

IMPROVING SPEAKING SKILLS THROUGH ROLE PLAY ACTIVITIES AT PRIMARY LEVEL

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ABSTRACT

One of the main purposes of learning English is the ability to communicate effectively with other users of the target language. As a productive skill, speaking is a crucial skill to master in order to be successful in one's academic pursuits. Due to its importance, speaking is an important skill cultivated in an English language classroom at secondary level. Teaching to communicate in real, everyday situations are very often neglected and students have little chance to practice ordinary language in the class. Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. There are many ways for students to develop their ability in speaking English. Therefore, teachers ought to provide learners with opportunities to improve their speaking skills. One of the techniques that can be applied is role play. The objectives of this research were to improve the student's speaking skills, to check whether role play is an effective learning technique, to know the strengths and weaknesses of role play. The problem of this research was the poor speaking competence of the primary level students. The impact of Role play activities upon the development of Second language teaching and learning is unavoidable. The present study was basically triggered by the fact that the subjects under study still faced problems in speaking skills. The subjects' problems should be instantaneously solved. The implementation of role play was expected to be an effective way to improve speaking skills of the elementary level students of Badar Din. The obtained data of the present study was collected through the administration of questionnaires which were analyzed descriptively. It was designed for the purpose of diagnosing pre-existing the subjects' achievement in speaking skills. The findings clearly showed that the speaking skills of the subjects under study could be improved through role play and the students could speak well and improve their vocabularies and grammatical structures. Using role play in speaking class could increase the student's motivation in learning speaking. It was suggested that before conducting the instructional process especially in speaking class, choosing the most suitable way of improving the students' motivation in learning speaking is important because this is the key of the success in teaching-learning process. Besides, it is necessary to create an interesting and enjoyable atmosphere in the teaching learning process in order to help the students improve their speaking competence.

DEDICATED TO

My affectionate and loving parents
Who taught me to write first letter in my childhood!

And

My Worthy Supervisor: **Sir Safdar Bhatti**
Who encouraged me at each step of life to
Face the challenges bravely!

Chapter I

INTRODUCTION

1.1. RESEARCH BACKGROUND

Education plays a vital role in human capital formation. It raises the productivity and efficiency of individuals and thus produces skilled manpower that is capable of leading the economy towards the path of sustainable economic development. In all the creations, created by the Allah Almighty, human beings hold the superior rank. And therein lies the real reason of its superiority but the major one is its ability of speech. Allah almighty bestowed him the ability of speech to express his feelings, thoughts and emotions. As Emerson says, "Speech is the Power, speech is to persuade, to convert, to compel." Human progress in all spheres of life is due to this language. Culture of any civilization is based on its language. No civilization can survive without a language, e.g. Harappa and Mohenjo-Daro are civilizations still alive because of their language-Sanskrit. Language plays the role of spirit and soul in the body of a civilization. It is created, changed and used by people. It changes all the time. To understand language, we need to understand people. Language is one meaning- making resource amongst many and people use this resource for their benefits or for their harm.

The value of English language is internationally accepted. It is a store house of world knowledge. It is a medium of international communication and also a custodian of standard terminologies. To get advancement in higher studies, the solidity of English language is notable. Considering the state of this language, it has been a challenge for its teacher. It is very important for an English language teacher to have a full command on it. Oral communication skills in EFL classrooms are described as a set of skills that allow the appropriate involvement of students in specific communicative situations provided by the teacher and which are imperative for students to master since they will be required in future occasions and in different scenarios: at home, workplace, classrooms etc. The development of speaking skills such as fluency, pronunciation, intonation and grammatical accuracy are essential to students' ability to communicate with others beyond their classrooms. Given the relevance of this statement, it is clear that

successful EFL interaction among teachers or learners, parents and children, depends on effective and developed speaking skills. The development of these skills also improves learners' interpersonal skills which enable them to establish healthy relationships with their partners. It is worth-mentioning that people can learn how to become a fluent speaker of a foreign language since it is not an innate skill. This means that this ability to speak fluently is improved by practicing the language through simulated activities (role-playing) with friends, relatives, colleagues, teachers, acquaintances. Consequently, we can say that these skills can be developed at home or at school by performing specific communicative activities as a good technique to promote students' success when communicating in a foreign language.

As language is a social activity, and in today's world social media is at the reach of each & every person, language is mandatory. We remain involved in this process all the time because, we need language to convey our thoughts and contemplations to the next person. It is our need which makes social interactions. It is the quality of human beings that they cannot only speak but can communicate with others eerily. Communication is an art and the important thing is how we speak. It is the basic characteristic of human beings. Webster says, "Language, as well as faculty of speech, was the immediate gift of God". The other creatures are not able to speak. It is the humans who can communicate with each other. Language comes next to food. So, everyone initially is similar with that it granted as everyone does breathing or walking" (Haq,1994). Paradoxically it seems as if English language runs like blood through the veins of nations worldwide. To have good communication skills in English is a burning desire for most people. Communicative competence in the target language is more demanded now than ever before. Educational bodily process is a nation construction and globally inter-related activity that unlocks the room access to modernization. It is imparted through formal, informal and non-formal ways. For this purpose, there is a need of interaction among the educatee, educator and the study material. Usually, educational system at secondary level follows the medium of instruction in mother tongue. In Pakistan, students have to study English as a compulsory subject from K.G to graduation level due to the following reasons:

(i) English is a means of understanding the foreign and higher educational work.

(ii) English is an international language used in research, commerce, aviation, diplomacy and source of scientific and technological advancement.

(iii) English is a symbol of power and high social status (Rehman, 2003).

English is considered as a foreign language in Pakistan. However, some misconceptions also prevail about its status as a foreign or second language. The proponents of the idea of English as a foreign language claim that English is the language of business, court, military affairs, education etc., it is not a means of communication among the masses. Students rarely find any chance to use English outside the classroom. Speaking is the action of conveying or expressing one's feelings in speech. It is the delivery of language through mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue and lips. Speaking is the 2nd of four language skills which are: listening, speaking, reading and writing. Speaking is the basic and fundamental characteristic of any language of the world. It is the key to express our ideas and thoughts. Through speaking, one can express one's mind, ideas and thoughts freely and spontaneously. For many people, mastering the skill of speaking is one of the most important aspects of learning a second or foreign language. Success is measured in terms of the capability to carry out a conversation in that language. In Psycholinguistic, speaking is a productive language skill and mental process. Mental process is a "process of thinking". We use words, phrases and sentences to convey a message to a listener. The current decade has observed major changes regarding content organization and teaching methodology of foreign or second language. The growing consciousness emerged that foreign language curricula should be developed in consideration of international standard of foreign language proficiency, which has resulted in upgraded approaches of curriculum and course design in quite a few institutions of primary education (Ali, 2005). It is granted that speaking is a difficult activity in which only specialists get involved or those who are compelled by their profession to speak. Teaching speaking is a hard area in the teaching of any language; yet it is vital because the learning of any language will be incomplete without

expertise at this skill. According to language experts, when one hears, one forgets. When one sees, one remembers. When one does, one understands. So the human mind works in the way that it is not very easy to remember the rules of grammar while speaking. Thinking of rules and translating the sentences in mind kill the speaking fluency. Fluency can be achieved when a person speaks without being conscious of any grammatical rules and grammar translation method. It is completely agreed by all the experts of language that the more one tries to speak English the more one will improve. Just by using English language as much as possible, fluency will be developed. Being a teacher of English language, it is the teacher's responsibility to involve students in the speaking process. It is only possible if teacher has some material for speaking. English speaking ability is very important for people interaction where people speak English every day and everywhere. Speaking is considered a critical skill in foreign language learning perspective. It is because of the assumption that the main source of success in learning a language is the ability to speak that language. Foreign language learners may have different reasons for learning the foreign language; however, the main thing is to communicate fluently because everyone is assessed by his language capabilities.

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 (Harmer, 2001:271). This means that effective speaking also involves a good deal of listening. Speaking takes place everywhere and has become part of our daily activities. Speaking is one of the most difficult skills to be learned by students, among the four skills. In speaking activities, there are two reasons why speaking skills are difficult for the students. First cause is that students lack motivation in learning English, another reason is caused by the inappropriate techniques used by the teacher in teaching speaking skills. Whereas, teaching English as a foreign language requires the use of effective learning methods, techniques, language games or activities that promote the speaking skills. The significance of four basic skills for this language cannot be denied. Reading, listening, writing and speaking skills must be taught simultaneously to get outstanding results. Speaking skills are not only needed in offices, banks and hospitals in fact in all over the fields present in today's most dynamic world.

The effective use of communicative activities will enhance students' social, personal and academic success during their lives through the strengthening of their oral communication skills. As stated by Al-Senadi, S. (2009) and based on the communicate approach; role-play activities promote an adequate training on important components of these skills, such as pronunciation, fluency, vocabulary knowledge, grammatical control and comprehension. They are necessary to communicate and convey meaning when exchanging oral information. Different techniques can be used by language teacher in class to improve the speaking skills of students at elementary level. To overcome this situation there is an effective way that teaching speaking skills can be done through some various activities that can promote speaking skills. One of them is by using role play activity as a technique in teaching and learning process. 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. It is also a modern technique which can be resulted in impressive grades.

The current study will divulge the Excellency of role-play in learning highly impressive speaking skills. It will be salutary for both the teacher and the learner generally for all and especially for secondary level. Role play is very important in teaching speaking skills 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. Then, give them a little more time to practice speaking, with everybody in the room reading aloud to get a feel for the role they will be playing and get used to the words sounds, phrases and the rhythm of the language. (David Holmes, 2004:134). By using role play activities in teaching speaking, the students may improve their knowledge in speaking skills. On the other hand, they will be able to express their ideas by using English. Furthermore, it will become an easy way for them in mastering English as an international language.

1.2. STATEMENT OF THE PROBLEM

After gaining its long deserved importance, speaking, as a language skill, has become the interest of many researchers. There have been various research studies on how to develop speaking skills in non-native speakers of the language as well as numerous studies on the development of speaking strategies and activities. Thus, there remains a need to explore the effects of using role-play on the increase of oral skills of the primary level students. Based on the emerging consensus over the importance of the speaking skill components among scholars, the need to investigate the possible effects of improving students' fluency, pronunciation, accuracy and intonation through the use of role play activities naturally arises. Therefore, the present study aimed to investigate the improvement of students' speaking skills through role-play activities.

1.3. OBJECTIVES OF THE STUDY

Speaking skills are one of the most important skills and students must indulge themselves in the habit of speaking English. Based on the background of the research, the main objectives of the study were:

1. To determine the factors and situations that can cause students' poor oral achievement.
2. To record students' current oral communication skills.
3. To assess students' progress after applying the chosen role-play activity.
4. To find out the strengths and weaknesses during the application of Role-Play strategy.
5. To adapt and recreate this type of activities based on real-life situations.

1.4. RESEARCH QUESTIONS

The current study answered the following questions:

RQ1. What are the strengths and weaknesses during the application of Role-Play activities at primary level?

RQ2. What are the factors affecting students' oral communication skills?

RQ3. What benefits will students obtain through role-play activities?

1.5. SIGNIFICANCE OF THE STUDY

The current study will provide several adapted role-play activities to be performed by basic users of English in order to increase their oral communication skills. Specifically, the elementary level students are conscious of the importance of improving not only their communicative but also their social skills; due to the fact, it has been proved that traditional activities conducted by the teacher e.g. dialogues, meaningless repetitions and expositions are not effective enough to reach this goal. Role-playing is a communicative technique selected by the researcher to promote effective oral interactions based on real-life situations since the nature of these activities is oriented to promote group integration, oral interaction, critical thinking and respect among the learners. The researcher expects that this study will be helpful to create stimulation and motivation for the learners. It will give surprisingly positive results about the progress in speaking skills. It will provide them life like situations and they will get rid of their shyness and hesitation and will be able to speak confidently. Moreover, it can be used as guidance to apply it in larger classes or with bigger samples. Therefore, it becomes necessary to determine to what extent the use of role-play activities language learning can improve students' oral communication skills. This study will divulge the Excellency of role-play in learning the highly impressive speaking skills. It will be salutary for both the teacher and the learner generally and for the elementary level students particularly.

1.6. DELIMITATIONS OF THE STUDY

The study was delimited to Govt. Primary School, Badar Din and Govt. Girls Primary School, Badar Din. Only the primary level students and teachers of the selected schools were focused in this study. Only the effectiveness of role play activities for improving students' oral skills was taken into account.

Chapter 2

LITERATURE REVIEW

This chapter discusses the review of the specified literature based upon the secondary sources obtained from previous results. A comprehensive detail of previous research studies, theoretical framework and factual rules has been narrated with proper citation and referencing.

2.1. LANGUAGE AND ITS LEARNING

Language is considered as a means of communication that is used to interact with others. We share our feelings and opinions, to make contact with others and so on. The philosopher Wittgenstein (1961) said that the limits of his language are limits of his own world. All he knows is what he has words for. It revenues that our understanding of this world is set to by way of the limits of our language. So it can be said that language is a part and parcel of our life and it is hard for us to be away from it and to reproduce and inspect it.

Language has been a highlight of study for many years. Only in this century, a special order has been dedicated to the formal study of language - linguistics. Many schools of linguistics have grown and it includes interdisciplinary studies such as sociolinguistics, psycholinguistics and applied linguistics which enhance our understanding of language in classroom.

Paradoxically it seems as if English language runs like blood through the veins of nations worldwide. To have good communication skills in English is a burning desire for most of the people. Communicative competence in the target language is more demanded now than ever before. Educational bodily process is a nation construction and globally inter-related activity that unlocks the room access to modernization. It is imparted through formal, informal and non-formal ways. For this purpose, there is a need of interaction among the learner, educator and the study material. Usually, educational system at secondary level follows the medium of instructions in the subject language or mother tongue. In Pakistan, students have to study English as a compulsory subject from K.G to graduation level due to the following reasons:

(i) English is a means of understanding the foreign and higher educational work.

(ii) English is an international language used in research, commerce, aviation, diplomacy and source of scientific and technological advancement.

(iii) English is a symbol of power and high social status (Rehman, 2003).

Pakistan is a multilingual country with almost 70 living languages. English, though not spoken as first language, is the primary secondary language to learn for education, business, traveling abroad or other needs. English is taught as a compulsory subject from grades one to twelve in Pakistan. The traditionally used GTM is not producing desired results, as the ever expanding domains of knowledge, globalization of the world, and an increasing use of the English language in all spheres of life demand the coming generation to become experts in the use of the English language, not only in its written form but also in its oral communication; it is used as a tool and means towards greater goals. English in Pakistan should be taught from an applied linguistics point of view (Jilani, 2004: 08). There should be a link in what the students learn in the classroom and in their real life situations.

English speaking ability is very important for people interaction where people speak English every day and everywhere. Speaking is considered a critical skill in foreign language learning perspective. It is because of the assumption that the main source of success in learning a language is the ability to speak that language. Foreign language learners may have different reasons for learning the foreign language; however, the main thing is to communicate fluently because everyone is assessed by his language capabilities.

The ever growing need for good communication skills in English has created a huge demand for English teaching around the world, as millions of people today want to improve their command of English or ensure that their children achieve a good command of English. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources (Richards, 2006: 05).

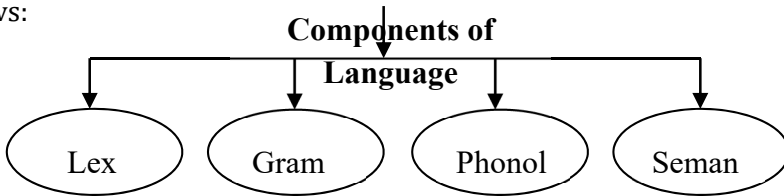
The worldwide increasing demand for good communication in the English language has increased significantly the responsibility of the English language teacher. This situation is producing incompetent users of the English language in Pakistan. The gift of gab is a special blessing of the Creator to mankind. This quality distinguishes human beings from animals as, according to Chomsky (1988), the learning of a language is an exclusive faculty of human beings and does not exist in any other species. Although animals like monkeys, dolphins and some others can communicate with one another through language yet they cannot use language as creatively as human beings can do. They can communicate only in a fixed way by using certain specific signals. According to Nunand (2003), language is best taught when it is used to communicate messages, not when it is explicitly taught for conscious learning. Language acquisition can only take place when a message, which is being transmitted, is properly understood, and the focus is on what is being said rather than on the form of the message.

According to Rehman (2003), language is a cultural symbol that preserves and transmits culture to the coming generations and it is also a means of systematic communication by vocal symbols. "Language is a system of arbitrary, vocal symbols, which helps all people in a given culture to communicate". Language is a learned behavior. All normal children are born with the ability to make sounds but sounds take the shape of language and become meaningful only through constant hearing and repeating them. The sounds may be taught first in isolation but must instantly be inserted in words and phrases etc.

Culture and language are so closely inter-connected and inter-dependent that their independent survival is almost impossible. Nunand also points out that features of a language are not inherited in a biological sense. Any hereditary difference in the structure of a larynx, mouth and lips does not influence the action, which makes up a language. A child learns to speak like other people who are around him.

According to Moeen (1992), the child uses noise and loudness with a rudimentary system of information before he learns specific words, uses utterances for a period and develops intonation akin to the intonation of his parents. Development of his intonation may go for ahead of other

elements and units of the language. The components of language are as follows:



(a) Lexis

Lexis carries great significance in a language. It is just like the flesh of a living organism, and it gives richness and extensiveness to a language.

(b) Grammar

According to Michael (2005), Grammar gives structure and form to a language. It is just like a network of bones within the body of an organism. Combining together Lexis and Grammar, they give birth to a language and almost all the languages have the following systems:

- a. Grammatical system
- b. Phonological system
- c. Lexical system

(c) Phonology

It is the system of sounds in a language. Any message conveyed by a language has to be first converted into words put together according to the grammatical rules and these words are then conveyed by sounds.

It is a broader study of the major speech sounds and their organization in a particular language. Moreover, it deals with how English organizes elements of speech into an integrated system. Accuracy, fluency, and intonation are the main purposes of phonology. Intonation is concerned with the pitch of the voice, the musical feature of the voice (Michael, 2005).

(d) Semantics

Semantics is the study of meanings in a language. And a language in itself is very sensitive to the situation. So it is rather difficult to reach at the exact meanings of words in a sentence. The aim of semantics is to explain and clarify the nature of meaning (Shams, 2003).

2.2. LEARNING ENGLISH AS A SECOND LANGUAGE

English language was first brought to Britain in the fifth century A.D. by settlers from the European mainland. This stage of the language is usually known as Old English (OE). In the following centuries, it was subjected to various influences which made it the language it is today. These can most clearly be seen in the vocabulary of the language, which reflects the influence of a range of other languages. The first of these external influences, and probably the most important, was the Norman conquest of 1066 A.D., which led to large numbers of French words being imported into English. Words were also borrowed from Latin, the language of European scholarship, and their number grew during the Renaissance period in the 16th and 17th centuries. From about this time, through trade and colonization, words were borrowed from other European languages, such as Spanish and Portuguese, and from languages in far-flung places such as Africa, India and the Americas. This process has continued up to the present day. The table below will help to understand the language origin:

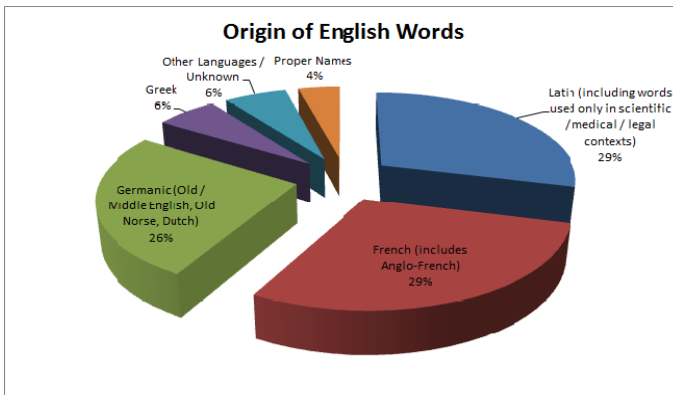


Fig No. 1.1

Arabic, Persian and Sanskrit were the medium of instruction before the advent of British in the sub-continent. Lord Macaulay's reform in favor of English language as a medium of instruction in 1835 brought an end to the Oriental languages. The need for English became greater in 1854 when the eligibility to government service was restricted to those who had English education (Mansoor,1993).

The value of English language is internationally accepted. It's a store house of world knowledge. It is a medium of international communication and also a custodian of standard terminologies. To get advancement in higher studies, the solidity of English language is notable. Considering the state of this language, it has been a challenge for its teacher. It is very important for an English language teacher to have a full command on it. In 1832, English was formally introduced as an official language in the Sub-continent. At that time, people were against Western education. But this initial disinclination, especially among the Muslim community, to learn English was chiefly overcome by Sir Syed Ahmed Khan, Sir Syed Ahmed Khan's campaign in favour of the significance and remuneration of Western education laid the establishment of Aligarh Muslim University in 1875. It helped people to realize that Western education was detracted from their Islamic heritage. Indeed, Aligarh became the center of Muslim separatist politics which in the long run, through the philosophical influence of Iqbal's poetry and the political leadership of Muhammad Ali Jinnah, to the formation of Pakistan. With its 60 years history and a colonial past, the role of English has been a controversial one. In the constitution of 1956, 1962 and 1973, all expressed the desire to replace English by Urdu in all domains. But for all practical purposes, today English remained as a second language in Pakistan. According to Shoaib(2010), it is the language of government, business, technology and law. Haque(1983) also points out in his book *Teaching of English in Pakistan*, the anchorage of English in Pakistan is that the constitution and the law is codified in English. English language has become the most outstanding language in Pakistan now. Many people at all levels try to master it very well. Moreover, the young language learners often mix and switch it with Pakistani language, Urdu. A mixture of English and Urdu has formed a new accent of English language namely, Urduish. The learners of English language may assume it as they can speak English fluently and clearly, they will look like an intelligent and modern person. But it is a fact, there are only few young learners who can speak English fluently (Wulandari et al,2008). After the comparison of the past and present role of English language in Pakistan, we may say that English is important and essential for the future of Pakistan. We cannot make remarkable improvement in any field without English because it is the language of the world, and we have to keep pace with the rest of the

world. The importance of English in academic setup is clear for the fact that English is compulsory at the graduate level whereas Urdu is not. According to French (2000), learning a second language is more important than learning a description of it. It involves imitating, practicing, memorizing, listening, interpreting, reading, writing and speaking etc, Further stated that pupil's learning of the new language and teaching of a language should be based on word groups. It is the phrase-pattern and sentence pattern that are of primary importance. According to him, there are three basic principles: Word order is the first principle, word structure is the second principle and difference in the form of words is the third principle.

2.3. FOUR ENGLISH LANGUAGE LEARNING SKILLS

As Harris (1969) narrated "Two linguistic activities, which are associated with both speech and writing, are encoding and decoding processes. Speaking and writing themselves are the encoding processes whereby everyone communicates one's ideas, thoughts or feelings in one or the other form. Listening and Reading are the parallel decoding processes by which everyone understands either spoken or a written message". According to Harris, "language includes four skills, or complexes of skills: Listening, Speaking, Reading, and Writing. It is perhaps in this order that everyone originally learns one's native language".

2.3.1. Teaching Listening Skills

Huckleberry and Strother (1966) while dealing stated that the quality of a student's work will be correspondingly linked with his ability to listen. In a broader sense, listening is actually learning. While dealing with the subject of listening, a great care is taken to maintain distinction among its different kinds. There is, for example, casual listening, which takes place when the sound stimulus is pushed into the background of the senses where it receives little attention from the active intellect. There is also captive listening that takes place when the audience is forced to listen whether willingly or unwillingly. These two kinds of listening are often associated with unmotivated listening, which is the opposite of motivated listening. It is observed that listening as a skill was not taught in the present educational system. Students learnt it themselves deliberately as

they used to listen to their teachers in the class. The main reason of it is that it cannot be easily tested or our assessment has no place for it.

2.3.2. Teaching Speaking Skills

Fries (1998) described that speech is the most important aim of language teaching and a means of communicating thought and feeling with voice and body to secure a desired response. A teacher should prepare himself to begin speech training of his students in the lower classes. Teachers should select suitable speech content, arrange it logically, and should choose appropriate language at the time of delivery. Teachers should be prepared to have a rudimentary knowledge of the speech mechanism and its sounds. Teachers must know how to assist children who are deficient in speech and he should use the speech arts to improve the speech of children in a pleasing and effective way. It is observed that our examination system did not allow the testing of speaking, and listening. In Pakistani schools, the emphasis is on accuracy and the competence of the grammatical rules. That is why, students feel shy to speak English in the class.

2.3.3. Teaching Reading Skills

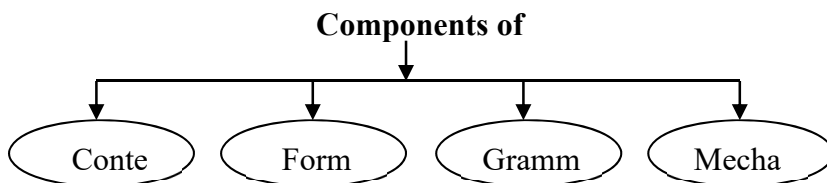
John and Waseem (1987) stated that reading is an important skill for learning. They defined it in this way:

1. Reading is an ability to recognize the letters of the alphabet.
2. Reading is an ability to pronounce written symbols.
3. Reading is to make sense of the text.

It is observed that practice of Reading skill at school level was mostly in the form of reading aloud. But the modern approach towards reading is that reading aloud does nothing to promote Reading skill. Reading involves not only the recognition of letters and words in addition to speaking the written text but also to understand it.

2.3.4. Teaching Writing Skills

Harris (1969) described that as the student's writing ability was tested through various methods, so the majority of teachers were in favor of the following components:



Haq (1995) engaged a class of ten mixed ability students of a Secondary School to do activities based on control, guided and free writing. Their activities enhanced the development of writing skills in the learners. He observed that the majority of teachers were themselves poor in the writing skill. Due to this reason, they could not become a model for their students. They did not know the modern techniques of teaching writing. They were also not aware of the modern methodology of writing that included guided, controlled and free writing.

2.4. SOME ASPECTS OF LANGUAGE LEARNING

Following are some aspects of learning a language:

2.4.1. Preposition

According to Richards (1991), a preposition is the linkage of words to form predictions about things, people and events. Prepositions are the building block of communications and the first task in learning to communicate a language is how to create prepositions. Language is comprehensible to the degree that hearers are able to reconstruct preposition from the speaker's utterance.

2.4.2. Translation

According to Haq (1995), Translation and the use of mother tongue are desirable. When a pupil meets a new English word, he searches for its meaning in his own language and when he finds it, he is happy. But as soon as the word becomes perfectly familiar, there is no feeling of success in translating it and the translation is then given up. The teacher should try to minimize the strangeness of the words, phrases and sentences to the extent that there is no feeling of achievement in translation.

2.4.3. Library

According to Aslam (2004), each school has its library with different types of books. The teacher sometimes uses the books relevant to the students for further information about the topic. He suggests these books

for study. The students go to the library, take the relevant books and study the books in different ways (e.g. in group study or individual study etc.). This technique helps the teacher to impart the training to the students in various ways.

2.4.4. Innovative Programs

Alexander (2005) observed that the innovative techniques excited the students and they actively took part in all the activities. There was a shift from the teacher centered approach to student- centered approach. Students showed interest in the methods and various techniques employed by the researcher and as a result, students got fully involved in the lesson. The students practiced all the four skills along with learning grammatical rules and vocabulary. Group formation was a more successful activity than pair work. The use of pictures, charts and authentic material was very impressive and students found it more entertaining to learn. Researcher also observed that in the beginning it was difficult to complete the lesson plan within the time limit. The lesson planning also had to suffer due to lack of A.V. aids. The students found it difficult to speak and comprehend English because of the poor language.

2.4.5. Language Laboratory

Brooks (1964) pointed out the importance of language laboratory. To him the language laboratory is an effective way of learning in terms of the repetition and over learning of the behavior patterns that are to become habitual. Tape recorders, Ear phones, Microphones and the positions, at which the student is to listen to a master voice to repeat what he hears and at times to record his responses for review and correction, are the essential components of language laboratory.

2.4.6. Intensive and Extensive Reading

Haq (1995) reported that the books for intensive reading were meant for the acquisition of language and complete mastery of the subject matter contained in them. The pupils were required to make a thorough and detailed study of the subject matter and to get a complete hold of the words and phrases that were used.

2.4.7. English Language Games

Bibi (1995) indicated that English language games had a positive effect on the academic achievement of the Secondary school's student and showed that these language games had significantly improved the writing ability as well as listening and comprehension of the students. It was also found out that the use of English language games had significantly improved the group work performance of the students. The result indicated that due to English language games, the students would use English structure effectively. The results also showed that there was no significant effect of English language games on the spoken ability of the students.

2.4.8. Grammar

According to Scott *et al.* (1978), the mastery on grammar is considered mastery over language. Grammar can be helpful in commenting on language. It can provide a terminology, which enables language to be discussed. Such discussion can be analyzed and sometimes resolves ambiguities. Grammar can help in describing and comparing styles and registers. It can also be used to elucidate meaning, especially in complicated prose and poetry.

2.3. THE IMPORTANCE OF LANGUAGE SKILLS

Language is absolutely central to learning. Without it one cannot make sense or communicate his understanding of a subject. Learners need to develop their language skills, and specifically academic English, in order to:

- a.** Understand and make the most effective use of study materials.
- b.** Develop the specialized language and vocabulary relevant to subject.
- c.** Interpret assignment questions and select relevant and appropriate material for response.
- d.** Write well-structured and coherently presented assignments, without plagiarism.
- e.** Communicate own needs to their tutors.
- f.** Work productively with other students.

2.4. RECEPTIVE AND PRODUCTIVE SKILLS

Reading and Listening are called receptive skills because when we listen and read something we receive the language, understand it and decode the meaning. Speaking and writing are called productive skills because we use the language to produce a message through speech or written text.

Receptive skills comprise silent reading and following the media. Productive skills consist of oral presentations, written studies and reports. In addition, they also consist of social values (i.e. making judgments of what has been submitted in writing or of fluency in speaking and delivering oral presentations). Productive skills, speaking and writing, are defined by Jaramillo and Medina (2011) as an important form of expression used to persuade or convince other people as well as to share ideas and feelings.

2.5. CORELATION BETWEEN RECEPTIVE AND PRODUCTIVE SKILLS

Teachers tend to talk about the way we use language in terms of four skills- reading, writing, speaking and listening. They are often divided into two types. Receptive skill is a term used for reading and listening skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves (Harmer, 2007, p.265).

"Listening" is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus. Like babies, we learn this skill by listening to people who already know how to speak the language. This may or may not include native speakers. For practice, one can listen to live or recorded voices. The most important thing is to listen to a variety of voices as often as one can.

To become a fluent speaker in English, learners need to develop strong listening skills. Listening not only helps to understand what people are saying, it also helps to speak clearly to other people. It helps in learning how to pronounce words properly, how to use intonation, and where to place stress in words and sentences. This makes speech easier for other people to understand.

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

Reading can be silent (in our head) or aloud (so that other people can hear). Reading is a receptive skill - through which we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves). Do we need to read in order to speak English? The short answer is no. Some native speakers cannot read or write but they speak English fluently. On the other hand, reading is something that one can do on his own and that greatly broadens his vocabulary, thus helping him in speaking (and in listening and writing). Reading is therefore a highly valuable skill and activity, and it is recommended that English learners try to read as much as possible in English.

2.6. THE NATURE OF SPEAKING SKILLS

Speaking is a process of interaction of developing meaning that involves producing, receiving and processing information (Brown, 1994, Burns & Joyee, 1997). According to Gert and Hans (2008:207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes in order to recognize their intentions. Brown and Yule (1999:14) stated that speaking is depending on the complication of the information to be communicated: yet, the speaker sometimes finds it difficult to clarify what they want to say. Rebecca (2006) declared that in speaking children acquire language in the first mode and it is part of the daily association of most people with language

behavior, and it is the major motor of language change. It also provides our main data for understanding bilingualism and language contact.(144)

Speaking skills are one of the four skills that must be mastered in learning a language, in addition to reading, writing and listening. According to Bahadorfar (2014), of the four skills of the language, speaking is considered the most important in learning a foreign language. He considered that the world currently requires teaching speaking skill. It must improve communicative abilities of students, because only in that way, students can express themselves and learn how to follow the rules of social and cultural right in every circumstance communicative. Additionally, it is often the first impression in one's abilities based on their ability to speak fluently and comprehensively. However, speaking in English is considered by most high school students still difficult. This perception continues to build that into the belief that most students feel that English speaking skills were difficult to achieve. So to change the mindset of students related to the perception of spoken English from difficult to easy. It is based on the opinion of Nazara (2011) that the perception of the students about their abilities related to the level of speaking skill will motivate them to develop English speaking skill. Teachers in guiding the learning activities are also a major influence on perceptions of learners to help them understand the English speaking activities they learned. Perception difficult will speak English experienced by the students triggered them shame and fear when they are asked to communicate using English. It is based on research results Bashir et al (2011) found difficulty speaking English starting from shyness to express it. Shyness can impact a student's performance in language assessments. In fact, the ability to speak English can be developed through practice, either by asking brief questions and brief use of dialogue as well.

Latha and Ramesh (2012) explain in an article that speaking as one with language skills must be learned and practiced. People believe that the speaking skills can be developed to provide some topics to discuss or to make learners speak on certain topics. Learning to speak a foreign language requires more than just knowing the system of grammatical or semantic rules. Therefore, the goal in language classes is to get students to learn and use the target language. The best thing you can do is to get

them involved in the learning process. There are several reasons for learning undertaken by teachers deemed less effective in improving students' English speaking skill fluently. According to Liao (2009), the cause is:

- (1). English speaking skill is not taken seriously. Teachers prioritize reading and writing,
- (2). The learning activities are still dominated by traditional methods, such as reading the dialogue, reading and translating the text,
- (3). Many teachers only put pressure on accuracy without thinking fluency, consequently students are too worried about their faults,
- (4). Almost all evaluations are important not to use oral test,
- (5). Teachers are reluctant to use the communicative approach because of the lack of ability to speak to them,
- (6). The attitude of the students to the learning process.

2.5. TEACHING SPEAKING SKILLS

Speaking is one of the skills that must be mastered by students in learning English. Richards (2008:19) states that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If students can speak English fluently that can help them to communicate and also explore their ideas. Speaking English well also helps students to access up-to-date information in fields including science, technology and health. Good English speakers will be in a strong position to help their country's economic, social and development. In addition, speaking is one of the most difficult aspects for students to master. Students have to master all components of speaking skill in order to speak clearly and fluently. Speaking is the productive skill in the oral mode. It is more complicated than it seems at first and involves more than just pronouncing words. According to Chastain (1998), speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics and discourse; for him speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct (pp. 330-358).

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. Speaking is more frequently used than writing. The main function of spoken language is to socialize individuals. Unlike writing, spoken language is produced and processed in real time, the speaker and hearer have limited time to plan and produce what they want to say and understand what they hear. Speech is generally used in face-to-face conversations; it is temporary, spontaneous and variable. Spoken language is supported by body language such as gestures or facial expressions (often called non-verbal communication).

We teach speaking as learners consider this particular skill as one of the most important and also the most challenging skills. Speaking is the most common way of building interpersonal relations. Furthermore, speaking is important if we want to get things done, find out information and give instructions. Teaching speaking skills means to teach English to second language learners to: produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language; select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; organize their thoughts in a meaningful and logical sequences; use language as a means of expressing values and judgments and use the language quickly and confidently with few unnatural pauses, which is called fluency (Nunan,2003). According to Tarigan(1990), speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic language. It is due to listening skill that the process of speaking skill has happened or proceeded. Increasing listening skill is very beneficial for speaking ability. Language can be seen as having two functions: transactional function (transferring information) and interactional function (maintaining socio relationship (Brown & Yule,1983). Many students regard speaking ability as the measure of knowing a language. They regard speaking ability to converse with others, much more than the ability to read, write or comprehend oral language. They regard speaking as the most important skill they can acquire and they can assess their progress in terms of their accomplishment in spoken communication (Burnkart, 1998). Generally, student's need to recognize that speaking involves three areas of knowledge; mechanics, functions & social and cultural rules and norms.

Mechanics (pronunciation, grammar & vocabulary) means using the right words in the right order with correct pronunciation. Function (transaction & information exchange) means knowing when precise understanding is not acquired. Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants) mean understanding how to take into account who is speaking to whom, in what circumstances, about what and what reason.

2.6. IMPORTANCE OF SPEAKING SKILLS

As an international language, English has become a dire need of every person, for the purpose of communication. So man requires having a good command on English to communicate with-people who live in the other parts of the world. Here, in Pakistan, English is used as an official language. Only good and confident speakers can speak according to the job requirements. The importance of English language is undeniable in all aspects of life. More and more educators, governments, ministries of education and employees need people who can speak English well. Companies and organizations want staff who can speak English in order to communicate within the international marketplace. Students who can speak English well may have a greater chance of further education, of finding employment and gaining promotion. Speaking English well also helps students to access up-to-date information in fields including Science, Technology and Health. Good English speakers will be in a strong position to help their country's economic, social and political development. So, by learning to speak English well, students gain a valuable skill which can be useful in their lives and contribute to their community and country. In the international relationship, English speaking ability is very important to be able to participate in the wider world of work. Speaking skill is measured in terms of the ability to carry out the conversation in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children (Susanti,2007). So, today's world requires that the goal of teaching speaking should improve students' communication skills because students can express themselves and learn how to use a language. Nowadays, many teachers agree that students should learn to speak the second language by interacting with others. For this case, students should master several speaking components, such as:

comprehension, pronunciation, grammar, vocabulary and fluency (Mora,2010). Based on the reasons above, it is suggested that the emphasis should be made on the development of the learner's communicative ability more than the linguistic competence.

Although not a set curriculum is there in most educational institutions, speaking skills have been found to be a fundamental skill necessary for a learner's success in life. Learners often evaluate their success in language learning on the basis of how well they feel they have improved in their spoken language proficiency. As Matin claims (2011:p.237) someone's fluency in speaking measures his proficiency in that language.

Students having ability to translate their thoughts and ideas into words are found to be more successful in school. Without developing good speaking skills, students have to suffer lifelong consequences because of their inability (Wilson 1997; in Smith, 2003: p.3). Ability of speaking English also plays an important role in developing reading and writing skills. As Rivers says, when we read and write, we use what we know of the language orally (1968: p.20).

Speaking skills are required everywhere, from simple conversation to formal public speaking. As Wilson (1997: p.9) argues, talking can be used to connect with others, explore and understand the world and reveal oneself. In Bangladesh's perspectives, fluency in speaking English is needed for professional purpose a lot; like doing international business, diplomatic jobs and for higher studies (Matin, 2011: p.237). Young generation aspires professional careers in English dominant communities where most required qualities of candidates are presentation skills and fluency in speaking. Also after completing Higher Secondary education, at the tertiary level, especially at universities, students are encouraged to communicate in English and most of the lectures are delivered in English. Besides students who are going abroad for pursuing higher studies or for earning livelihood, ability to speaking fluently is considered most advanced facility for them (Matin, 2011: p.238).

2.7. THE COMPONENTS OF SPEAKING SKILLS

Following are the components of speaking skills:

2.7.1. Pronunciation

Pronunciation is the way for students to produce a 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 it can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001:69). 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, 2008:1). Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001:6). Based on the statement above, it can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

2.7.2. Grammar

Grammar is needed for 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. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language (Purpura, 2004:6). Moreover, the another definition of grammar stated by Greenbaum and Nelson (2002:1) is that that Grammar refers to the set of rules that allow us to combine words in our language into larger units. 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 (Harmer, 2001:12). Thus, from the statements above it can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each

communicator. Moreover, Nelson (2001:1) states that grammar is the study of how words are combined to form sentences. Thus from the statement above it can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004:24).

2.7.3. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be able to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). 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. Thus, when teaching vocabulary, teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005:3). Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002:580).

2.7.4. 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. The aim is to help students speak fluently and with ease. The teacher does not correct immediately as too much correction interferes with the flow of conversation (Pollard, 2008:16).

2.7.5. Comprehension

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 (Cohen et al., 2005:51). Therefore, it 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 catch the information from the speakers.

2.8. BALANCED ACTIVITIES APPROACH

"Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context" (Chaney,1998). People learn language in different ways. Many people learn to speak English without taking a single lesson. They hear English in their daily lives and try to learn to use it to communicate. The successful teaching of language requires not only dynamic, purposeful and significant instruction but the exercise of imagination and ingenuity on the part of the teachers. Here, we need to use lots of interesting ways to motivate students to learn and improve. We should teach them lot of new words (vocabulary) and tell them how the language is organized (grammar). We must also give them the opportunity to use and practice the language they have learnt.

In our county, English is being taught from class one to graduate level. Teachers remain busy to cover the syllabus; they do not get time to give little attention to improve the speaking skills. The same case is with students. They use to learn their lessons for exams throughout the year.

Unfortunately, in our country, students of English language and literature are quiet listeners. They sit in the classroom and don't speak a single sentence in English. They have to complete the exercises of lessons, cover the syllabus, and prepare to appear in exams and many other problems like that. By using all these practices, they become able to get good marks in exams but they remain unable to speak English language fluently and effectively. The hesitation which they adopt at this level cannot be removed throughout their lives. Teaching speaking skill, according to Brown and Yule (1983) is always a complex process. Teaching speaking always requires some sort of stimuli or any interesting activity. That's why; it is different from writing and reading skills. For writing and reading a teacher has lots of material to make students involve in classroom. Students themselves are used to do each and everything from text book. They need a little guidance and then they start reading or writing. But in speaking skills, things are not like that. Teaching speaking is difficult because the teacher does not find enough material to stimulate students to speak. In this case, he has to use his own efforts and skills to motivate students. To remove this pre-conceived notion that speaking is difficult, the teachers should be enthusiastic and remain searching different and interesting material for the stimulation of the students. This is the only way to make the speaking skills easy for the students. Students can get maximum opportunity to speak the target language by getting a rich environment that contains authentic material, tasks and shared knowledge. Fluency of any language can be got at early stages. After being grown up, pronunciation of mother language or native language also affects the pronunciation of second language. This is the very same problem we are facing while speaking English language. For not being used to speaking English at secondary level, students won't be able to learn correct English pronunciation. Students always try to create similarities between the phonetic letters of both languages. The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help students develop communicative efficiency in speaking, instructors can

use a balanced activities approach that combines **language input, structured output, and communicative output**.

Finally, in a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety, it is more motivating, and it is also more likely to result in effective language learning.

2.9. THE NATURE OF ROLE PLAY

Getting students to talk about their feelings is not always easy. There are many issues that are hard for them to talk about because they may be afraid of ridicule or dismissal. Students need to be given permission to play and explore. Role play allows them to be spontaneous by releasing creative energy. 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.

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. According to Porter-Ladousse (1987: 3), "role play activities range from highly controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios." The author of these words puts a lot of emphasis on a wide scope of role-play activities. Such a speaking task may be a limited one and be supported by prepared cues, for example by dialogues; or, conversely, role-play might be an activity where students rather improvise than rely on the practiced dialogue. Porter-Ladousse also points out that role-play may differ in complexity, that is, some performances may be very short and simple, whereas some utterances may be very structured. The difficulty of the activity depends, therefore, on the language level. Another definition is proposed by Scrivener: 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. A simple role card could do nothing

more than name the role e.g. mother, detective or alternatively they could offer guidance as to what to do rather than the role itself, e.g. buy a train ticket to Brighton (Scrivener 2005: 155).

It is clearly stated that students are assigned particular roles to play. Scrivener also has it that role cards have an important function, thus, thanks to them learners are equipped with crucial information about their roles. Guidelines put on such cards help students in conveying important facts about their characters to be played and also make the speakers feel more secure, as basic clues are included on paper. The weaker learners may base their utterances only on a card, while the strong ones find role cards as prompts. A good set of role cards is frequently designed so that the participants may have different points of view and obvious disagreements (Scrivener 2005: 156). This author also inclines that students need an appropriate amount of time to prepare ideas and language before playing their roles. What is more, he says that learners not only use the ideas put on role cards, but also try to add any language they possess. Gołębiowska (1987: 13) indicates that in role-play learners are given a task to complete and in order to do it, they are told who they are, what their opinions are, and what they know that is unknown to the other students. She stresses the fact that students are told who they are, namely, that they play the role of somebody else. Being cast in a role of a different character may diminish the fear of speaking, as these are not the speakers who make mistakes, but the personalities played by them. The key feature of role-play is that learners can become anyone they want for a short time. Their task is to pretend a different person and it may be, for example, a doctor, a pop star, a parent, a millionaire.

2.9.1. Types of Role-Play

It has been mentioned that role-play may differ in length and in difficulty. There are also two different types of role-play, that is to say, real-plays and surreal-plays. A role-play activity which is a rehearsal for the real world is called real-play (Al-Arishi 1994: 339). Therefore, textual material should be authentic; realia may be brought into the classroom. Moreover, real-playing fits in the desire for realism because it gives students the chance to practice typical activities they will probably perform in real life; these are: ordering food in a restaurant, greetings,

asking for directions, booking holidays at a travel agency, etc. Thanks to that kind of role-playing, learners have a possibility to rehearse these activities and then, in the future, they may have fewer problems because they have practiced in the classroom. Still, in the issue of real-playing, Scrivener (2005: 158) figures that one of learners plays himself or herself, but in the context other than a room where they are taught. Interestingly, the author implies that this type of role-play is especially useful or business for professional people. Next, Scrivener adds that speakers may create their own real-play cards rather than being given a set of prepared ones. In sharp contrast to real-play, surreal-play should encourage an imaginative self-expression of the inner world of each student's mind (Al-Arishi 1994: 337). While real-play seeks approval for believing that a classroom can become the real world, surreal-playing calls for promoting an expression of thoughts and feelings of each student's mind. Such an activity is also called imaginative role-playing. As stated by Doff (1988: 240), not only children fantasize, but also teenagers and adults often imagine themselves in different situations. In this case, teachers let students do what they naturally find enjoyable.

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. They then form new groups to carry out the discussion (Lucy Pollard, 2008: 36).

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. All the students love to recite and practice dialogues because each dialogue presented, reflects a social situation such as visiting a friend, talking on the telephone, or shopping. Students love acting out the dialogues in which they can use a lot of body language and emotion. In the end, they might actually get to like it, especially if they

imagine themselves to be rehearsing for a role, just as they would if they were playing a small part in a movie or TV series. This is an attitude that the teacher should cultivate (David Holmes, 2004:134).

2.9.2. Role-Play in ELT Classroom

Role-play can be a very successful tool in the teacher's hands. As its prime goal is to boost students' interaction in the classroom, educators should not forget about incorporating such a speaking activity to reflect learners' theoretical knowledge of a language in practice.

2.9.3. Role-Play and Simulation

The distinction between role-play and simulation is very often of small attention and even omitted. These speaking activities may often overlap in practice and different authors give different definitions, but, regardless of role-play and simulation similarities, one should remember that there is a difference. According to Dakowska (2005: 111), the contrast between these two speaking activities is a matter of degree. In simulations, students are usually invited to participate in an exercise which resembles a real-life event. Unlike role-plays, in which role cards tell the learner what to say and what view to adopt, in simulations learners have the freedom to respond as they think (Dummett 1994: 41). The author clearly states that in a simulation the players are not restricted to what to say. Next, Dummett also suggests that students do not take any roles, but they imagine themselves in different, existing in actual life situations. In almost the same way, Harmer (2012: 121) sees simulation as "A chance to rehearse real-life encounters. For example, we can move the classroom furniture so that we represent a station office with a ticket window." This situation requires playing a role of a passenger and a travel clerk, so one learner likewise in a role-playing, must take on a role of somebody else. As presented above, the distinction is not clear and it could be only proposed that in role-plays students are cast roles of different characters, whereas in simulations players do not take any roles and play themselves in real-life situations.

2.9.4. 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” (Porter-Ladousse 1987: 8). 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 learners’ attention and interest in a lesson. Students’ minds have to be involved and emotionally connected with a lesson, for example by a pleasant situation or a nice picture (Harmer 2012: 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. Having been engaged, being presented the new language and having practiced it, learners try to activate it. Harmer points out that some lesson sequences such as PPP follow the cycle of ESA. Students are presented the new language, practice it, and, finally, they make an effort to produce the new language or any language. The author indicates that role-playing is an excellent way to put the language into action. Doff (1988: 237) states that if role-play is not based on a dialogue in a course book or a text, students themselves have to decide what language to use and how a conversation should develop. 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. Budden (2004) adds that drilling the structures the players would need to use is very helpful, as learners are equipped with suitable language. 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 (Porter-Ladousse 1987: 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 (Porter-Ladousse 1987: 11). Beyond question, students will need some time to prepare for a performance and then also try out their roles privately (Doff 1988: 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. At higher levels, students need not much help with the language but they will need time to get into roles.

Equally importantly, realia can help to bring role-play to life. 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. One desk may be put in the center of a classroom to pretend a travel agency, too. Next, Doff (1988: 238) explicates that demonstration of the role-play is significant. The educator's task is not only to tell the class the situation to play, but also to do the exercise. The teacher may also elicit some structures that would be used in an activity. 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).

2.9.5. Advantages of Role-Play

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. Kowalska (1991:113) believes that role-playing develops learners' fluency in speaking. The wide range of language functions, for example apologizing, greetings, etc., is exercised more than in any other activities. Learners' focus is put on the communication of meaning rather than on the appropriate use of language. Therefore, through role-playing teachers may train students' speaking skills in any social situations. It means that learners are put in conditions which require speech that is used to communicate socially more than the language necessitated by teaching syllabuses (Porter-Ladousse 1987:6). The author takes the view that thanks to role-playing learners have the possibility to develop the language which is necessary in social relationships, but which is neglected in teaching syllabuses. He also notices that a lot of students believe that the language in foreign language classes is only used to pass on particular information from one person to another. 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 try out in pleasant and safe environment of a classroom with the language they will presumably use. For such learners, role-play is a helpful rehearsal and what is more, it allows them not just to acquire phrases, but to learn how to interact in a variety of circumstances (Porter-Ladousse 1987:7). Kowalska (1991:113) remarks that role-playing develops learners' imagination. For the roles given to learners may require creative thinking, players' imagination is in high demand. In addition, being able to think insensitively might occur a useful skill in the future. Some jobs demand imaginative thinking and the best way to practice it is just through role-playing and also by reading books. 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 (Porter-Ladousse 1987:7). Finally, there is no doubt that the element of fun advocates using role-playing in foreign language classes (Budden:2004). Apart from being involved in language production, players enjoy themselves and have a really great time. However, role-play may have disadvantages, too. Thornbury (2005:96-98) indicates that “The learners who feel self-conscious performing in front of their peers, especially if this involves a degree of improvisation, and care has to be exercised in choosing and setting up such activities so as not to make even more demands on them than speaking in another language normally requires”. To put it in other words, the author notes that a public performance itself may cause a big problem for some students. Then, he adds that the preparation stage may be helpful to overcome the fear of speaking. Teachers must be careful during role-playing not to make any learners feel awkward.

2.9.6. Pair Work and Group Work as Classroom Interaction in Role-Play

Role-playing, as mentioned before, is an activity that involves at least two students. Regardless of the number of learners involved in the exercise, pair work and group work are the patterns of classroom interaction which are the subject of this part of chapter two. In pair work, students have both the possibility to practice the language or study a text together. Working in a pair dramatically boosts the amount of time devoted to speaking any student can receive in the class. Moreover, it also allows students to work and interact independently without the necessary help from the teacher hence it promotes the learner’s autonomy. Pair work also gives an educator a possibility to work with one pair while the other learners continue speaking. To add more, students learn to share responsibility and such a classroom interaction pattern promotes cooperation which helps the classroom to be a more likeable place (Harmer 2001:116). However, there are some bad points about pair work. Harmer (2001:116) stresses the fact that many teachers and even students may dislike it and to add more, working with a partner can be noisy. Therefore, educators keep thinking that they may lose power over their class and do not let learners work in pairs too often. Another

disadvantage is switching to L1. As there is no teacher control and students work on their own, they may talk in their mother tongue rather than in the target language. Group-based learning is used on a large scale in many forms of teaching (Richards and Bohlke 2011:17). Firstly, it changes the interactional dynamics in the classroom and increases students' talking time (Harmer 2001:117). Altering the classroom interaction is important because it prevents learners from getting bored when working still on their own. There is also a greater opportunity of different opinions and varied involvements than in pair work, and it encourages learners' autonomy by allowing students to make their own choices within the group, without being told what to do. Similar to pair work, group work is likely to be an interaction pattern which is typical of full of noise (Harmer 2001:117). Some teachers may feel that they lose control over the whole class. In addition, not all learners enjoy group work since they would prefer to be the focus of the teacher's interest rather than work with their classmates. Occasionally, students find themselves in unpleasant clique and they wish they could work with somebody else. Finally, setting up such activities contains a number of challenges: "putting students into group may be time consuming, students often seat themselves in cliques by age, language group, friendship and so on, low-level students may have difficulty following instructions or be intimidated working in a group with students (Richards 2011:17).

2.9.7. The Teacher's Roles in Role-Play Activities

Having analyzed 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 functions is being a facilitator. As learners practice role-play they may discover that they lack words or phrases (Budden 2004). They may need a 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. In this way they can prompt the exercise, introduce new information to help the role-play along and ensure continuing

student engagement in the speaking (Harmer 2001: 276). 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 them. 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 (Budden 2004). The teacher walks round the classroom listening to the students talking and putting down the mistakes that should be discussed (Porter-Ladousse 1987: 15). Then, Porter-Ladousse adds that after role-play, the educator can correct 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. 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, its 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.

2.10. ASSESSING SPEAKING SKILLS

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance (Douglas Brown, 2001:4).

Nunan(2004:138) states that assessment is procedures for collecting the students' data. Assessment is thus a subset of evaluation. Testing is one form of assessment. It includes more formal collection of data on learner performance.

In other words, assessment subsumes testing and is, in turn, subsumed by evaluation. In order to assess and evaluate oral English communication, the method used is dependent on the purpose of the assessment. Speaking skills are important part of the curriculum in language teaching, and this makes it is an important object of assessment as well. Assessing speaking is challenging, however, because there are so

many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate and appropriate. Therefore, it is very important to emphasize test or assess on speaking class because the learners and teachers are able to measure how much progression they get after learning speaking through the method offered (Louma, 2004:1).

When we are assessing speaking, we guide the examinees' talk by the tasks that we give them (Louma, 2004:29). In relation to this study, the speaking skill of the students will be assessed in oral test. The students will be asked to construct a short dialogue or conversation based on situations given by the teacher; in addition, the students have to perform it in front of the class with their partner. The topics or situations given are daily social interaction which includes: expressing and asking about something and expressing interest. Assessment has important roles in teaching and learning activities. By assessing students, the teacher can measure how far students can understand the material that has been given in the classroom. This is one of the most important aspects of teaching to test the students' comprehension. Fulcher and Davidson (2007:196) state that assessment becomes not so much a desecrate set of activities, but rather a way of looking at the evidence available from learning activities that focus on students' practice as learners and researchers. Thus in teaching and learning process the students have to be more active to practice what the teacher explains in the classroom. The function of any assessment is as a guide to reinforcing teacher's priorities and helping the students to identify what activities, knowledge, and understanding are centrally important to their progress.

2.12. THE COMMUNICATIVE CLASSROOM

Harmer (2003) stated that classroom atmosphere had a great role in language learning and in affecting one's attitudes positively or negatively. Harmer mentioned that some physical conditions which had a great influence on learning English and on shaping one's blackboard, the lock of sensibly chosen chairs, would allow students to move in the class easily. On the other hand, Harmer insisted on the role of the teacher in creating the motivating classroom through using poster, magazines, caring about students' needs by encouraging their work.

The method which the teacher uses in his class is an important factor that influences one's attitudes positively or negatively. The communicative classrooms make use of authentic materials. The use of authentic materials serves as a chief aid to create an authentic context in which learners can develop their communicative competence. Materials that give learners a feel of using real life language are called authentic materials.

According to Nunan (1989, p. 54) "A rule of thumb for authentic material is any material which has not been specifically produced for the purpose of language teaching. The main idea of using them in the classroom is to familiarize the learners with the language needed in real life. Authentic materials can include audio, audio-visual and printed materials. Teachers should select authentic materials keeping in view the needs and interest language learning goals, cultural appropriateness and level of language of the specific group of learners. The use of authentic materials marks an important characteristic of (CLT)."

Richards (2006) pointed out that authentic materials "provide cultural information about the target language"; provide exposure to real language and "relate more closely to learners' needs" (p. 22).

Larsen Freeman (2004) further emphasized the use of authentic materials by claiming that, they create for learners" an opportunity to develop strategies for dealing with language as it is actually used by native speakers" p. 62)

2.13. TEACHER AND STUDENT

Larsen Freeman (2004, p. 131) observes that "the teacher facilitates communication in the classroom. In this role, one of his major responsibilities to establish situation likely to promote communication during the activities is that he acts as an adviser, answering students' questions and monitoring their performance. He might make note of their errors to be worked on at a later time during more accuracy based activities. At other time he might be a 'co-communicator' engaging in the communicative activity along with students. Students are above all, communicators. They are actively engaged in negotiating meaning-in trying to make them understood and in understanding others - even when their knowledge of the target language is incomplete. Also since the

teachers' role is less dominant than in a teacher centered method, students are seen as more responsible managers of their own learning.

Commenting on the nature of students, the teacher's interaction and the student – student interaction, Larsen– Freeman (2004, p. 133) says “The teacher may present some part of the lesson, such as when working with linguistic accuracy. At other times, he is the facilitator of the activities, but he does not always himself interact with the students. Sometimes he is a co-communicator, but more often he establishes situations that prompt communication between and among the students. Students interact a great deal with one another. They do this in various configurations: pairs, triads, small groups and whole group.

(Ann G. 1993:5) Pointed out that, teachers in communicative classroom will find themselves talking less and listening more, becoming active facilitators of their students learning. (Larsen Freeman, 2004). The teacher sets up the exercise, but because students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor.

(Qing X. 2000:6) explained that, a communicative teacher needs a good knowledge of the target culture. (CLT) recognizes that language and culture are closely related and strives to develop students' cultural knowledge along with their ability to use language for real communication to level of the target culture knowledge.

According to (Ann Galloway, 1993:5) a classroom during a communicative activity is far from quiet, however. The students do most of the speaking and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen – Freeman, 1986) in (Ann Galloway 1993).

2.14. COMMUNICATIVE ACTIVITIES FOR SPEAKING SKILLS

Communicative activities have an important role in creating opportunities for students to use the language for communicative

purpose. Generally communicative activities are “fluency based activities” (Teat, 2001, p. 1) cited in (Sanna, M. 2013, p. 21) which encourage students to use (L2) in an interactive learning. However, for a successful implementation of communicative activities the classroom must be “students centered” and the activities must be interactive authentic and contextualized (Richard and Rodgers, 1999, p. 163). The communicative activities or communicative language teaching is similar name that was given to a set of beliefs which included not only one examination of what aspects of language to teach, but also a shift in emphasis in how to teach (Harmer, 2003, p. 84). Basically, it aims at developing students’ communicative competence. It makes use of real life situations that necessitate communication (Galloway, 1993, p.2). Little Wood (2002) distinguishes two major activity types – functional communication activities and social interaction activities. Functional communication activities are aimed at developing certain language skills and functions, which involve communication. Social interaction activities include conversation and discussion sessions, use of dialogues and role plays. According to Finocchiro and Brumfit, (1983, 141-2) in Sanna, (2013, 21). Students should be encouraged to work with each other as well as with their teacher specific task to develop their speaking skills which are listed below:

- 1- Responding to directions or questions given by the teacher or other students.
- 2- Giving directions for other students.
- 3- Preparing original sentences with communicative expressions, structures or notions which have been presented.
- 4- Answering questions asked by other students about any close or out of class experience.
- 5- Asking the teacher of other students questions about reading or common experience.
- 6- Describing objects from a picture or a chart.
- 7- Using their own words to tell or retell a well-known story or experience.
- 8- Reporting a prepared topic and be ready to answer questions on it.

9- Improving realistic conversation about a class shop, a library or other appropriate resources.

10- Taking a role in communicative language game.

11- Participating in some oral group activities, such as a debate, a discussion, a forum, based on research where students are forced to listen attentively to the previous speaker in order to agree, disagree, express, uncertainty or add other relevant information.

12- Giving a report in the (TL) about newspaper article written in the native language.

The following activity types underlie the specific tasks listed above:

2.14.1. Information Gap Activities

The concept of information gap is an important aspect of communication in a (CLT) classroom. This essentially is based on the fact that in their everyday lives people generally communicate in order to get information they do not possess.

This is referred to as information gap. If students can be involved in information gap activities in order to exchange unknown information in language classrooms, more authentic communication is likely to occur in the classroom. By doing so, they will draw available vocabulary, grammar, and communication strategies to complete task.

2.14.2. Jigsaw Activities

These activities are also based on the information – gap principle. The class is divided into groups and each group has part of the information needed to complete an activity. The class is supposed to fit the pieces together to complete the whole. In that way, they need to use their language resources to communicate meaningfully and so take part in meaningful communication practice.

2.14.3. Communication Games

These games primarily involve information – gap activities which are intended to provoke communication in the classroom the games are generally in the form of puzzles, drawing pictures and putting things given in the correct order. The students have a piece of information which

is part of the total, what they need to do is to walk around to get the necessary information in order to reach the entire information, through which an artificial need on the part of the learners is created to get them to speak. Students feel it as a challenge to participate; thus an unconscious learning and practicing of knowledge occur which erase out the fears learner have for speaking in the class, (Johnson and Morrow, 1981) in Ozsevik, 2010).

2.14.4. Story Telling

Learners can summarize a story or a tale they heard from somebody beforehand, or they may create their own stories to tell their classmate. Story telling fosters creative thinking. It also helps learners to express ideas in format of beginning, development and ending, including the characters and setting of a story (Robert Langs, 1989: 41) in (Omer M. 2014: 26).

2.14.5. Group Work

Group work is a form of cooperative learning. It helps in the development of communicative ability and it provides learners with a total freedom to express ideas, knowledge where the learners correct each other mistake because they engage in a debate with their friends; teachers can provide learners different roles and responsibilities to motivate them to work in groups in order to promote their confidence and develop their different skills (Baker and Westrup, 2000: 135) in (SannaS. 2013: 23). Brown defines a group work as “a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. Nunan (1989: 84) argues that: “group work is essential to any classroom that is based on principles of experiential learning. Through group work, learners develop their ability to communicate through tasks that require them, within the classroom, to approximate the kinds of things which they will need to be able to do to communicate in the world beyond the classroom.

2.14.6. Discussion Activity

A discussion can be held for many reasons; the learners may aim to arrive at the end, share ideas about the event or find solutions in their discussion pair works (Brown, 2000: 52). The purpose of the discussion activity

should be set by the teacher; discussion points should be relevant to the purpose.

2.14.7. Role Play Activity

In Cambridge International Dictionary of English, role is defined as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. Role play is very important in teaching because it gives students an opportunity to practice communicating in different social contexts and in different and to put themselves in another person's place for a while. Through role play activities the students learn how to express ideas, opinions, or feelings to others by using words or sounds of articulation.

Laresen Freeman (2004) explained that role plays are important in the communication approach because they give learners an opportunity to practice communicating in different social contexts and different social roles.

2.15. TEACHERS' PROBLEMS REGARDING IMPLEMENTATION OF ROLE PLAY ACTIVITIES

Education provides the bedrock for reducing poverty and enhancing social development. Like many other developing countries, the situation of the education sector in Pakistan is not very encouraging.

The low enrolment rates at the primary level, wide disparities between regions and gender, lack of trained teachers, deficiency of proper teaching materials and poor physical infrastructure of schools indicate the poor performance of this sector. It is realized that language teaching in particular is reaching lowest ebb and needs to be improved urgently. There is acute shortage of teachers. Laboratories are poor and ill equipped and curriculum has little relevance to present day needs. The schools generally are not doing well. These include defective curricula, dual medium of instruction at secondary level, poor quality of teachers, cheating in the examinations and overcrowded classrooms (Economic Survey of Pakistan, 2002).

In Pakistan efforts have been made to mold the curriculum in accordance with our ideological, moral and cultural values as well as our national

requirements in the fields of science, technology, medicine, engineering and agriculture, etc. The rise in supply of educational infrastructure or removal of the supply side constraints can play an important role in raising literacy and education of the population. Development budget allocation for the social sector has been very low throughout and is evident from the budgetary allocation for education.

The quality of education imparted by the majority of private schools is questionable owing to an acute dearth of properly trained and qualified teachers, and any kind of support mechanism for these teachers. Except for large school systems like Beacon house, City, Lahore Grammar, and others, which constitute a small percentage of the existing private schools the majority of others have appointed teachers who are qualified up to intermediate (12 years of schooling) or BA level (14 years of education), and are paid much lower salaries compared to their counterparts in the government sector in addition to no job security. The large schools and school systems have instituted their own teacher training programs or access specialized private institutions. There is less inclination in these schools to hiring teachers who have previously been trained by government institutions and hold degrees in B. Ed or M. Ed; their preference is for those fluent in English language. Thus, very few teachers hired by the private schools have had any pre-service training. There is a felt need to enhance the professional skills of those who are currently working through various inset programs.

Education provides the base for socio-economic development. An educational system of poor quality may be one of the most important reasons why poor countries do not grow in spite of the fact that the present government has initiated drastic measures in uplifting the quality and quantity of education.

Quality of teachers especially at primary level is still questionable. It is evident that that without teachers' transformation we cannot transform the education system for improving the quality of education. In this regard, a series of education reforms in the area of teacher education were introduced in the public sector but their vision seemed to be narrow, hence, they failed to make any substantial impact on the quality of teachers and teaching process.

Eventually, it further affected the quality of education being offered in schools. Education system of Pakistan is facing new challenges. It has yet to be developed at par with other developing countries in the region.

Following are the focal problems faced by the English language teachers regarding the implementation of communicative language teaching approach:

2.15.1. Lack of Fluency in English

Wilkins (1978) stated that it should be unrealistic to expect a teacher to set objectives which he himself is not capable of reaching. A teacher who himself has difficulty in speaking the language cannot succeed in giving his pupils a command of spoken English.

2.15.2. Lack of Audio-Visual aids

Ashfaq (1998) concluded that charts, maps and graphs were not utilized fully by the Secondary School Teachers. The heads of the institutions and teachers both were of the opinion that supplementary books were being utilized but these books were insufficient. Majority of respondents negated the availability of radio, T.V,V.C.R, and computer in schools. Funds are not being provided adequately for purchase of A.V. aids. Teachers are incompetent in using A.V. aids. Effectiveness in using A.V. aids in teaching-learning process was confirmed by all the respondents. Teachers were not competent enough to prepare A.V. aids themselves

2.15.3. Lack of Specialized Teachers

Bahlol (1998) observed that every graduate is considered fit for language teaching regardless of the fact whether he has as an aptitude for language teaching or not. To teach a language demands some typical attitude from the teacher. In government schools, Secondary School Teachers have neither the training nor the professional competency for the teaching of English subject.

Malik (1996) analyzed that the majority of teachers in government schools had the qualification of M.A., M.Ed., or B.A., B.Ed. Though their level of general education was high as compared to their post but proficiency in English was not ensured by their qualification. This lack of proficiency was a major factor in deteriorating standards of English in the country. Data collected showed that 77% teachers were untrained, a

limited number of teachers (23%) had received training and of these only, a few had received training in teaching English. In government schools pre-service training in language teaching was not a requirement for the teachers and untrained teachers were inadequately equipped to teach English language. The fundamental approach for the teacher in the classroom was teacher-centered approach; where teachers used to stay or in some cases sit on the chair in front of the class. There was hardly any interaction between the students and teacher. There was no student-student communication.

2.15.4. Faulty Methods of Teaching English

Nangia (2002) observed that in Pakistani schools, teachers are still using the old faulty “Translation-cum-Grammar” method of teaching. The new approaches, structural and situational are not popular among English teachers. Due to use of G.T.M method, the ability of verbal expression in English is ignored in the language teaching lessons. Oral work is totally ignored and students do not have any opportunity to hear or speak the language. The teachers dictate compositions, the textbook is translated and the entire emphasis is on passing the examination.

2.15.5. Defective Evaluation Procedure

English Language is the major issue of the educational system in Pakistan. Evaluation depends on subjective questions and it is difficult to evaluate the achievement of the child in English. The prevalent evaluation system is limited to measure knowledge but not the skills (Nangia, 2002).

2.15.6. Unproductive Supervision

The supervisory staff is far from latest training to maintain and improve teaching standards in English. Most of them are totally unaware of the new structural syllabus in English. And still more are those who themselves had received training in the hey-day of Grammar Translation Method (Naeem, 2002).

2.15.7. Unsuitable Textbook

As indicated in a report, Govt. of Pakistan (1998), inadequacy of text books is due to strict control over text books’ prices, non-provision of incentives to the textbook boards and poor writing skills of textbooks.

2.15.8. Economic Problems

Zehra (1997) pointed out that the economic problems and lack of facilities had contributed a lot to the adversity in the process of teaching/learning of English language. Due to lack of funds, schools are without audio-visual aids and proper furniture. Long desks and benches are the most commonly used furniture in government schools. Due to financial problems, the induction of fresh teachers is far the less than it is actually needed. In this situation teachers do not find themselves able to do their job properly.

2.15.9. The Teacher

DOV(1986) reported that teacher's qualification, teaching experience and his improved classroom behavior had a quite positive impact on students' learning. Similarly, International Development Research Center (IDRC) sponsored and organized a research studies in Latin America, Sub-Saharan Africa, the Arab Middle East and North Africa, India, Thailand, Malaysia and Philippines. These studies indicated that by creating better professional attitudes and relationship, teachers' training produces a positive effect on pupil's achievement

2.15.10. The Syllabus

Malik (1996) observed that in school, teachers were given a fixed syllabus. Most of the teachers were not satisfied with the given syllabus. But they were bound to follow it. In fact, some constraints like the examination system did not allow the teacher to ignore or by-pass the given syllabus. Teachers and students were completely aware of what they had to deliver or grasp for passing the examination and any deviation or change from the given line, in their opinion, was no more than a futile effort. In the government schools, all the classes were over-crowded and the very small time was allotted to the teaching of English. The teachers tried to cover the syllabus in the given period of time. Teachers did not have any professional training to handle the situation. Due to lack of teaching aids, teachers did not try to do something new other than the prescribed syllabus. Textbooks were uninspiring which held the nerves of both the teachers and the students. Lack of a clear-cut language policy, the syllabus designing especially at the middle and

secondary level was quite adversely affected. Consequently, the level of the prescribed syllabus was below than the required standard.

2.15.11. The Material

At school level teachers did not use any authentic material during teaching. Teachers and the students prepare themselves to fulfill the demands of their textbooks materials. Now it is the teacher who has to decide how sensibly and enthusiastically he/she has to exploit that material. It's also up to the teacher to decide which material is useful and which is not (Lado, 2005).

2.15.12. Un-equal distribution of Periods

Shirani (1995) analyzed that the time duration of English language class was equal to the period fixed for the teaching of theoretical subjects, like sociology political science etc. As a result, the practical skills of the language viz. Speaking and Listening had almost been discarded due to the constraints of period allocation in our English language classes.

2.15.13. Over-crowded Classes

Khan (2000) concluded that teachers could not check the students' homework daily due to overcrowded classes. Some teachers did not create flexible environment in the class. They were fond of inflicting corporal punishment on the students. Many teachers were reluctant to teach English subject. There was a heavy load of periods on teachers, so the teachers, could not teach satisfactorily. Every trained graduate is called upon to teach English, irrespective of the fact whether he possesses an aptitude for the subject or not.

Chapter 3

RESEARCH METHODOLOGY

INTRODUCTION

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample and the instrumentation in the study and the research design. Moreover, it introduces the statistical treatment for the study findings.

3.1. RESEARCH DESIGN

The researcher had chosen quantitative research methodology for this research. The design of present research was descriptive in nature. Descriptive research is convincing in temperament, as divergent to exploratory. This means with the intention of descriptive study which gathers irrefutable information that is capable for statistical conclusion on our intention consultation through statistics analysis. As a result, the present study takes the type of close-ended questions which restricts its capability to endow with distinctive insights. The purpose of this research was to check **“Improving Speaking Skills through Role Play Activities at Primary Level”**. This research was conducted at Govt. Primary School, Badar Din and Govt. Girls Primary School, Badar Din. Two questionnaires were prepared for the students and the teachers to collect information about the impact of role play activities for learning speaking skills at primary level.

It is a quantitative research in the field of speaking skills which has always been considered a difficult field of learning. In this field of learning, if the students are not able to get some accomplishment regarding speaking skills, their motivation level can be affected which will definitely affect the results badly. Here, it is the responsibility of the teacher to develop and maintain interest and motivation level of the students to improve their speaking skills. It is the teacher who can get the desired results by following a proper planning. The use of role play activities in the class will help the teacher to give the learners a linguistic atmosphere which will encourage them to speak out although, short lines, but it will add up their

confidence level. The teacher will only make the efforts of the students fruitful to get advancement in learning speaking skills.

3.2. RESEARCH TOOLS

For conducting the study and data analysis, there are a number of data collection tools like interview, questionnaire, observation, checklist etc. and each of the research tool has its own significance and is used under specific conditions and for specific type of study.

Questionnaire is an efficient research instrument as it requires less time, is less expensive and permits collection of data from a much larger sample (Best and Khan, 1992). It is quite suitable instrument for the collection of reliable and quantifiable information from all members of a sample. It is easy to fill out, keep respondents on subject, is relatively objective and fairly easy to be tabulated and analyzed. (Dalen, 1973)

In this study, questionnaire was taken as the instrument of data collection as it is easy to collect data through questionnaire and the results of the study are usually unbiased. There is no chance of dual answering so the results are more significant.

1. Questionnaire for teachers working at primary level.
2. Questionnaire for students studying at primary level.

3.2.1. Questionnaire for Teachers (Annex A)

Questionnaire was used as a tool in this research for the teachers, working at primary level to assess teacher's opinions and estimates towards teaching English language particularly speaking skills. It consisted of 10 questions. All the questions were objective type questions. The main purpose of this questionnaire was to know how many teachers think that the use of role play activities is necessary in the classroom for improving speaking skills of the primary level students. These questionnaires were supplied to the teachers personally. After getting the views through questionnaires, the data analysis was carried out. As the researcher gave these questionnaires personally to every teacher so the received data was correct. After getting data, percentage was made and described with the help of graphs.

3.2.2. Questionnaire for Students (Annex-B)

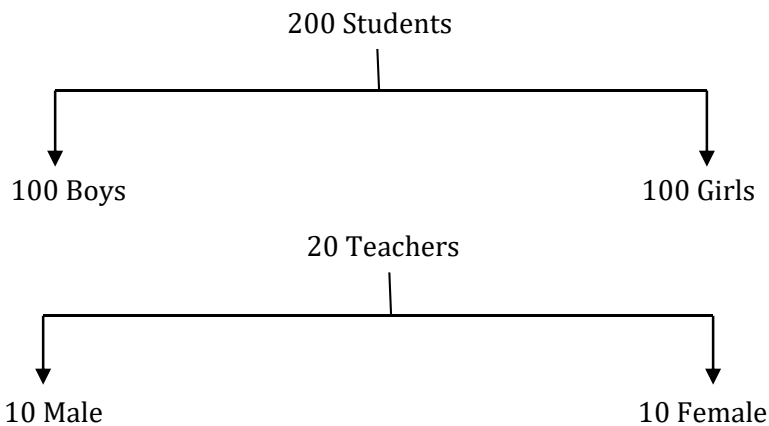
A questionnaire which included 10 questions was also distributed among the students of class 5th at Govt. Primary School, Badar Din and Govt. Girls Primary School, Badar Din. The questionnaire was designed to gather the students' opinions about using role play activities in order to improve their speaking skills.

3.3. POPULATION OF THE STUDY

The population of the study consisted of all the primary level teachers and students of two Govt. schools of Badar Din city. The data was collected from the 5th grade learners in the academic year 2021.

3.4. SAMPLE OF THE STUDY

The sample of the study consisted of (20) teachers and (200) students of 5th class who were randomly chosen from Govt. Primary School, Badar Din and Govt. Girls Primary School, Badar Din.



Chapter 4

RESULTS AND DATA ANALYSIS

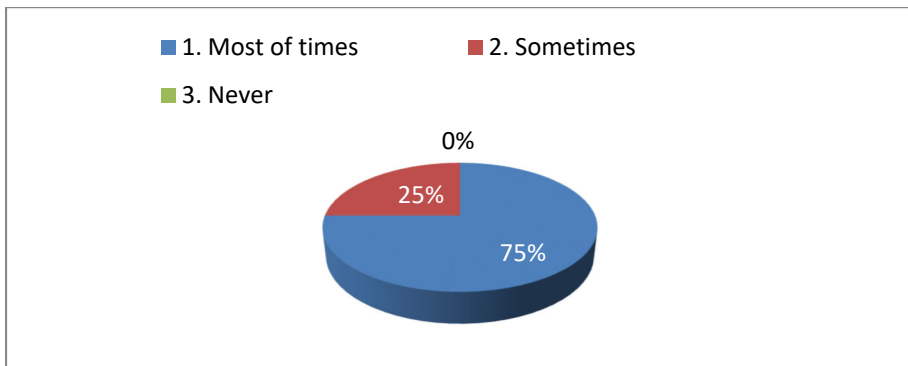
This chapter shows the results of the researcher's investigation which were obtained after classroom observation. The researcher has already discussed that this study was conducted to investigate the impact of role play activities for enhancing speaking skills of the learners. After data collection, the researcher analyzed the questionnaires statistically.

4.1. ANALYSIS OF TEACHERS' QUESTIONNAIRE

The researcher gave the questionnaires to 20 teachers and they were asked to tick the option they consider right. Each questionnaire had 10 questions and these questionnaires were distributed among the selected teachers of Govt. Primary School, Badar Din and Govt. Girls Primary School, Badar Din.

Q#1: Do you use Role play to teach speaking skills in the classroom?

1. Most of times 2. Sometimes 3. Never



The given option and percentages:

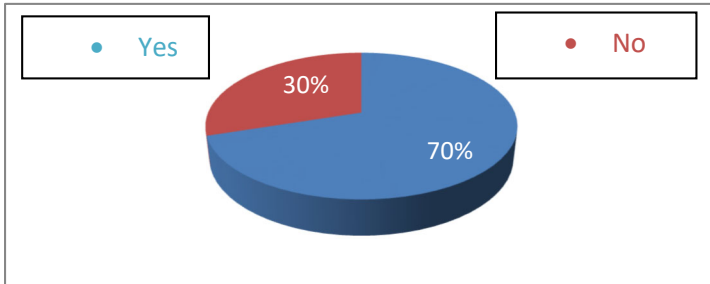
1. Most of times 75% 2. Sometimes 25% 3. Never 0%

It is clear that 75% teachers used role play activities most of time and 25% teachers used sometimes. These activities, if carefully implemented, are important and compulsory for any language classroom. They keep the students active and also motivate them to learn. It directly enhances communicative competence.

Q#2: Do you think that Role play has a positive impact on learning process?

A: Yes

B: No



The given options and percentages:

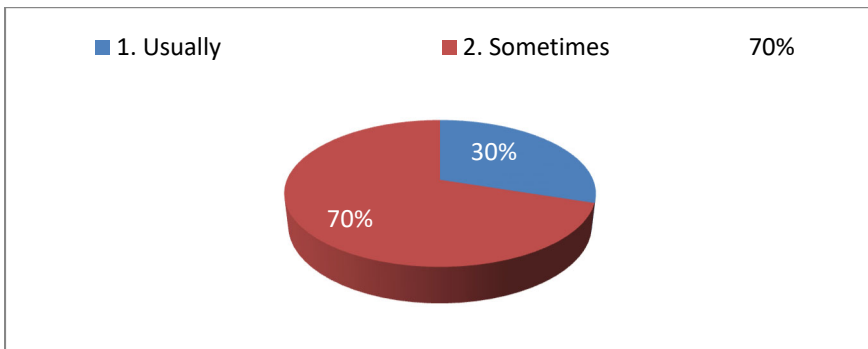
1. Yes 70% 2. No 30%

Here we can see that only 30% teachers think that role play doesn't have a positive impact on learning process but 70% are strongly agreed that it improves their learning process and has positive results. So it is a good sign for their oral proficiency.

Q#3: Do you encourage your students to interact in English?

A: Usually

B: Sometimes



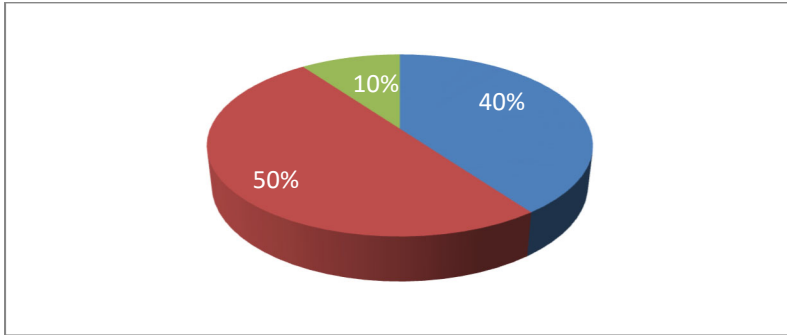
The given options and percentages:

1. Usually 30% 2. Sometimes 70%

The above chart shows that only 30% teachers encouraged their students to interact in English sometimes while 70% usually encouraged them during their lecture. The reason is untrained and incompetent English teachers. It is also a big hindrance in teaching learning process.

Q#4: Do you have any pre-service or in-service training in ELT?

A: Yes B: No C: Not necessary



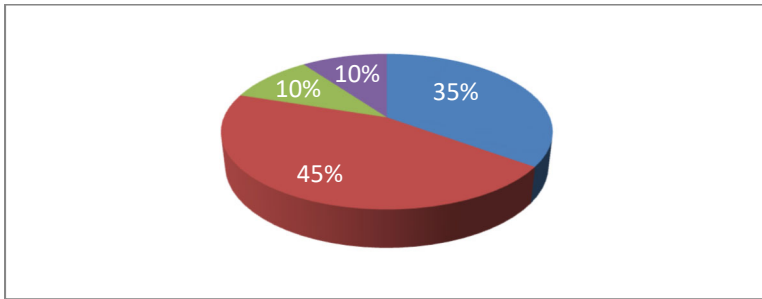
The given options and percentages:

1. Yes 40% 2. No 50% 3. Not Necessary 10%

The above chart shows that only 40% teachers got training, 50% didn't get any training and 10% thought it unnecessary. So it is also a big hindrance in teaching learning process because an ignorant and untrained teacher spreads ignorance everywhere.

Q#5: Do you implement Role play for the practice of speaking skills?

A: Sometimes B: Usually C: Not at all D: Seldom



The given options and percentages:

1. Sometimes 35% 2. Usually 45% 3. Not at all 10% 4. Seldom 10%

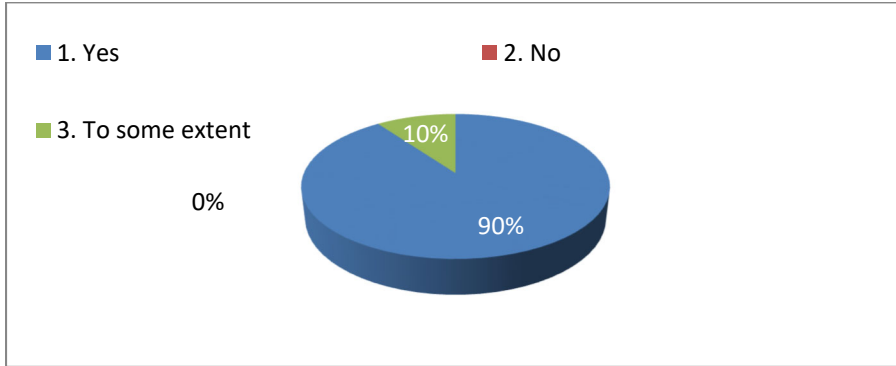
As the above chart shows, 35% teachers used role play sometimes with students. While 45% teachers usually used it with the learners because it gave them chances to take part in such activities. Only 10% teachers seldom used this technique while 10% not at all.

Q#6: Should language tasks be meaningful and purposeful?

A: Yes

B: No

C: To some extent



The given options and percentages:

1. Yes 90% 2. No 0% 3. To some extent 10%

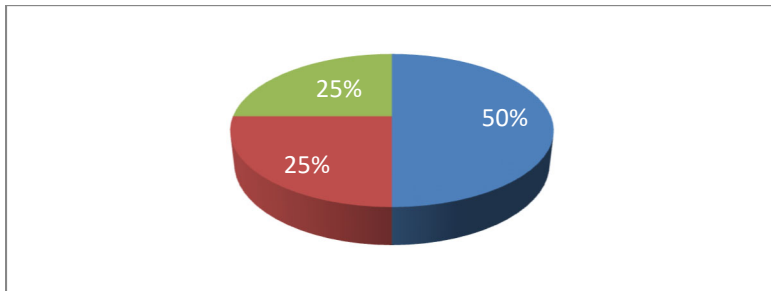
Mostly teachers were of the opinion that role plays are extremely helpful to enable students to learn speaking skills in a playful manner. They all agreed that the speaking activities should be purposeful. Only 10% teachers thought it meaningless.

Q#7: Teaching speaking skills through Role play makes learning everlasting.

A: Yes

B: No

C: To some extent



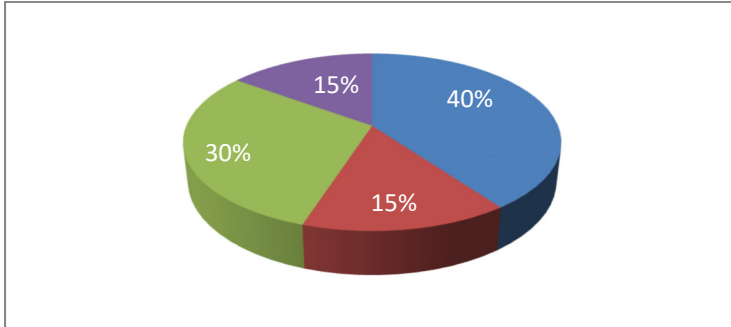
The given options and percentages:

1. Yes 50% 2. No 25% 3. To some extent 25%

The chart shows that 50% teachers gave positive response about the statement that role play activities makes the learning everlasting. While 50% were undecided.

Q# 8:How would you compare Role play with other teaching techniques that you use?

A: Excellent B: Good C: Fair D: Satisfactory



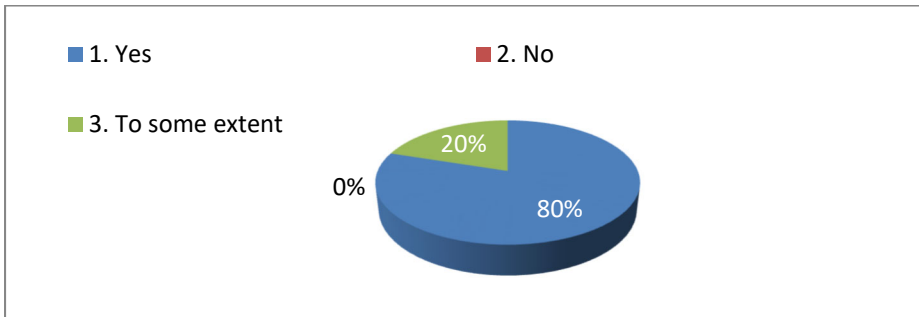
The given options and percentages:

1. Excellent 40% 2. Satisfactory 15% 3. Good 30% 4. Fair 15%

As the chart shows, 40% teachers thought it excellent while 30% considered it good but 15% thought it satisfactory and 15% fair. So, most of the teachers favored its impact.

Q# 9 I always use Role play in my class.

1. Yes 2. No 3. To some extent



The given options and percentages:

1. Yes 80% 2. No 0% 3. To some extent 20%

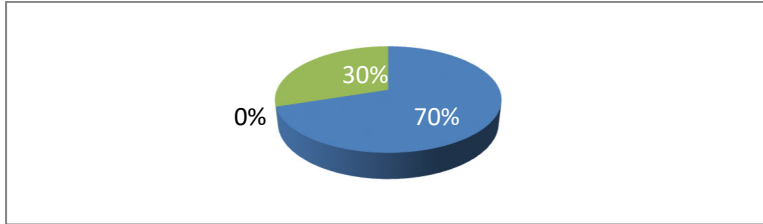
As the above chart shows, most of the teachers used role play up to 80% in their classes while 20% were undecided. So all this shows that they liked role play activities.

Q# 10: Do you find any difficulty in implementing Role play activities in the classroom?

A: No

B: Not at all

C: Yes, but I manage it



The given options and percentages:

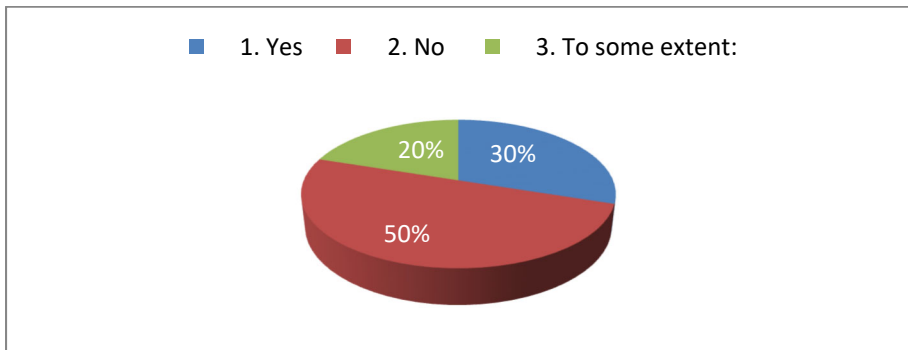
1. No 70% 2. Not at all 0% 3. Yes, but I manage it 30%

According to the above chart, up to 70% teachers argued that they didn't find any difficulty in implementing Role play activities in the classroom while 30% teachers said that they managed this problem by themselves to utilize it in the classroom.

4.2. ANALYSIS OF QUESTIONNAIRE FOR STUDENTS (Annex-B)

The researcher gave the questionnaires to 200 students and they were asked to tick the option they consider right. Each questionnaire had 10 questions and these questionnaires were distributed among the selected students of Govt. Primary School, Badar Din and Govt. Girls Primary School, Badar Din.

Q#1: Do you speak English in the classroom?

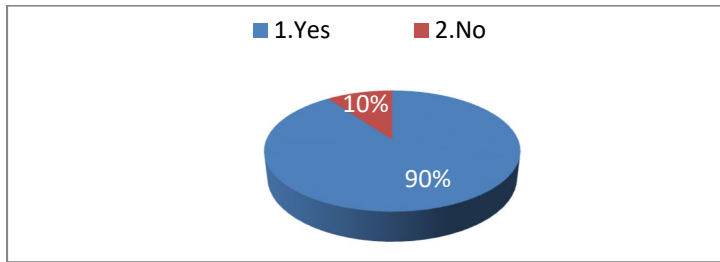


The given options and percentages:

1. Yes 30% 2. No 50% 3. To some extent 20%

As the above chart shows, 50% students do not speak English inside the classroom, only 30% speak and 20% try to speak to some extent. Mostly students remain passive and do not take part in the speaking activities. The reason shows deficiency in speaking skills.

Q#2: Do you think speaking English is necessary to go in science, technology or business field?

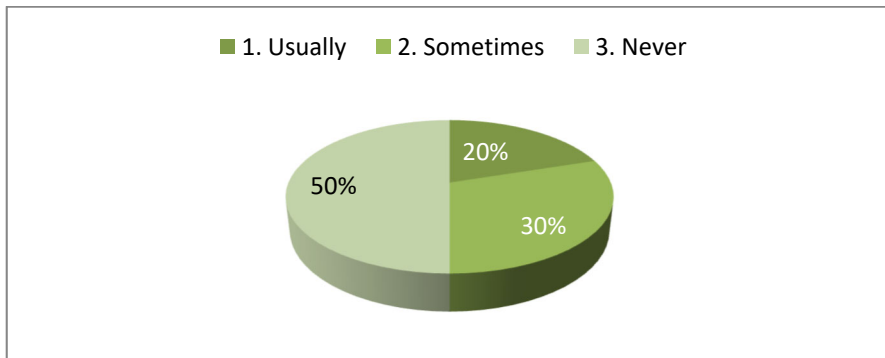


The given options and percentages:

1. Yes 90% 2. No 10%

The chart shows that 90% of the students hold the opinion that English language is very necessary to join the field of science, technology and business. As we all know, English is a global language and is spoken all around the world. So, its importance is evident. Only 10% students contradicted this view point.

Q#3: Do you practice for learning speaking English in the classroom?

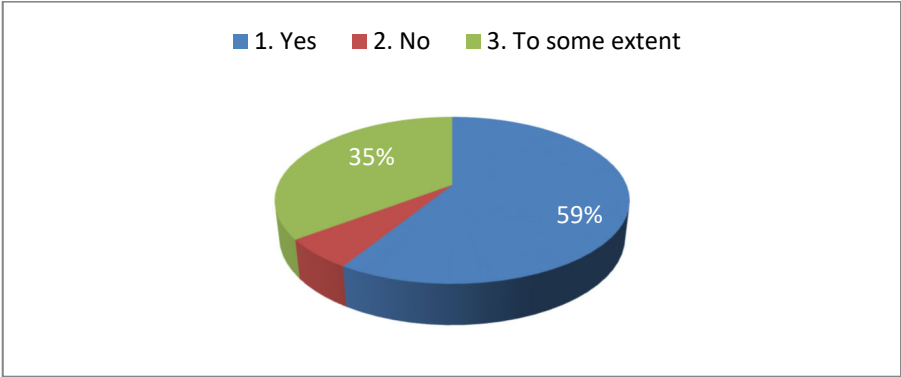


The given options and percentages:

1. Usually 20% 2. Sometimes 30% 3. Never 50%

Here, it can be analyzed with the help of this chart that 20% students practice for learning speaking skills regularly, 30% do it sometimes and 50% do not practice at all. The students lack motivation here, which results deficiency in speaking skills.

Q#4: Do you find role play activities helpful to speak in daily life situations?

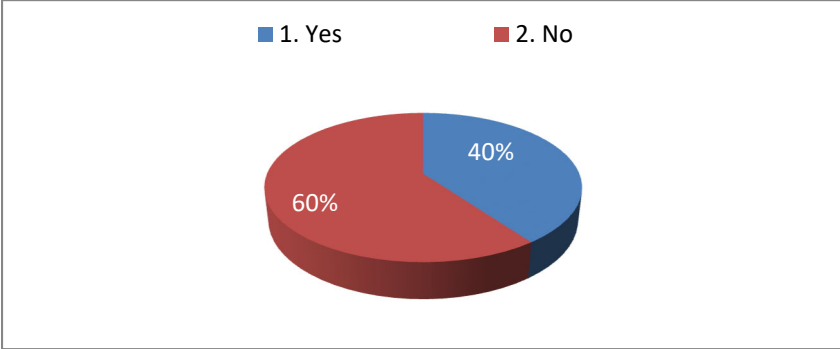


The given options and percentages:

1. Yes 59% 2. No 6% 3. To some extent 35%

It can be observed here that mostly students think that role play activities are helpful for learning speaking skills. The teachers can use such activities to improve the learners' speaking skills because these are extremely helpful.

Q#5: Do you try to do some effort to improve your speaking skills?

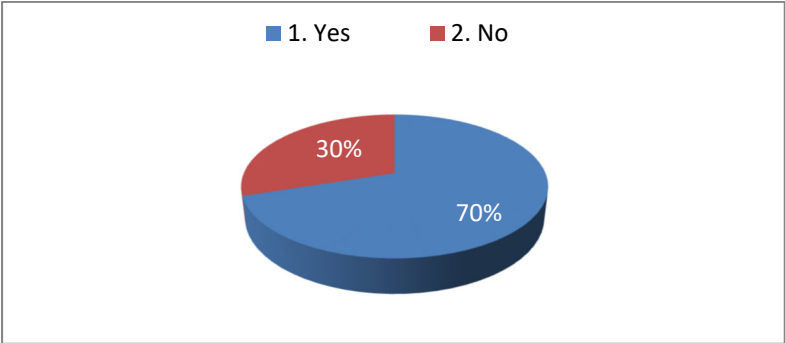


The given options and percentages:

1. Yes 40% 2. No 60%

Here, it can be observed that only 40% students themselves tried to do some effort to improve their speaking skills. 60% students did nothing for their improvement of speaking skills. Here, the teacher should work hard to create motivation and interest among such students.

Q # 6: Do you like to play some role in the classroom?

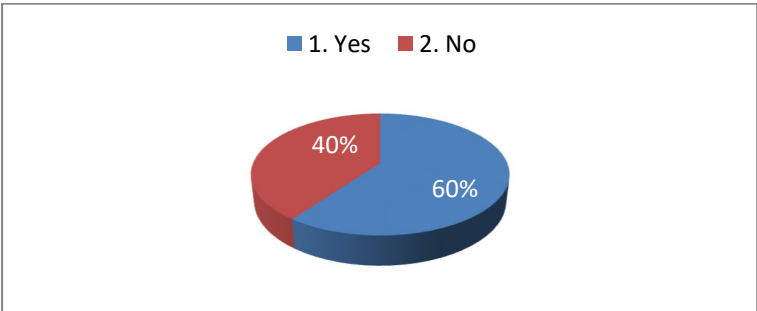


The given options and percentages:

1. Yes 70% 2. No 30%

The above chart shows that most of the students like to play a role in the classroom. As dialogues are practiced in the classroom, the students are assigned to different roles, for example: Doctor, Engineer, painter, writer, sales-man, business-man etc. The students like to play such characters. It enhances their interest in learning speaking skills.

Q#7: Do you find any difficult vocabulary during such activities?



Percentages and the given options:

1. Yes 60% 2. No 40%

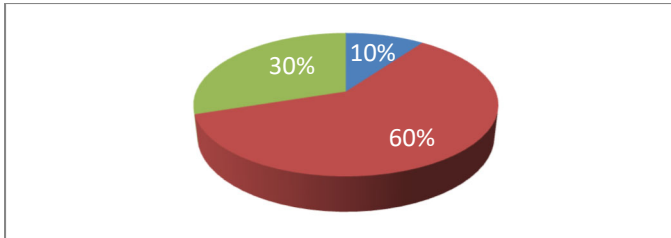
As the chart shows, 60% students find difficult vocabulary during role play activities while 40% students find it difficult to some extent. The purpose of such activities is not only to improve fluency but also to build up strong vocabulary base. The teacher can enhance the scope of role play by careful and deliberate selection of vocabulary and proper lesson planning.

Q #8: What type of difficulties do you face when the teacher employs the role play technique in the classroom?

A: Vision

B: Speaking

C: Listening

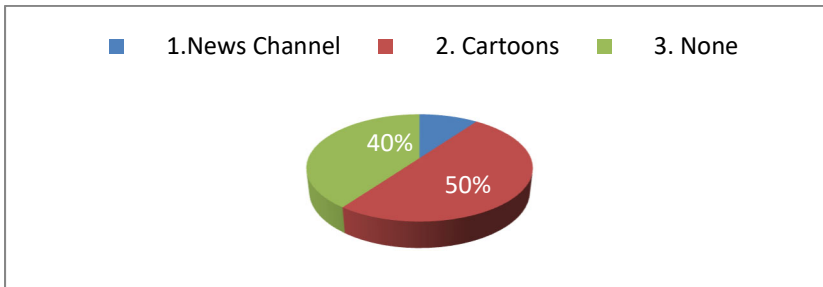


The given options and percentages:

1. Vision 10% 2. Speaking 60% 3. Listening 30%

The chart shows that the major difficulty which the learners face during the implementation of role play activities is speaking difficulty. The students cannot hear the teacher properly. Many of them cannot comprehend the dialogues which hinder their learning process. Few of them cannot see the words written on the white/black board and charts. Here, the school management should equip the classrooms with necessary facilities.

Q#9: Do you listen to any English News channel or watch cartoons to speak like them?

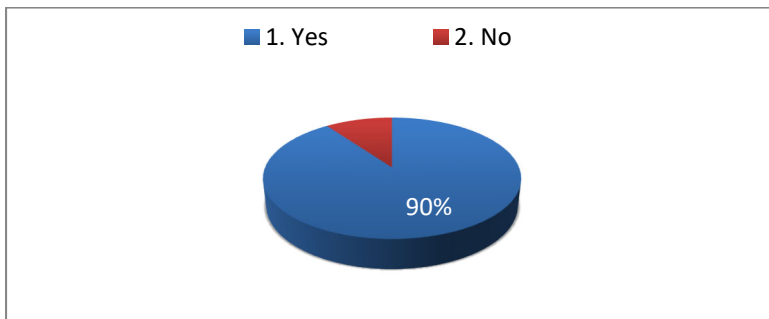


The given options and percentage:

1. News channel 10% 2. Cartoons 50% 3. None 40%

According to the chart, only 10% students listen to the news channels while 50% students watch cartoons in English language. 40% students do not listen or watch anything in the target language. So, the teacher should arrange such activities like: a Clip of News by a native speaker, short clip of cartoon or discussions in the classroom to motivate the students.

Q#10. Do you like to speak English language?



The percentage and the given options:

1. Yes 90% 2. No 10%

As the chart shows, 90% students are eager and like to speak English language. Their number is bigger than the students who do not want to learn it. The students need proper guidance and practice to improve their learning of speaking skills. The teacher should plan such lessons which should enhance and culminate students' speaking skills.

Chapter 5

FINDINGS, CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

INTRODUCTION

This chapter presents the findings, conclusion and recommendations of this study.

5.1. FINDINGS

The present study dealt with teaching speaking skills through role play to the elementary level students of Govt. Primary School, Badar Din and Govt. Girls Primary School, Badar Din. From the analysis and interpretation of the information and data, the researcher has also found that:

- Role play activities had the superiority over the traditional methods of teaching speaking skills.
- It provided the learners with a better learning environment reflected in their performance.
- It was very effective in motivating the learners towards participation and interaction.
- It provided the learners with enjoyment and pleasure that affected their achievement positively.
- It was an excellent teaching technique because it evoked students' interest, helped students to create vivid mental images which activated their thinking process.
- It connected events and concepts which helped the students to recall information.
- Opening a lesson with a role play activity, put the students at ease and allowed them to understand something concrete before going on to the related abstract concept.
- The students were involved and even participated in the class interaction.
- Their vocabulary was expanded by new words throughout the class.

- Proper illustrations about stories brought desirable positive change among the students.

Based on the findings of the study, it was found that the secondary level students faced a big problem in speaking skills. The major findings of the present study were supported by the results of the questionnaire. The obtained comparative percentages items of the questionnaire indicated the students' positive changing attitudes and motivation in learning speaking skills through role play. Therefore, the result of the questionnaire indicated a good finding in term of the students' responses toward the application of role play in learning speaking skills. These findings also indicated that most of the students showed positive attitudes and motivation as well as their active participation in teaching and learning process.

These findings also indicated that teaching speaking skills through role play could improve the students' motivation, attitude, and interest in learning speaking skills.

5.2. CONCLUSIONS

The present study dealt with the teaching speaking skills through role play activities to the 10th grade students of Govt. Primary School, Badar Din and Govt. Girls Primary School, Badar Din. The research was preceded by conducting a preliminary study.

Based on the study, it was found that the 5th grade students of Govt. Primary School, Badar Din and Govt. Girls Primary School, Badar Din faced a big problem in speaking. The major findings of the present study were supported by the results of the questionnaires. The obtained comparative percentages items of the questionnaire indicated the students' positive changing attitudes and motivation in learning speaking skills through role play. Therefore, the result of the questionnaires indicated a good finding in term of the students' responses toward the application of role play in learning speaking skills. These findings also indicated that most of the 5th grade students showed positive attitudes and motivation as well as their active participation in teaching and learning process. These findings also indicated that teaching speaking skills through role play could improve the students' motivation, attitude and interest in learning speaking skills.

The researcher observed that speaking skills were neglected in schools. Most teachers put emphasis on grammar and vocabulary exercises and they forget about the importance of speaking skills. The aim of this study was to examine whether role-play activities develop students' speaking skills. In order to check it, the study was carried out in Badar Din. First of all, the researcher revealed that implementing role-play activities develops students' speaking skills. Such a task is more appealing to the learners because they find it funny to play someone else role. The majority of the students claimed that they felt that their speaking skills were increased. What is interesting, the learners told the teacher that when they used English during an ordinary lesson, some of them felt stressed and intimidated. The researcher also observed that when conducting the research, almost all of the students were really involved in the exercises and the students tried their best to get into the roles and use only English. Furthermore, some students claimed that they had overcome their fear of speaking because they had quite much time devoted only to speaking in the target language. To add more, the learners also liked the fact that they could move in the classroom when, for example, visiting travel agencies. Also, working in pairs and groups was appealing to the students, because they could overcome their fear of speaking in front of people with whom they did not have a close relationship. Altogether, role-play seems to be an efficient speaking exercise and teachers should not forget to implement such an exercise from time to time. So it was concluded that clear and well defined objectives set right directions for teaching-learning process. If objectives are not clear the whole process is blocked. If a country has to survive honorably in international community, its system of education must be well defined. Secondary level teaching methodologies are promoting the cramming skills of students for the sake of getting high scores in examination. It does not fulfill all the requirements needed for the learning English as a second language.

5.3. SUGGESTIONS AND RECOMMENDATIONS

The success in teaching does not depend on the lesson program only and it is not confined with the teaching methodologies but more important is the teacher who presents the lesson and uses various techniques to make the lesson livelier and enjoyable. The important factor is that learning of

students must be according to the needs. Student should not be confined only to the learning of English language skills as examination point of view but the language learning should be based on the four language skills i.e. listening, reading, writing and speaking, as these are the integrated units of the language. The researcher gives some suggestions for the improvement in language learning as follow:

1. Elementary level English teachers are suggested to apply role play in teaching speaking skills since it is one of the best techniques to improve students' speaking skill. Furthermore, modification or development of the technique can be more beneficial for its implementation and also to get better achievement for the students.
2. The students are expected to be able to maintain what they have already reached now. They are suggested to use the target language to communicate and interact in the classroom since it is a good way to help them to improve their speaking skills.
3. The other researchers are hoped to do better research to the technique which had been applied by the researcher in this present study; in addition, it is also expected that role play can be applied not only for teaching speaking skills but also for teaching other skills.
4. The institutions are suggested to improve the quantity of teaching and learning facilities such as book and media in the classroom. Those facilities are very important for the teacher and the students in teaching and learning process.

Based on the current research findings, a number of recommendations can be derived as:

1. English is an interesting subject not a mere name of rote learning so it can be taught with different activities and some motivational tools so that the students can develop their interest in it.
2. Teachers should use and adopt new and innovative learning strategies like role play in their classes.
3. Teachers should motivate their students to participate in the class on equal basis.

- 4.** Role play activities can reveal students' hidden talents regarding speaking skills. It is a strategy that needs to be highly promoted in the teaching and learning process.
- 5.** Role play activities will motivate and encourage reluctant students to listen and speak carefully.
- 6.** Instant instructor's feedback is very advantageous in this mode of learning. It is highly recommended. It keeps the learning process streaming throughout the day.

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Appendix-A Questionnaire for Teachers

Improving Speaking Skills through Role Play Activities at Primary Level

Name: _____

Gender: _____

Name of Institute: _____ Age _____

Tick the box that indicates your opinion for each statement below:

Q.1 Do you use Role play to teach speaking skills in the class room?

<input type="checkbox"/>	Most of times	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Never
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Q.2 Do you think that Role play has a positive impact on learning process?

<input type="checkbox"/>	Usually	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Never
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Q.3 Do you encourage your students to interact in English?

<input type="checkbox"/>	Usually	<input type="checkbox"/>	Some times	<input type="checkbox"/>	
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Q.4 Do you have any pre-service or in-service training in ELT?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not Necessary
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Q.5 How do you implement Role play for the practice of speaking skills?

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
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Q.6 Should language tasks be meaningful and purposeful?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
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Q.7 Teaching speaking skills through Role play makes learning everlasting.

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
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Q.8 How would you compare Role play with other teaching techniques that you use?

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
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Q.9 I always use Role play in my class.

<input type="checkbox"/> Yes	<input type="checkbox"/> No		
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Q.10 Do you find any difficulty in implementing Role play activities in the classroom?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes, but I manage myself
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Appendix- B Questionnaire for Students

Improving Speaking Skills through Role Play Activities at Primary Level

Name: _____ Gender:

<input type="checkbox"/> Female	<input type="checkbox"/> Male
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Name of Institute: _____ Age: _____

Tick the box that indicates your opinion for each statement below:

Q.1 Do you speak English in the classroom?

<input type="checkbox"/> Yes	<input type="checkbox"/> No		
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Q.2 Do you think speaking English is necessary to go in science, technology or business field?

<input type="checkbox"/> Yes	<input type="checkbox"/> No		
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Q.3 Do you practice for learning speaking English in the classroom?

<input type="checkbox"/> Usually	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
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Q.4 Do you find Role play helpful to speak in daily life situations?

<input type="checkbox"/> Yes	<input type="checkbox"/> No		
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Q.5 Do you yourself try and do some efforts to improve speaking skill?

<input type="checkbox"/> Yes	<input type="checkbox"/> No		
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Q.6 You like to role play in the classroom?

<input type="checkbox"/> Yes	<input type="checkbox"/> No		
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Q.7 Do you find difficult vocabulary during such activities?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	To Some Extent
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Q.8 Which type of difficulties occur when the teacher employs the Role play technique in the classroom?

<input type="checkbox"/>	Vision	<input type="checkbox"/>	Speaking	<input type="checkbox"/>	
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Q.9 Do you listen to any English news channel or watch cartoon to speak like them?

<input type="checkbox"/>	New Channels	<input type="checkbox"/>	Cartoons	<input type="checkbox"/>	None
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Q.10 Do you like to speak English language?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
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