

1. Información General

Tipo de documento	Master's thesis
Acceso al documento	Universidad Externado de Colombia. Biblioteca Central
Título del documento	Role-plays impact on sixth graders' fluency
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Publicación	October 2017, pages 98
Unidad Patrocinante	Universidad Externado de Colombia
Palabras Claves	Materials development, role-plays, speaking skills, fluency.

2. Descripción

This qualitative research explored the impact of the development and implementation of worksheets based on role-plays on sixth grader's fluency at a private school of Bogotá. This action research was carried out with twelve students between 11 and 12 years old. The main concerns to develop this study were the students' attitude when approaching speaking tasks and the anxiety they showed during such activities. The data gathering instruments were field notes, audio recordings, students' artifacts, survey and interview; the analysis of this data was conducted by using the grounded theory approach. The findings showed that materials based on role-plays provided students with the tools to create successful role-plays and it helped the development of different levels of fluency. Furthermore, the results also suggested that for the students previous vocabulary and partnership were important factors that influenced the work with the material and the creation and performance of role-plays. Fluency was evident depending on the focus of students on language structures or fluency itself. Additionally, it was observed the paramount role of strategies suggested by the materials and the strategies created by students, which helped them develop fluency during their role-plays.

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4. Contenidos

The document has been organized into five chapters.

Chapter one presents the components that structure this research study: The statement of the problem, the research question, the general and specific objectives, the related studies, the setting and rationale.

Chapter two shows the theoretical constructs that frame this study: Materials Development, role-plays and fluency.

Chapter three describes the methodological design that was applied to enhance fluency through workshops based on role-plays worksheets. The research design presents the approach and type of study, the participants and data gathering instruments. In the instructional design, it is shown its pedagogical intervention, the instructional objectives, the intervention as innovation, the theory of language and language learning, the methodological approach underlying the pedagogical intervention, its relation with the research question, the instructional phases, and a sample of the workshops.

Chapter four illustrates the data analysis, the data analysis procedure, the research categories that present the findings and discussion of this research study.

Finally, chapter five presents the conclusions, pedagogical implications, limitations and questions for further research.

5. Metodología

In this study was based on a qualitative approach, the researcher gathered interpreted data and played an active role during the process. The type of study that was adopted to develop this project was action research to foster the development of fluency through the implementation of materials based on role-plays. Based on a needs analysis, this pedagogical intervention was proposed to guide and foster students learning improvement. After this, four workshops were implemented and their impact was assessed. The study was developed at a private school in Bogotá and the participants were twelve students from six grade (female and male teenagers) between eleven and twelve years old. Data was gathered during the development of workshops designed using five instruments field notes, audio recordings, students' artifacts, survey and interview. These instruments provided information to explore and describe the impact of role-plays worksheets on students' fluency. It implied a process of designing, piloting, implementing and analyzing them.

To plan this pedagogical intervention, a survey was conducted to reexamine the gathered information in the needs assessment at the beginning of the research project. After a clear vision of the students' profile, four workshops were developed including the creation, performance and recording of two role-plays per worksheet. This process was always supported by the theory and principles that framed the study. For the data analysis, a grounded approach was employed. In view of that, the data derived from the development of this intervention allowed me to understand and explain the implications of working with role-plays through suitable material. This data was transcribed and analyzed using a color code technique, and the common patterns that were triangulated in the five instruments were recognized as the categories and subcategories of this

study, as well as, supported using the existing literature that was related to the emergent theory. Finally, conclusions and implications for further studies were described.

6. Conclusiones

The main findings of this research study are:

- Materials facilitated students' learning and role-play creation. Opposite to textbooks, designed materials by teachers allow to provide an appropriate context for students, motivating them. Núñez & Téllez (2008). SLA principles applied allowed students feel at ease through the material implemented. Tomlinson (2011)
- Students learned vocabulary at different paces, taking into account their difference in cognitive processes (Restrepo, 2015) and previous vocabulary (Kramer, Ketsman and Masmaliyeva, 2009).
- Materials were a comprehensive tool for students to create successfully their role-plays, since they provided plenty of input, and facilitated students comprehend exactly how to approach the role-play creation. Underhill (1987)
- The role-plays have different affordances. Repetition and practice engaged students in the active work with role-plays and its progressive better performance, since this technique encourages fluency (Harmer, 2006). Students showed creativity during their role-plays (Brown, 2014).
- Partnership was an important factor during the work with role-plays. It determined how successful the work with material, creation and role-plays performance were. Johnson (1995)
- Students focused on the language structures or the fluency, depending on their objective (Brown, 2007). The second group reached a higher level of fluency, since they pay attention to the messages they were transmitting and intentionally applied the characteristics of a fluent speech.
- Strategies provided by the materials were applied by students during their role-play planning and performance. Furthermore, some students created more strategies to reach more fluency. Both suggested and created fluency strategies allowed students to improve their level of fluency (Bailey, 2005).

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Fecha de elaboración del Resumen:	05	10	2017
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