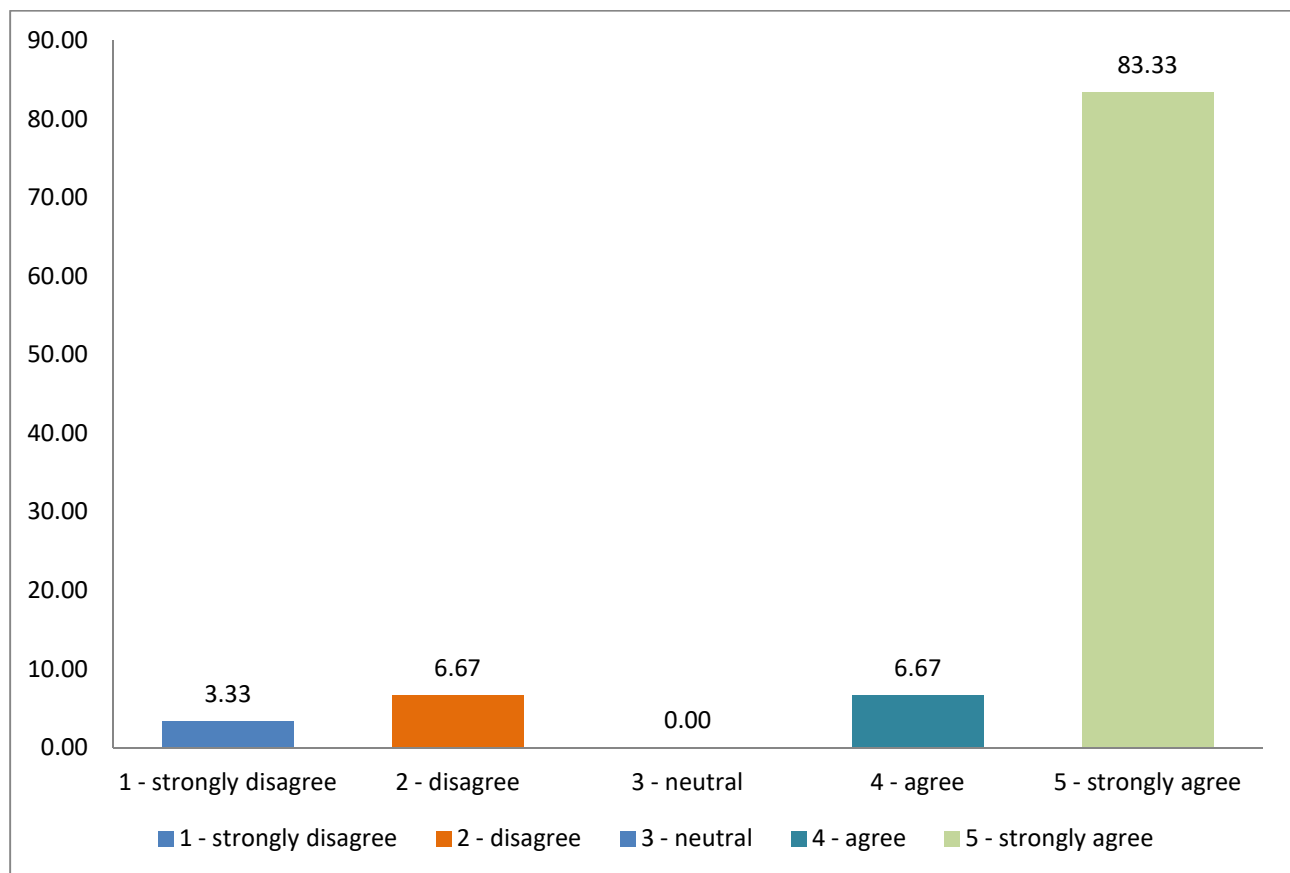
**Figure 5: Have you ever been ridiculed by other students about the mistakes you have made during your speech language.**



Also, students agree that language learning objectives, through “role-play” approach should be applied by dividing students into groups so that they can all students become part of the lesson.

“Role-play” should be applied by dividing the students into groups so that all students become part of the lesson.					
	strongly disagree	Disagree	Neutral	agree	strongly agree
Results	3.33 %	6.67 %	0 %	6.67 %	83.3 %

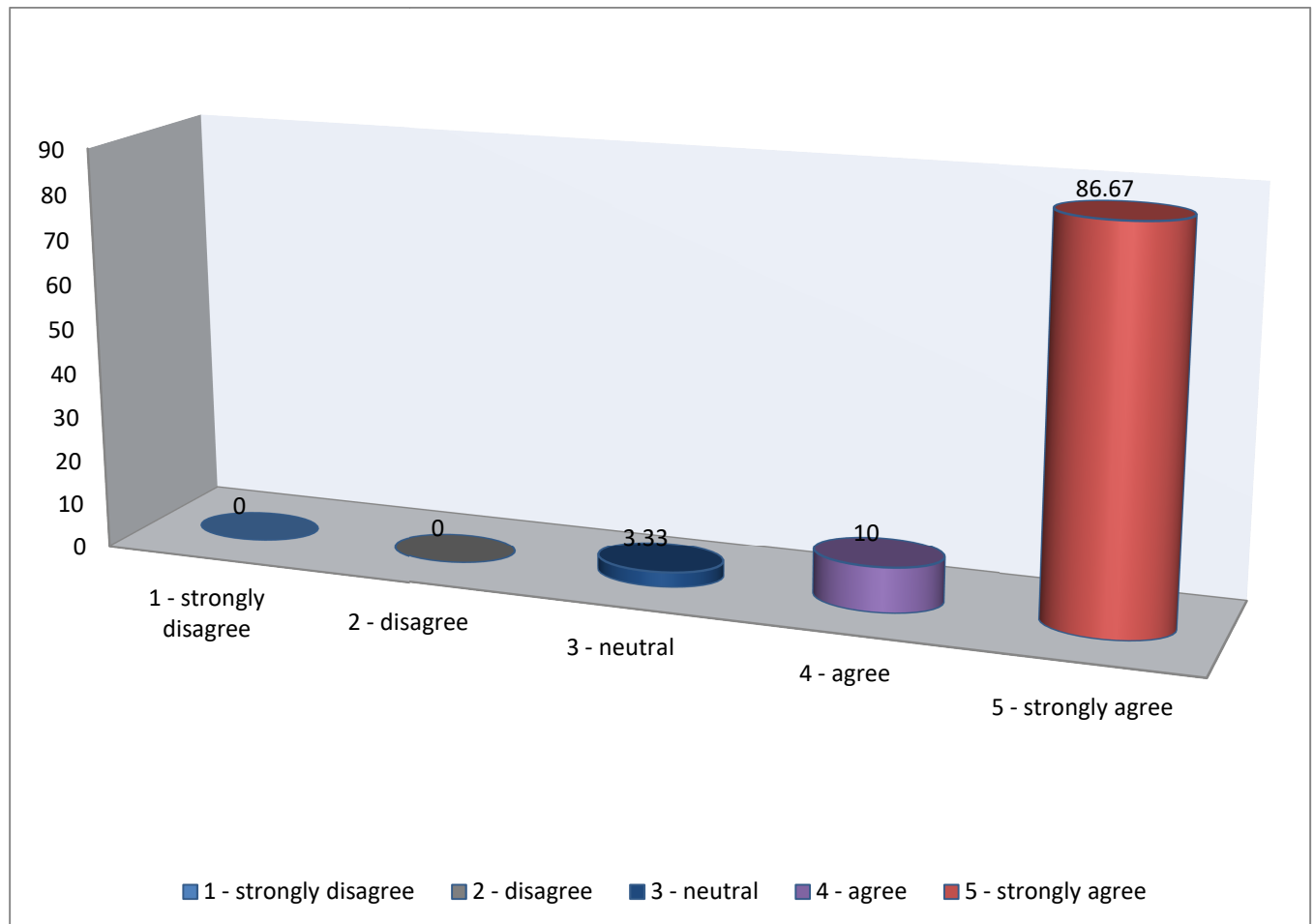
**Table 6: “Role-play” should be applied by dividing the students into groups so that all students become part of the lesson.**



**Figure 6: “Role-play” should be applied by dividing the students into groups so that all students become part of the lesson.**

Learning objectives during the “role-play” should be understandable to everyone.					
	strongly disagree	Disagree	Neutral	agree	strongly agree
Results	0 %	0 %	3.33 %	10 %	86.67 %

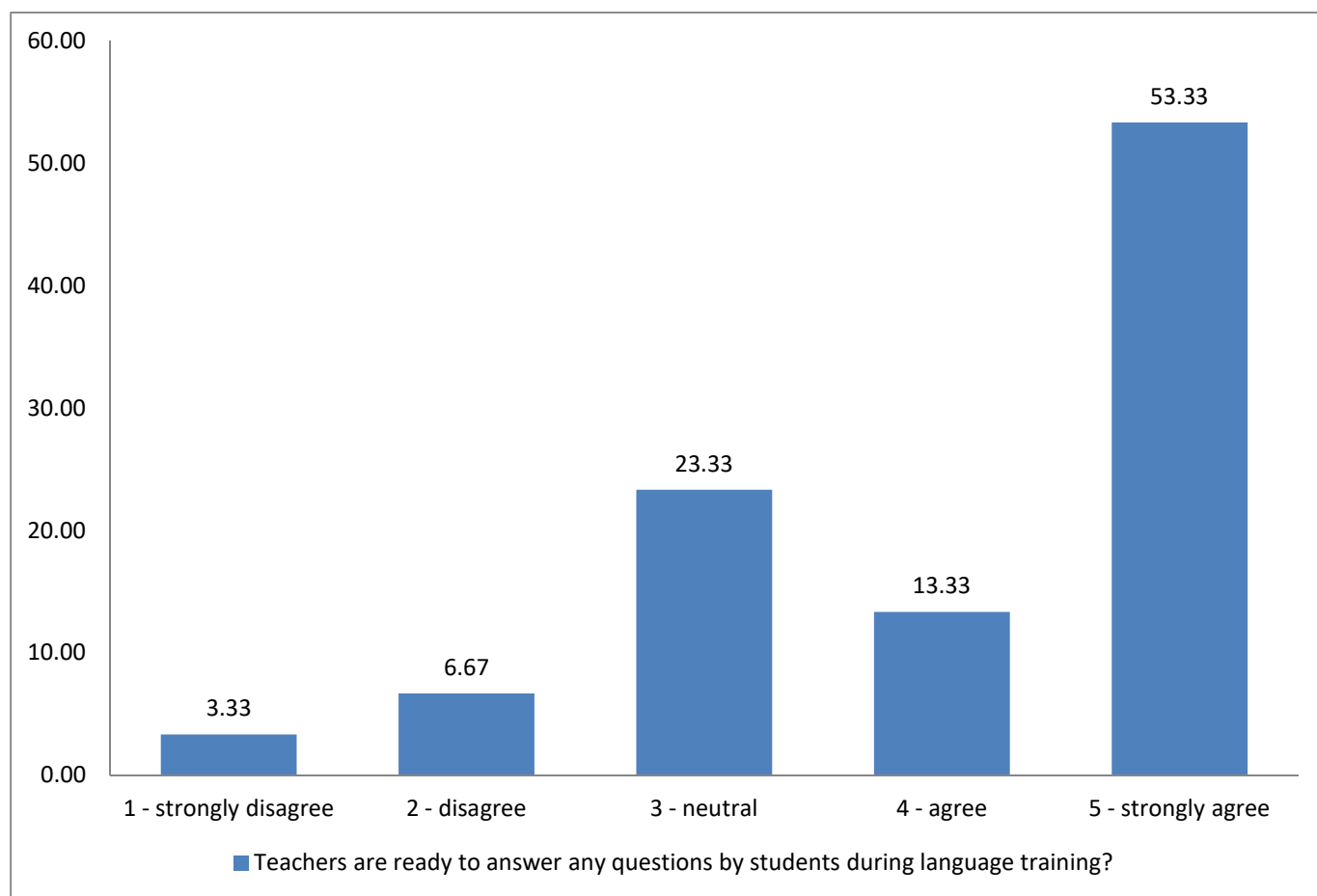
**Table 7: Learning objectives during the “role-play” should be understandable to everyone.**



**Figure 7: Learning objectives during the “role-play” should be understandable to everyone.**

Teachers are ready to answer any questions by students during language training?					
	strongly disagree	Disagree	Neutral	agree	strongly agree
Results	3.33 %	6.67 %	23.33 %	13.3 %	53.33 %

**Table 8 : Teachers are ready to answer any questions by students during language training?**



**Figure 8 : Teachers are ready to answer any questions by students during language training?**

## 5.2 Analyzing teacher's response

To analyze work and methods which are used from teachers at learning of language to students, and to verify how much they apply “role-play” during teaching of language, I have prepared a questionnaires with 12 questions, to which responded 2 language teachers.

Regarding the way it can be included in the lesson and how familiar is it with the classroom learning of a passive student, teachers have responded that they should be quiet, do not bother, and that mostly depends from the intelligence of successful learning to a student.

In question how much language teachers are responsible and ready to fit the needs of students, also to be attentive to them, they answered that they try to some extent to fit they needs and they do their works with full honesty.

Also, there is a consensus among all teachers that each student should be encouraged to respond spontaneously and as he knows, in order to exclude ridicule from other students in case of possible errors.

Teachers who participated in the questionnaires expressed their willingness to help students increase their speaking skills, and have quoted that every student who participates in various debates they offer help and constructive criticism in some cases, In order to increase their speaking skills in one hand, and in the hope that these criticisms will also affect students who do not participate in the debate that is offered.

## CHAPTER 6: CONCLUSIONS

### 6.1 Conclusion

From all of what I found, I have reached conclusion that is preferred from teachers to start using “role-play” for students, after we made questionnaires, we implied that after this method, students will benefit. Also this method will contribute to increase speaking ability at students.

By questionnaires, I managed to show up conclusion:

1. *It can be concluded that role-play is a key factor in increasing the language skills of the students.*
2. *As we have mentioned in hypothesis of the work, that with the role – sharing in the classroom there is an increase in the students’ speaking skills, so about 83.3% of students have good ability on foreign language at the moment of research.*
3. *It was shown that about 53% of students accept that teachers have started using “role-play” method during teaching.*
4. *It was shown too, that students don’t have knowledge regarding of positive and negative effects of this method at learning the language, so just 66.7% of them think that this method would be effective and would contribute to increase speaking ability to them, as we have shown in the tables.*
5. *Students are encouraged from teachers to answer impromptu, so they can avoid mistakes during speaking, and around 76% of them accept that in case of mistakes, they get just constructive critics from their teachers.*
6. *It has been proved from the questionnaires that students are never derided if they make any mistake during speaking of language, neither from teacher or students.*
7. *Students during learning of language aren’t always divided into groups, but about 90% of them think that separation in groups during language learning would be very effective for everyone so they can incorporate actively into learning.*

8. *It can be concluded that objectives of “role-play” learning are so understandable at the moment of research, but there is a consensus that this aspect should be improved as far as it can.*
9. *As I have posed as an issue in the hypothesis at the beginning of thesis, we have gained the expected result by questionnaires as well, that the use of role plays have a major role on improving speaking skills of the students.*

Also based on the questionnaires, I can say that the hypotheses outlined in the first chapter of the work have apparently been proved and validated. All those because:

1. In order for the students to be motivated and encouraging in the work and performing of their duties role sharing should be used as the most effective method for creating interesting atmosphere for the students in the classrooms.

## 6.2 Suggestion

In this part, I want to give some suggestions to be considered by English teacher as follows:

1. Role play technique would be very helpful to improve students' ability in speaking, so the teacher needs to maintain using role play techniques as alternative technique of the teaching process.
2. The teacher should give clear explanation and instruction in directing her students using role play.
3. The teacher should control the students' activities.

Finally, I realize that this research still have some weakness and mistakes. Therefore, I would like to accept any constructive suggestion to make this research better.

## 6.4 Recommendations

Teachers should use contemporary methods in order to maximize the student's ability to speak the language.

School leaders in coordination with the municipal education directorate should be committed in providing additional training for teacher in order to update their teaching methods each time.

Role sharing should be applied throughout teaching as it considered as the most effective method for each student enangment in learning and to be active during work within the classroom.

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- 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..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

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## Appendecies

### APPENDIX A

#### PYETËSORË PËR STUDENTË

Ftoheni të vlerësoni mendimet e paraqitura më poshtë në bazë të shkallës së vlerësimit si vijon:

1 – Nuk pajtohem fare / 2 – Nuk pajtohem / 3 – Neutral / 4 – Pajtohem / 5 – Pajtohem plotësisht

Nr.r	Mendimi i paraqitur	Vlerësimi
1	Aftësitë e të folurit të Gjuhës Angleze mund të mësohen më lehtë nga nxënësit nëse aplikohet efekti i “ndarjes në role”.	
2	Mësimdhënësit janë të gatshëm të përgjigjen në çdo pyetje nga nxënësit me rastin e të mësuarit gjatë “ndarjes në role”.	
3	Mësimdhënësit duhet të aplikojnë më shumë “ndarjen në role” gjatë të mësuarit të gjuhës sesa metodat tjera tradicionale.	
4	Ndarja në role duhet të aplikohet duke i ndarë nxënësit në grupe, në mënyrë që të gjithë nxënësit të bëhen pjesë e mësimit.	
5	Nxënësit duhet të inkurajohen që të përgjigjen natyrshëm ose spontanisht, për ti shmangur pëqeshjet me rastin e gabimeve.	
6	Mësimdhënësit nuk duhet të kritikojnë nxënësit me rastin e gabimeve të tyre, por duhet ti inkurajojnë dhe mësojnë që të mos përsëriten gabimet.	
7	Nxënësi ka mundësi që gjatë simulimit të ndajë mendimet dhe konceptet e tij me mësimdhënësit dhe studentët tjerë.	
8	Të përdorurit e “ndarjes në role” gjatë të mësuarit, mësimin e nxënësve e bënë më produktiv.	
9	Ndarja në role duhet të bëhet në mënyra të ndryshme në mënyrë që të mësuarit e Gjuhës të jetë më efikase.	
10	Objektivat e të mësuarit gjatë “ndarjes në role” duhet të jenë të kuptueshme nga të gjithë.	
PYETJE		
1	A janë aftësitë tuaja të të folurit të Gjuhës të larta në momentin e këtij hulumtimi?	
2	A përdoret nga mësimdhënësi në shkollën tuaj “ndarja në role” gjatë të mësuarit të gjuhës?	
3	A është i gatshëm mësimdhënësi juaj të përgjigjet në çdo pyetje tuaj gjatë aftësimin të të folurit të gjuhës nga ju?	
4	A jeni inkurajuar ndonjëherë nga mësimdhënësi me rastin e gabimeve që keni bërë gjatë të folurit të gjuhës angleze?	
5	A jeni përqeshur ndonjëherë nga nxënësit tjerë me rastin e gabimeve që keni bërë gjatë të folurit të gjuhës?	

Ju falënderoj për kohën !

Pyetësin e përgatiti: NOLIANA HALILI

## Appendix B: Role-playing - for teacher

1. *How can a student bystander respond? What about an adult overhearing the taunt?*
2. *How can you make it clear that you are attentive to the needs of the child and also appeal to the parent's sense of fairness?*
3. *What does this student understand about stereotypes and privilege? What do those who were laughing understand about them?*
4. *What might the principal in this case do? What might an individual teacher do or say?*
5. *Why did this student choose that word? What other words could she have used? How can she be gently stopped?*
6. *How would you advise the girl to respond? What else can you do?*

7. *What was this student trying to convey to his female classmate? Is there another way to say it?*
8. *What did this student mean to imply with his statement? How might the student being singled out as a token feel?*
9. *What effect did this student's humor have on the classroom environment?*
10. *How might the targeted student have felt when this comment was made?*
11. *Does the context and significance of the comment change if this teacher is from a background similar to the student? Does the significance change if a student makes the comment?*
12. *Can the offer of help be disentangled from the bias? Would asking for the speaker to explain their intent or addressing the issue of inappropriate language lead to different outcomes?*