



UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ

FACULTAD DE EDUCACIÓN

ESCUELA DE EDUCACIÓN DE PEDAGOGÍA EN INGLÉS

DESCRIBING THE EFFECT OF NON- GUIDED ROLE-PLAY ACTIVITIES IN
STUDENTS' ORAL INTERACTION PERFORMANCE IN A SECONDARY EFL
CLASSROOM IN SANTIAGO, CHILE

TESIS PARA OPTAR AL GRADO DE LICENCIADO EN EDUCACIÓN CON
MENCION EN INGLÉS.

THESIS SUPERVISOR: CLAUDIA GARCÍA

PARTICIPANTS:

CONSTANZA FERNÁNDEZ

STEPHANIE GUTIERREZ

EMILIA PEHUÉN

FELIPE QUEVEDO

SANTIAGO 2017

Acknowledgments

Nobody has been more important to us in the pursuit of this project than people and the school who gave us the instances, professional guidance, opportunities and inspiration for this research to happen.

First, we would like to express our sincere gratitude to our thesis supervisors **Mrs Claudia García** and **Mr Rodrigo Román**, who have helped us several times encouraging us to finish this long road full of stops and yellow lights. Thanks for your support, guidance and encouragement. After three different investigation research, we have made it!

We greatly appreciate to **Mrs Mariela Carrasco** and **Mrs Mireya Aguilera** for the positive learning environment you provided to us in difficult situations and the patience you had; you are truly inspirational and thanks for sharing your wisdom with us.

Our sincere thanks also go to “**Escuela Técnica Las Nieves**” for offering us the opportunities in our research and letting us to work on this exciting project in the school.

Michael Whiteman, we appreciate your disposition and the hours spent in writing assistance.

Our sincere appreciation to our families and friends; thanks for the patience, encouragement and support. We feel blessed that you are also part of this.

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Abstract

The primary aim of learning a new language is to be able to communicate with others in its spoken or written language. Oral interaction is a key to reach that objective. This study seeks to describe the effect that non-guided role-plays activities have in EFL students' performance in tenth-grade Chilean students. Besides exploring different theoretical perspectives related to the factors that influence oral interaction as well as second language acquisition, mainly based on Krashen's theories and Chilean curriculum for tenth graders.

Key Words: Oral interaction; Second Language acquisition; non-guided role-plays activities; Chilean Curriculum; tenth grade students.

Resumen

Una de las principales razones para aprender un lenguaje se basa en la posibilidad y/o necesidad de comunicarse con otras personas, ya sea oralmente o de manera escrita. Un medio para lograr este objetivo es a través de la interacción oral.

El presente estudio busca describir el efecto que tiene la aplicación de juegos de roles, no guiados, en estudiantes chilenos que actualmente cursan tercero de enseñanza media. En relación a la construcción teórica se presentará la realidad actual del diseño curricular de la asignatura de inglés para estudiantes de tercero medio. También, se presentarán los conceptos de interacción oral y juegos de roles no guiados.

Palabras Claves: Interacción Oral; Juego de Roles; Diseño Curricular; Inglés; Tercero Medio.

Introduction

As a general background, learning a language implies that students interact with others as an essential part of the process to develop ideas in a second language and practice pronunciation. This requires somebody to be a sociable person regardless of their age, academic, cultural or economic background. The situation described above should be part of every English class, but in Chilean classrooms, this does not happen as often as it should.

English in Chile is taught as a foreign language (EFL). This means that students only spend a couple of hours weekly in contact with the target language. Consequently, students may not consider English as a relevant subject, which in many cases, causes a lack of motivation for the student; and potentially leads to develop the thought that English is not a language they will use in their future life. The challenge, as future teachers of English, is to know how to face this reality and to discover what can be done to change the way learning English is presented, hopefully making it more meaningful and not a mere subject that students must attend, too.

Decades of students' misbehavior and low student's participation in the lessons resulted in teachers following traditional activities such as translation, reading comprehension; classes based on learning isolated grammatical structures or out of context, which has led to a significant decrease in the students' interests. In fact, all these factors have influenced a traditional classroom reality where there are groups of students who do not interact with others, do not participate, or do not show motivation in oral activities. Moreover, students are always expecting a reward or a mark for the work done, not understanding the fact that sometimes teachers need to monitor the learning process, and

often will need to refer to written notes in order to have a field note that will help both parts facilitate interactions in the foreign language.

Furthermore, evaluations can also affect oral interaction inside the classroom among students since they may not feel comfortable or motivated to talk in front of each other or in front of the teacher.

Students in Chilean school systems are required to be exposed to English using different strategies. Those strategies need to be explored in the different contexts that exist in the Chilean educational systems. In the school setting, the type of strategies that promote oral interaction efficiently in an EFL classroom are limited. This research follows the action research approach in the form of a case study in which qualitative and quantitative data is collected to contrast information gathered at the observation and action stages (Burns, 2010) in order to accomplish our general research objective that frames the study: to describe the effect of guided role-play activities in students' oral interaction performance in a tenth grade EFL classroom.

This project is founded on observing the learning process of students in oral interaction before and after implementing role-plays such as speaking activities which, through Communicative Language Teaching (CLT), may enhance spontaneous speaking interaction between students. Different theories that support our action research project have been studied and they are related to students' performance in speaking lessons in a context where English is taught as a foreign language. This approach intends to catch students' attention and promote spontaneous speaking.

CHAPTER 1 THE STUDY

Chapter 1

In this chapter it is going to be displayed the pedagogical motivation as the precursor of the research; the reasons why the case study was established and also the General and Specific Objectives emerge to explain the research questions related to guided and non-guided role-play activities and oral interaction performance.

Chilean context and oral interaction in EFL classroom context are explained as an overview about the sample's reality.

1.1. Pedagogical Motivations

The pedagogical motivation to carry out this research is based on oral interaction considered an essential theme to investigate and promote in EFL classroom by displaying role-play as a teaching resource to enhance oral interaction. There exist several factors such as cognitive, pedagogical, linguistics, socio-cultural and learners' affective categories that seem to interfere in the development of speaking skills in EFL students. One of the aspects that influence this research is the lack of speaking lessons through which students can express themselves in the EFL Chilean classroom.

Every teacher in their training process is exposed to different theories, methods and pedagogical strategies with the purpose of providing him/her with all the tools she/he might need for his/her future lessons. It is expected that with all those elements the teacher will develop a personal and individual way to teach. This means that every teacher can create a different, unique and authentic strategy to adapt the content according to the context in which she/he is teaching. This context is different for every student in the classroom and consequently, so will be the needs of the students.

Teaching becomes a variety of strategies and methodologies set up in a shared environment with different requirements.

When teachers enter to the professional field they not only face a professional beginning but also overcrowded classrooms with 45 students per class, long hours, and extracurricular obligations without time for planning lessons or creating material. Chilean teachers also have the highest number of statutory working hours of the OECD countries, with teachers at all levels teaching up to 1103 hours a year compared to OECD averages of 782 for primary level and 694 for the lower-secondary level (2013). In Chilean schools, most of the teachers are required to follow the national curriculum designed for teaching English as a foreign language; this was created in the 90's, and it is focused on developing receptive skills more than productive skills. Until now, this is the same reality Chilean students are used to face when learning English.

1.2. Oral interaction in the Chilean Curriculum

In order to be aware of the vision and the importance of oral interaction in the current Chilean educational system, it is necessary to point out certain ministerial plans and programs to understand the political insight about what oral interaction is, how it is developed in the English lessons and which aspects constitute a thorough evaluation of this concept.

Firstly, the last update to the Curriculum in the year 2005 stipulated the objectives and the minimum content that each student must develop from 5th-grade elementary school to 12th grade of high school. Concerning oral interaction, the primary aim is to focus on improving communicative and interaction skills facilitating the possibility that learners

can be involved in the globalization process and take advantage of the benefits and opportunities that acquiring a second language brings. To be more specific, the actual curriculum is centered on preparing the students for a world in which English is a necessary and useful tool that will be used in real contexts in the near future.

It must be mentioned that when it refers to communication skills, the focus is on the domain of vocabulary and basic grammar structures, highlighting the fact that students must not receive this new knowledge isolated from the communicative function. However, neither examples nor further explanations are given to clarify how to combine them, which is why some teachers do not know what strategies or methods are more effective suited to their lessons.

According to the Chilean Department of Education, oral expression is defined as “the ability to communicate in English with the proper pronunciation and intelligibly, to participate in oral exchanges, conversations and monologues” (MINEDUC, 2005, p. 48). In this case, the oral expression and the oral exchanges are the main areas that this research focused on.

Another aspect to mention is that within the programs there are suggestions for lesson planning; these lesson plans only provide a suggested order in which the lesson should happen and do not clarify how to evaluate the objectives or measure the level of accomplishment.

According to the Chilean Curriculum, classes should be taught in English. However, it also emphasizes translation, without giving the students the chance to use English as a foreign language.

Another aspect to highlight is the fact that when assessing oral expression, the Chilean Department of Education (2005) states two pieces of advice to consider while students are presenting a topic or a dialogue (role-play included):

- 1) The Teacher must not correct pronunciation until the end of the presentation, because students may get distracted from the original objective which is to communicate the message.
- 2) The second one is when students use PowerPoint or other similar tools, it is important to clarify that those instruments are made for support purposes, and students should not be reading directly from the slides. According to the suggested Curriculum from MINEDUC (2005) for 10th grade, there are 4 ways to evaluate the interaction:

The complexity of the interaction varies depending on:

The fluency in which students express themselves

The communicative functions that learners use

The amount of interactions or the time of an oral expression

The plans and all programs of English elaborated by the MINEDUC are based on memorization and practice in leading to a brief vocabulary drill, where the focus is centered on a description than a real guide to the English teachers.

1.2.1. EFL curriculum for tenth graders.

In order to give information about the methods and their connection with communicative activities, it must be mentioned that the formative purpose from this area is to develop communicative skills in the English language. Using CLT aim to give students a set of tools that allows them to have access to information and to participate

in communicative situations in this particular language, in terms of conversations as well as in reading and writing (MINEDUC, 2005).

The curriculum for 10th grade mentions some advices that are recommended to be used during English lessons. One of the most important is that lessons should be carried out in English the whole time in order to maintain a constant interaction in this new language, thereby providing students with the possibility to get used to new sounds and situations from the very beginning of a class until the end of the lesson. Another aspect to mention is that the curriculum states that the communicative stimuli and the importance of stimulating the students to use this new language in real situations where it is fundamental they can use English and adapt expressions to their own reality and environment. For instance, dialogues can be written down on the whiteboard for the students to use them orally or in a written manner. In this way the use of the foreign language becomes more reachable for them (MINEDUC, 2005).

In general, the curriculum is based on the suggestion that these oral interactions and all the other 3 skills in this language have to be promoted in a systematic way. Firstly, students should be exposed to different models which can be written or oral, these models must be reproduced and have a referential use in the expressions that students may create. Following on from this, students will start to be more confident, and the amount of communicative elements for the use of expressing themselves will grow. Afterwards, students must be able to handle texts with an ascending level of complexity and originality. This evidence shows that the growth of the student's skills in terms of oral interaction and the mastery of the foreign language have to be shown systematically, from the less complex skills and content to the more complex ones.

According to this curriculum, at high school level “the use of written and oral expression, in terms of repeating and completing texts have to be used in a minor frequency in order to give more emphasis to text production, oral production, and interaction in brief and medium extension” (MINEDUC, 2005, p. 33). This statement shows that when students start the new process of acquiring a foreign language, teachers have to promote oral interaction and the use of oral production skills. This is where teacher’s freedom comes into play; as the teacher has to create key activities and use certain strategies to lead the classes and the lessons in order to accomplish this production and interaction process. Role-plays, dialogues and reading out loud are just some of the suggested activities to expose students to a real context with new lexis and situations.

High school schools use the Chilean curriculum and some of the students from the school may know about the governments new politics related to the teaching of English. The information suggested in the curriculum seems to be very rigid and that is where this study takes advantage; the flexibility of the communicative approach gave the researchers the opportunity to use this curriculum whilst modifying it to a real context in the classroom.

1.3. Research questions and research objectives

1.3.1. Research questions.

Since the general objective of this study is to describe the effect of non-guided role-play activities in students’ oral interaction performance in a tenth grade EFL classroom, the following research questions and specific objectives emerge:

Table 1
Research questions and Research Objectives

SPECIFIC RESEARCH QUESTIONS	SPECIFIC RESEARCH OBJECTIVES
1. What are the characteristics of the guided role playing activities carried out in the EFL classroom?	1. To observe guided role-play activities to create non-guided role-play activities to promote oral interaction in the EFL classroom.
2. How to design non-guided role-play activities to promote oral interaction?	2. To design non-guided role-play activities for oral interaction in the EFL classroom.
3. How to implement non-guided role-play activities for oral interaction in the EFL classroom?	3. To implement non-guided role-play activities for oral interaction in tenth grade in an EFL classroom.
4. What is the effect of non-guided role-play activities in the EFL classroom?	4. To collect data about the effect of non-guided role-play activities in the EFL classroom.

CHAPTER 2 LITERATURE REVIEW

This chapter presents umbrella terms that underlie this action research project. These core concepts are: communicative competence, communicative language teaching and second language learning. The latter covers different factors that influence oral interaction in an EFL context such as cognitive, socio-cultural, linguistic, and affective characteristics where anxiety when performing, motivation and personality, among others, prompt the desired speaking performance in a spontaneous manner. It is considered second language learning in the theoretical framework concerning Chilean classrooms reality and the way in which English is taught.

Additionally, oral interaction is also presented as a concept which will support our upcoming data analysis. Detailed explanation about this concept and its forms are displayed such as teacher- learner interaction and learner-learner interaction, this last owing to be one of the focus of the research.

2.1 Second language acquisition

According to Krashen (1988) the second language acquisition process consists of five main hypotheses that contribute to the teacher-student relationship. The acquisition- learning hypothesis claims that the speaker is exposed to samples of the second language but he is not conscious about this phenomenon in terms of the language form. This process requires a meaningful interaction in the target language, a natural communication, in which the speaker is concentrated not on the form of their utterances, but on the communicative act. On the other hand, the second term refers to when the

speaker learns the second language throughout a conscious process of study and attention to form and rule learning. It is the product of formal instruction.

The affective filter hypothesis reinforces the idea of relationships as an important aspect to consider when learning a language by highlighting certain variables. These variables can be motivation, self-confidence, positive attitudes, needs, anxiety and other emotional states. According to Krashen, good self-image, self-confidence, high motivation and a low level of anxiety in the environment are the essential elements for success in second language acquisition. Otherwise, low motivation, low self-esteem and debilitating anxiety can produce a mental block that raises the affective filter which reduces the learner's ability to understand anything. In other words, when the affective filter is 'up' it impedes the language acquisition. Consequently, the positive affect is necessary for the acquisition takes place (Krashen, 1988).

According to this, teachers should focus on the classroom atmosphere and once they can identify what variables are present in the classrooms they will be able to use the most effective tactics.

2.2 The Input Hypothesis

According to Krashen (1985) an excellent strategy to provide comprehensible input is interaction. He claims that the language used by the teacher affects the language produced by learners. Acquisition occurs using a learner's access to comprehensible input which is an essential factor in second language acquisition. The learner acquires the language in only one way by exposure to comprehensible input, which belongs to level 'i+1', which means that the input has to contain form and structure just beyond the

learner's current level of competence in the language, then both comprehension and acquisition will occur.

In 1983 Long identifies conversational or interactional adjustments as the most effective means of promoting comprehensible input. In other words, Long claims that the most significant conversational adjustments were clarification requests, confirmation checks, and comprehension checks. Long considered that the presence of these elements indicated that students were able to negotiate with others which allows them to have access to more comprehensible inputs and foster the acquisition process (Long, 1983).

2.3 Communicative Competence

In the twentieth century, a social constructivist wave developed the idea that teaching should be less focused on the individual development and more on learner's communicative interaction with others. This is where the communicative competence concept appeared, becoming a pillar in second language acquisition and influencing the ways of teaching.

According to Dell Hymes (1967), communicative competence is defined as "that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts" (As cited in Brown, 2000, p.246). This refers to the capacity of being able to take part in oral exchanges, in an interpersonal way, showing a dynamic mastery of oral expressions and showing skills in the communicational processes. As Savignon (1983) states that "communicative competence is relative, not absolute and depends on the cooperation of all participants involved" (As cited in Brown, 2000, p.246) this competence does not just check the

language knowledge, instead it recalls the knowledge that is connected to the function of communication in a more practical way, presenting the user with a situation where all participants' contribution is needed.

In the 1970's researches on communicative competence made a difference between the linguistic and the communicative competence. From that moment, researchers developed a keen interest on this subject. One of the most relevant investigations that can be connected with the research is the basic interpersonal communicative skills, suggested by James Cummins in 1979, which corresponds to the capacity that children acquire language in order to function in daily interpersonal exchanges.

Later in the 1980's Canale (1983) and Swain (1985) developed the construct of communicative competence dividing this concept in four different components; grammatical competence, discourse competence, sociolinguistic competence and strategic competence, defining the linguistic system itself and the functional aspects of communication.

Throughout the 1990's some newer reviews from Swain and Merrill's construct took place. The best on recorded was from Bachman (1990) who suggested a modification of the previous theory schematizing it and setting a new name "language competence". It used the same components and categorized them in a different way, setting grammatical and discourse competence inside an organizational parameter which corresponds to the way language is managed and the sociolinguistic and strategic competence in a characteristic he called "illocutionary competence" which corresponds to the way of sending and receiving intended meanings.

Communicative competence enables students to create conversational fluency speeches and effective language communication; this means that the students' knowledge about language is expressed in the ability to use it. Chilean curriculum is not prepared yet to face communicative competence in students of English because there is not a link between students' life experiences and the language studied. For that reason, the research it is focused on non-guide role-plays activities, as the most natural way to facilitate student's oral interaction at the same time that might develop communicative competence including the contents provided by the ministry.

2.4 Communicative Language Teaching

The communicative language teaching implies new roles for the teacher and the learners. In this method; the teacher is responsible for initiating new activities, whilst be carried out keeping in mind the importance of cooperation and autonomy between the learners, as well as exposing them to a real context where they may be able to use the target language in meaningful situations through guidance, support and feedback, and have a monitor role. Learners, on the other hand, have the responsibility to interact with their peers and participate in the activities as well as being responsible for their own learning process, placing them in an active role inside the CLT lessons. Oral interaction is the key to develop a well-structured CLT activity. It gives learners the opportunity to interact with their peers and create or have a real conversation where anything can happen, exposing learners to an effective context where they are able to develop the communicative competence in the target language.

Unlike other approaches, the communicative approach focuses on promoting a meaningful communication in a real context which is where the role-playing becomes an option. Meaningful and real communication inside a controlled environment is closely related to this method of teaching. The exposure to real situations of communication, as well as facing in different types of context, are some of the characteristics of this approach, which indeed give learners the opportunity to use the target language through an interaction between small groups.

2.5 Oral Interaction

According to Celce-Murcia (2008), “nonverbal or paralinguistic aspects of oral interaction are also crucial and are rarely treated in the language classroom” (p.49). This may be related to the general knowledge among EFL teachers within whose classrooms nonverbal elements of communication are less considered than speaking skills. However, it has to be mentioned that nonverbal and verbal competence overlap during communication and should not be treated separately. Paralinguistic competence involves body language, eye contact, prosodic qualities (voice quality, pitch, loudness) (CEFR, 2001). A way to foster competence in these areas would be to utilize different interactive activities for spoken interaction such as casual conversation, informal discussion, interview, debate, among others (CEFR, 2001, p. 73).

Conversational processes are better performed when there is a motivational and cooperative environment in which students feel comfortable and relaxed; a proper atmosphere that allows them to speak without disruptions or the anxiety that making mistakes is an important factor and a determinant when evaluating or assessing speaking

lessons. Moreover, students tend to feel shy and insecure when performing and sharing opinions and even in cases where they are allowed to form groups and interact with absence of a teacher listening to them or the whole class paying attention, speaking seems to be the hardest thing to do.

It is important to differentiate between oral interaction and oral skills, —two concepts some teachers generally misuse thereby allowing confusion and distortion of the words—, which when it comes to evaluate oral interaction could be a real problem. When talking about oral skills it is normal to focus on the grammatical aspects of it (vocabulary coherence, proper use of tenses and structures; affirmative, negative and interrogative, contextualized use of tenses and grammar, and pronunciation), which requires students to be as accurate as possible, and “demonstrate” how much they have learnt through the lessons, as if the only important thing in an English class is how well-accented students could be.

On the other hand, oral interaction in a classroom teaching environment is related to the utilization of relationships existing between people as practice to enhance the development of two language skills, speaking and listening, among the learners with the main goal of guiding the learners to communicate with their peers easily and give them exposure to the vast genres of language learning; for example, the combination of teacher-student and student-student relationship which help to develop meaningful communication interaction. That is to say, how participants behave with each other in different situations adding the language learning jointly constructed and linked to learners’ repeated and regular participation in classroom activities (Chou, 1997).

It is necessary to create interaction moments in which students do not feel the pressure of being constantly evaluated. Instead, they should be made aware of specific time where they will be given evaluated comments to help them to improve for the next time. All of this is related to an unpredictable and spontaneous speaking, adding friendliness and closeness between the participants.

The performance of students' in the classroom context derived from a relaxed and pleasant environment increases the amount of the speech acts provided by the teacher. Though students do not feel prepared to speak because of the grammar involved or the vocabulary related, if they feel the support and the accompaniment from the teachers' side then they will perform regardless these barriers. To put it simply, teacher's motivation plays an important role in students' development.

This exchange in speaking can be reported in two types of speech exchange systems known as local management system and interactional management system (Sacks, Schegloff, Jefferson, 1974).

On the one hand, interactional system occurs when the participants decide when to talk and what to talk about. An example of this system would be daily conversation because there is not a pattern to be followed and participants have the freedom to speak spontaneously.

On the other hand, local management system takes charge of the transitions through the conversations. Admittedly all the participants interact in the conversation on the contrary to the first system; this is based on "turns". These two systems aim to capture the general properties of conversations and adapt to the varying types of interactions they are applied to.

2.5.1 Forms of oral interaction.

In the communicative approach to teaching a second language, classroom interaction has become a vital feature of second language acquisition. Some authors claim that classroom interaction involves teacher-learner and learner-learner interaction. Furthermore, Van Lier (1996) has pointed out that two types of classroom interaction present different opportunities for negotiation and that because of that, every student needs to be evaluated within each particular context.

2.5.2 Teacher-Learner oral interaction.

Teacher-learner interaction is contextualized in situations where the teacher asks questions to learners and learners answer them and vice versa. In most cases, this situation occurs between teachers and the class or small groups inside the classroom. In the traditional educational system teachers tend to sit or stand behind their desks, and give lectures and directions whilst the students are sitting, listening and taking notes. In these instances, oral interaction is initiated and controlled by the teacher. In traditional systems the teacher's central role is dominating and has as a main goal the control of the learning process, thereby influencing the amount of talking, timing and the participants. With this method, students only receive the input that teachers provide, and classes are focused on the teacher; they introduce new content, explain concepts and requests multiple activities during the lesson. At the end of the lesson, the teacher sums up the new content studied and if it is possible they provide feedback to their students. Teaching is always a shared-relationship job, thus requiring that the participation of students as well is supported by Brown (quoted by Tuan & Nguyen (2010), p 31) who

suggests that “teacher talk should not occupy the major proportion of a class hour; otherwise, you are probably not giving students enough opportunity to talk”.

Furthermore, according to Harmer (cited by (Trong Tuan & Nhu Kim, 2010)) to foster learners to produce communicative outputs, learners should be engaged in communicative activities. In other words, the teacher’s intervention should be avoided allowing students to interact and participate in speaking lessons freely.

2.5.3 Learner-learner Interaction.

Learner-learner interaction occurs between more than two learners. In this type of interaction, the teacher’s role is monitoring the activities and learners as some participants. When this interaction occurs in groups, it is called learner-learner interaction, but if it occurs in pairs, it is called peer interaction.

Many researchers assert that students almost always initiate questioning during small-group rather than whole class activities. The reason why this occurs is that students tend to feel comfortable discussing in cooperative groups, as this allows them to clarify their ideas in a context free of being scrutinized by the teacher and the rest of the class. In fact, cooperation in groups contributes the creation of a more relaxed atmosphere in the classroom, lessening anxiety and inhibitions, which increases the quality of practice (Altay & Öztürk, 2004) and of oral interaction.

Harmer (2001) proposed that pair work increases the amount of talking time available to each learner in the classroom. It contributes to the learner’s work and encourages them to interact independently, in some cases without the guidance of the teacher, thus

encouraging learners' independence. At the same time, it provides the teacher with the opportunity to work with one or more students while the rest of the class is working. Finally, this helps to make the classroom a friendly and relaxed place to work.

2.6 Factors that influence oral interaction

There are many factors that influence oral interaction. The study of Liu (2001) showed that five main categories affect oral interaction. These are: cognitive, pedagogical, affective, and socio-cultural and linguistics categories.

Cognitive category involves learning experiences and learning styles which learners are applying, interest in the topic and mastery of it, and their preparation for the classes.

Pedagogical category is related to teacher encouragement, class size, peer support, and the way that teacher organizes the lesson.

The affective factors are focused on the learner's personality, motivation, attitude, anxiety, and risk-taking.

The socio-cultural category refers to the students' beliefs, values and moral judgments. Socio-cultural aspects are influenced by learners' cultural backgrounds and previous educational experiences.

Finally, linguistic factors denoting students' linguistic abilities and communicative competence. Linguistic factors can be appreciated in every student inside of the classroom; there are students who can express their ideas orally without mistakes, but are not able to write without making mistakes.

2.7 Relationship between Classroom interaction and Second Language Acquisition

In second language acquisition there exists two fundamental concepts; “nature” and “nurture”. Both are used to describe the way the learner internalizes language. In the first case, “nature” means that the learner learns the language through knowledge about the language. In contrast, “nurture” assumes that language development is produced by the interaction between the learner and the environment (Doughty & Long, 2003). Interaction is crucial in Second Language acquisition; as without interaction the communication process would not be possible. It describes the interpersonal activity taking place during face to face communication (Ellis, 1999). We need to consider that all of these processes occur among non-native speakers of a second language or between non-native speakers and native speakers. According to Ellis, interaction could be understood as the discourse that learners construct and their interlocutors produce as an interpretation, which is the result of interaction or the output. It facilitates language learning, engages students in participating language learning activities and makes more outputs of the language (Trong Tuan & Nhu Kim, 2010). Finally, oral interaction is a vital element when learning a language. In Chilean classroom this type of interaction is a difficult task for English teachers, considering the programs that they need to cover in a term which are mainly focused on developing the receptive skills. For that reason, and considering the contents to which students were exposed, the research aimed to enhance the use of non-guided role-plays activities, mainly because students have a considerable background of vocabulary and writing

skills. This activity provides the opportunity of developing communicative competence supporting on students written and grammatical knowledge.

Additionally, role-play is an effective strategy for students to develop both social and linguistic competences. The use of role-plays increases not only grammatical competence and pronunciation criteria, but also strategic, discourse and sociolinguistic competences.

2.8 Role-playing

The role-play is an activity used most frequently when the intention of the teacher is to promote oral communication. It consists of an activity that recreates a real situation, letting the students have access to an oral exchange in a controlled environment. It is a concept made by two words, where “role” is used to refer to the participation that students have to take inside this activity. Each one of the learners acquire a role when using this technique, and uses communication and oral expressions keeping in mind the role that they have to play. Here the word “play” finishes the phrase, inside this activity, it refers to the acting action that learners have to perform. In other words, learners will have to play a role which could be given by the teacher or created by them depending on the case.

According to Brown (2001), “Role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish” (as cited in Huang, 2008, para. 3). In other words, it is all about student’s participation in order to accomplish a communicative exchange.

Kusnierek (2015) in her research presents the idea that role-plays may vary in length and difficulty level, mentioning 2 types of role-plays. The first one is called “Real-play” and the second one “Surreal-play” taken from Al-Arishi (1994) who states: “A role-play activity which is a rehearsal for the real world is called real-play” (p. 82). Since this type of role-play wants to promote real situations in the real world, the realia is important as well as the crafting of authentic material to implement inside the activity, inside this type of role-play, learners have the opportunity to use these situations in the future. In the same research, for Scrivener (2005) when learners are introduced to this activity they “play themselves but in a context other than a room where they are taught” (p. 82).

On the other hand, the surreal-play seeks to promote the expressions, thoughts and feelings inside each learner’s mind, using a fantasy-like context in different situations keeping in mind that learners may find naturally enjoyable, in fact as stated by Doff (1988) Not only children fantasize, but also teenagers and adults often imagine themselves in different situations (p.82).

The relevance of this type of activity in this action research lies on the importance of having an appropriate interaction activity. One of the reasons why the role-play was selected is because it provides a large amount of instances of interaction for the students, presenting them to real or fictional contexts, and it demands learners to have an oral exchange using oral expressions and interact with their peers. Another reason why the role-play activity was chosen is because students are able to practice one of the 4 strands of English, which corresponds to the speaking skill in a real time conversation, where the interaction is presented in a way that does not only involve spoken words, such as body language, fluency, eye contact and use of the voice.

2.9 Criterion to assess role-play

Body language: It's a type of paralinguistic communication in which the body is used to express certain information through facial expressions, gestures, and body movements, among others. According to Pease & Pease (2004) body language is:

“An outward reflection of a person's emotional condition. Each gesture or movement can be a valuable key to an emotion a person may be feeling at the time. For example, a man who is self-conscious about gaining weight may tug at the fold of skin under his chin; the woman who is aware of extra pounds on her thighs may smooth her dress down; the person who is feeling fearful or defensive might fold their arms or cross their legs or both; and a man talking with a large-breasted woman may consciously avoid staring at her breasts while, at the same time, unconsciously use groping gestures with his hands”. (p.11)

Eye contact: It refers to a paralinguistic ability to communicate and express thoughts. Eye contact can relay our inner most intimate desires .Additionally, it can let the person we are speaking with know our emotional connection and interest in what we are talking about. According to Hugot (2007) eye contact is:

“People use their eyes to convey their emotions and feelings. Besides eye gaze is a decisive cue to establish an interaction with others: an eye-contact is required before starting an interaction to make sure that both participants want to interact with each other” (p.7)

Fluency: it is related to the oral ability of producing speech in an appropriate rhythm and in an accurate way. According to Nation (1989)

“The goal of fluency- directed communication activities is to enable the learner to integrate previously encountered language items into an easily accessed largely unconscious language system as a result of focusing on the communication of messages” (p.378).

Use of the voice: This criterion refers to the changes in the speaker’s voice, how its pitch drops or rises. In other words, it is related to the volume and the intonation that someone puts on a phrase in order to emphasize or take away importance from certain parts of the utterance. According to a study presented by Rafaela Guidini (2012)“A high level of environmental noise in the classrooms and positive correlations between those values and the intensity of the voice may facilitate the interaction”, that is why this criterion was important to observe in order to know at what level was the learner been effective in the communication process.

Mastery of the Subject: This final criterion corresponds to the use of information related to what is being exposed, in other words to understand what a conversation or interaction is about. According to Ball & McDiarmid (1989) “Understanding entails being able to use intellectual ideas and skills as tools to gain control over every day, real-world problems” (p.2) and that is the reason why this criterion was observed, since it measured students’ competence in connecting their ideas in the oral interaction.

CHAPTER 3 METHODOLOGICAL FRAMEWORK

This chapter presents information about the type of study carried out on this research, data collection and information about the participants.

Additionally, and to be clear, the data collection instruments are presented in a table which summarizes the action research procedures so the reader can easily relate them to their corresponding research questions to be answered along this project.

3.1 Research design

3.1.1 Action research.

This case study is based on an action research (AR) design that corresponds to the following characteristics stated below.

There are two types of AR, practical and participatory, selecting the first one as our investigation method. In our case, the problem identified in this particular research was the lack of oral participation in speaking activities and the ineffective use of strategies to promote this important skill.

Action research in education can be defined as the process of studying a school situation to understand and improve the quality of the educative process (Johnson 2012, as cited in (Gregory, 2013) linked to both teachers' professional growth and development. As a reflective process, the teacher that uses this type of research can assess his/her work from others differently as well as identifying problems and also solutions.

The main objective of this type of research is to gather data, seek solutions and find ways to increase participant's achievements. The environment in which this research takes place in educational circles, to be more specific, on the teacher's teaching context.

In other words, within the researcher's environment which corresponded, in this case, to a 10th grade EFL classroom from the Chilean educational system.

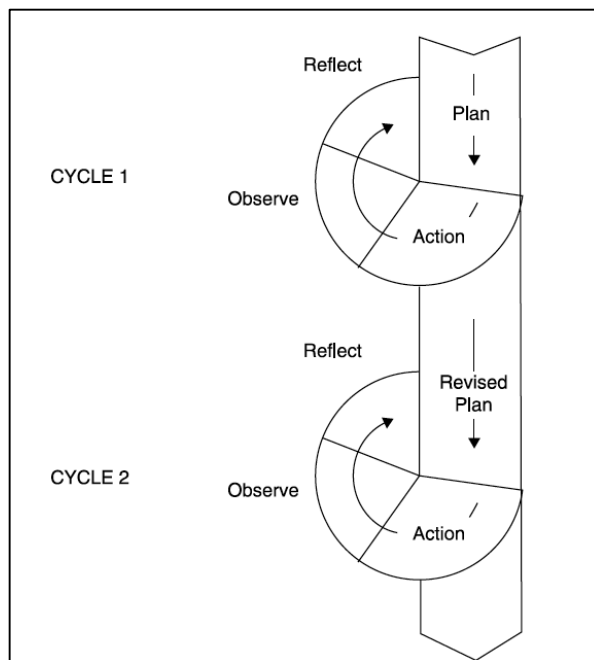
AR was chosen because it was necessary for the purpose of this study, as future English teachers, to be concerned about the way in which spoken English is taught in Chilean classrooms believing that is important to constantly seek new methodologies and strategies to promote oral interaction.

According to Burns (2010), "AR typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop" (p. 7). This means, as the author points out, that the first step is planning. In this stage, a plan was developed after identifying a problem within our specific research context. The second phase or stage is action. In the action phase, intervention process is activated into teaching practice to plan other choices to make changes. Third, the observation phase is related to observing the results or effects of the planed action through documentation of data collection about what was going on. Finally, the reflection phase went through to evaluate and describe the effects of the action so everything makes sense to understand clearly the explored issue or problem.

Below is shown the AR model by Kemmis and McTaggart (1998) adapted by Burns (2010):

Image 1

Action Research Model (Kemmis & McTaggart, 1998, as cited in Burns, 2010, p. 9).



The table below summarizes the explained action research phase by matching each AR stage with its corresponding research question, data collection instrument and research question.

Table 2
Action Research Phase.

AR phases	Research questions	Instruments for data collection	Research objectives
Planning	What are the characteristics of the guided activities carried out in the 10 th grade EFL classroom?	Field notes Rubric (Likert-type scale)	To observe guided role-play activities to create non-guided role-play activities to promote oral interaction in the 10 th grade EFL classroom.
Action	How to design non-guided role-play activities to promote oral interaction? How to implement non-guided role-play activities for oral interaction in the EFL classroom?	Lesson planning design Field notes	To design non-guided role-play activities for oral interaction in the classroom. To implement non-guided role-play activities for oral interaction in the classroom

Observation and reflection	What is the effect of non-guided role-play activities in the EFL classroom?	Rubric (Likert-type scale)	To collect data about the effect of non-guided role-play activities in the classroom
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It is important to highlight that the data analysis carried out after data collection is displayed along the action research phases based on the instruments used to gather the required information aiming to answer the research questions and accomplish the specific objectives as well.

Before the description of the research phases, it is important to mention students' characteristics as participants within this project.

3.2 Participants

The participants were 10th grade students from “Escuela Técnica las Nieves” in Puente Alto, Santiago. This is a girls' school, subsidized by the government and also by a foundation.

Related to the school schedule, English is taught as far as the school's curriculum is concerned, a foreign language; students have four pedagogical hours per week.

Participants were between 15 and 16 years old and belonged to a 10th grade class.

According to a mock test, it was validated that students obtained 38% in reading

comprehension and 37%, in listening exams; this corresponds to an appropriate level of English according to MINEDUC¹.

3.3 Data collection instruments

A rubric (Likert-type scale) and field notes were the two data collection instruments used along this action research project to observe peer oral interaction. It is important to mention that from now on the first instrument will be called rubric (Likert-type scale).

Image 2

Criteria for assessing role-plays, Taken from rubric to assess oral interaction.

<p>1) Body language: The student uses the body to express him/herself promoting the interaction as well as adding movement to model their ideas.</p> <p>5 4 3 2 1</p>
<p>2) Eye contact: The student uses eye contact effectively and constantly</p> <p>5 4 3 2 1</p>
<p>3) Fluency: The student has coherence while speaking. She/ he makes a few stops when necessary such as hesitating pauses, good length.</p> <p>5 4 3 2 1</p>
<p>4) Use of the voice: The voice contributes to the interaction, accurate volume and intonation when needed. (Ex: Interrogative and negative sentences)</p> <p>5 4 3 2 1</p>
<p>5) Mastery of the subject: The student shows an efficient mastery about the subject, demonstrating an expected knowledge about a specific topic (The assigned one)</p> <p>5 4 3 2 1</p>

¹ Information taken from the official website www.mine.mineduc.cl/mine-medioweb/mvc/mime/ficha

The criterion above were used to assess oral interaction, focused on paralinguistic aspects of language rather than grammatical competence.

The rubric was used to collect preliminary information about oral interaction performance promoted in a guided role-play activity. Additionally, based on the obtained information, the same rubric was reused to provide a guideline to conduct the intervention phase of this project and describe the effect of non-guided role-play activities in students' oral interaction performance in EFL classroom.

The main objective of this instrument was to assess two lessons in which role-play was used as a primary and preliminary data collection instrument about the students interaction in four classes as the results of guided and non-guided activities. In the first lesson, the guided role-play activity was purely teacher centered because the teacher had the decision making when giving instructions and allowing students' interaction.

In the previous procedure, guided role-play activity was carried out to purely obtain preliminary information about students' oral interaction through filed notes and the use of a rubric to provide reliable data in order to gather information to keep in mind at the moment of planning and to describe the effects of the non-guided role-play activity in oral interaction.

Field notes (see appendix 2) were also important to this research in order to provide more specific information about students' behavior and perception about the lessons considering guided and non-guided role-play activities as a center of this investigation.

In the next image, the criteria taken into consideration for the student-student oral interaction are shown, as well as the definitions of the concepts and what the observer checked using the indicators of accomplishment.

3.4 Planning phase

This planning phase aims to observe guided role-play activities to create non-guided role-play activities to promote oral interaction in the 10th grade EFL classroom. For that purpose, researchers carried out an observation procedure to design a plan to intervene in the classroom with the following planned action.

Table 3
Planning Phase Guided Role-Play

Planning Phase (Guided role-play)	
Warm up	The lesson started with greetings and a routine. The resources used were the traditional ones and were prepared for the researcher to implement during that lesson. (Printed role-play, ppt).
Study/Presentation	A traditional way of exposure to the content was used; a brainstorm related to the previous content view (clothes and shopping), regarding grammatical structures and new lexis was presented to have the teacher as the center of the lesson.
Practice stage	It followed the traditional way to present content and this allows students to have a low percentage of the participation

	inside the lessons. In this case the only activity that involved learner's actions was reading out loud, and a video was shown, in order to provide students a perception of the next activities that they will have to do.
Production stage	On this first lesson that was observed, only 5 students wanted to participate in the role-play activity. This scenario supports the idea of a lack of student's participation in oral interaction activities inside an EFL classroom. Participants seemed to be nervous and they presented ignoring the oral interaction rubric.
Closure	At the end of the class, the lesson plan was focused on mini feedback for students; It was briefly mentioned the criterion to assess the role-play that will be used in the next lesson.

The main characteristic of the guided activities was that the teacher played the main role inside the lesson, which means that the lesson was teacher-centered. Additionally, lessons contributed to setting a sense of routine, where the method was traditional or grammar-centered; student's role was to be observed and follow commands placing them in a passive role during the learning process, as a consequence of receiving the content and not having influence inside the lessons. In other words, the lack of creation

and not promoting an active role of the students in the activities corresponds to guided activities characteristics.

In the first lesson, the teacher was focused on explaining grammatical structures instead of the communicative competence, presenting a text to read out loud.

In the practice stage, another characteristic was presented. This time the teacher introduced a text in which students had to read out loud, this activity corresponded to a guided activity, therefore students had to read without the necessity of being told how to do it or making decisions about vocabulary or pronunciation.

The guided role-play took place in the production stage; in this case, it was a printed role-play that was handed in by the teacher. Students had to read in pairs, and teacher's participation was minimal focused on giving instructions and making corrections as the teacher did in this preliminary process (See appendix 1). The lack of participation of the students was prominent, consequently 5 learners wanted to present their work and they were nervous when performing.

To observe student's performance in terms of oral interaction, the results for the first role-play suggested a negative tendency, providing evidence to the researchers about the effects of the implementation of the guided activity. The main conclusion obtained at this part of the research was that guided role-plays were not effective to cover the contents neither to enhance students oral participation, that is the reason why the idea of implement non-guided role-plays appeared as a possibility for this study.

The stages that were part of the guided role-play consisted in two lesson in which students practiced the dialogue provided by the teacher. It was pretended that students develop pronunciation and fluency in a surreal situation using the vocabulary of the unit.

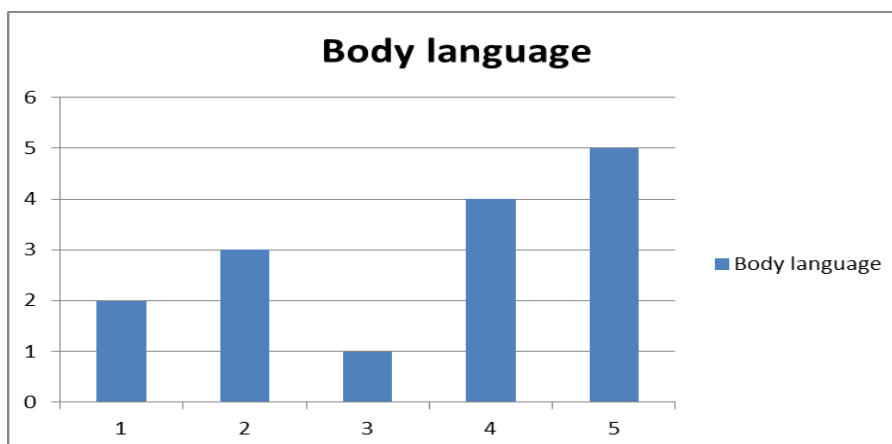
CHAPTER 4 DATA ANALYSIS

This chapter present information about the data collection process and analysis of the information obtained in that process.

It is important to mention that for this study the results were obtained from the analysis of the lessons related to the unit 4: “clothes and shopping”. The lessons aim to cover vocabulary related to types of clothes (dresses, glasses, shoes, among others), prices, and adjectives to describe size, material, opinion, and phrases to give advices.

4.1 Preliminary data analysis of a guided role-play

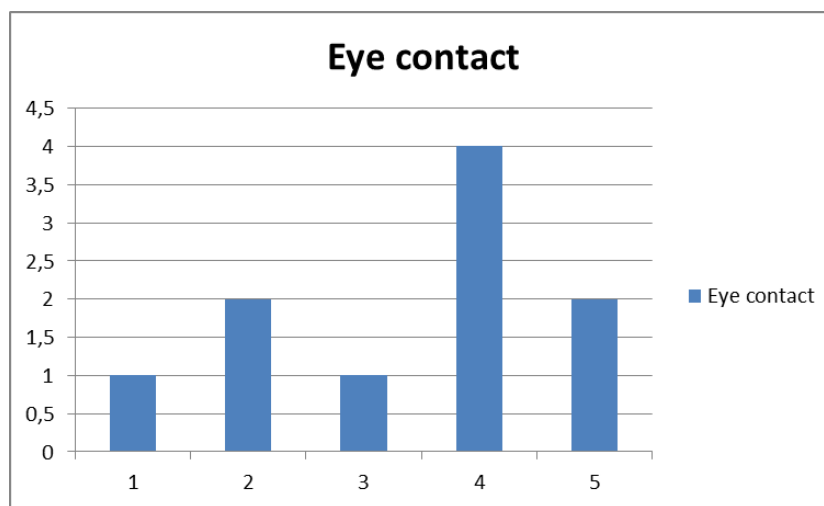
The next graphs will present information about learner’s performance in the guided role-play; each of them have a brief interpretation of data and conclusion about the reasons why the obtained results were those. To know more about the rubric used in the gatherings of this data go to Appendix 1.



Graph 1

Results of guided role-play, body language criterion.

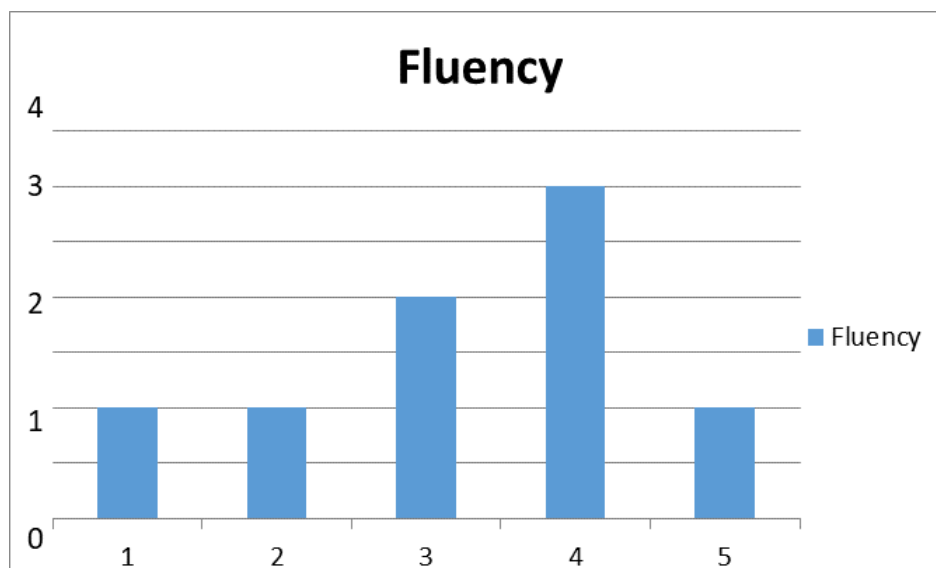
Body language, as it can be seen in figure number one, in the stage of the study 5 students voluntarily presented the guided role-play. The digits placed in the vertical axis correspond to the score obtained by the students and the numbers placed in the horizontal axis correspond to the students. In this case, every student took a different place in the sectioned categories of the rubric, which means that only one student of the sample was placed in “weak response”. Another student was placed in “developing”; one student was placed in at level, as well as one learner was placed in “accomplished”. Finally, the last student was placed in the “mastered” category. The interpretation of these results pointed out to the fact that students, in the guided role-play, were less aware of integrating their body language in the oral interaction performance.



Graph 2

Results of guided role-play Eye-Contact criterion

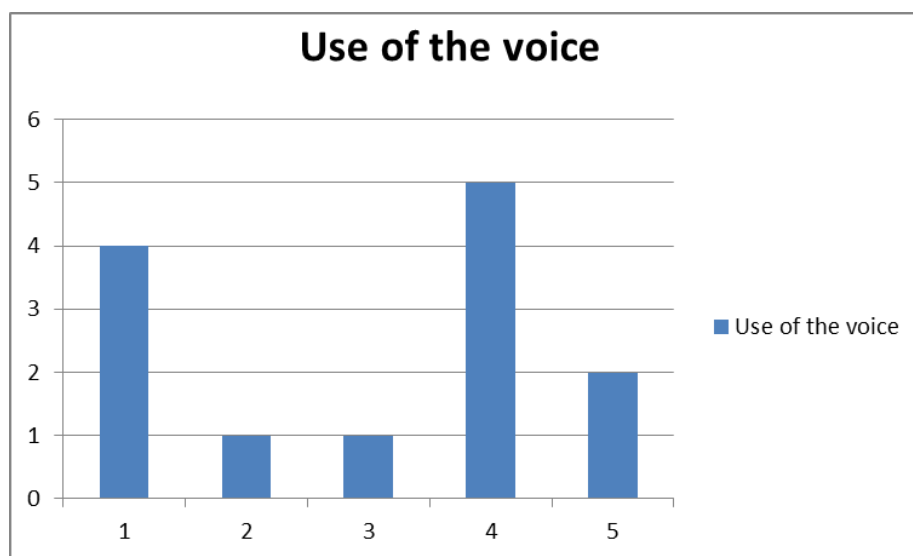
Graph number two represented student's obtained scores in the eye contact criterion of interaction which corresponded to the action of staring at each other when speaking. In this case, 2 students were placed in the "weak response" category. On the other hand, another 2 students took placed in the "developing" category and only 1 student claimed a place in the "accomplished" category, getting 4 out of 5. This showed that eye contact has to be reinforced and teachers should point out the importance of all the factors of interaction. In fact, 4 of the 5 students were categorized under "at level" category, which is close to be alarming because of the absence of this factor when interacting. Once more, the characteristics of the guided activities affected negatively in student's performance. In this case the absence of student-student relationship is evidenced. Student's nervousness and other factors may have affected the lack of eye contact during the oral interaction in this guided role-play.



Graph 3

Results of guided role play fluency criterion

Graph 3 students scored 1 out of 5, which placed all three of them in the “weak response” category. Only one student obtained in this criteria of oral interaction 3 points, placing her in the “At level” category. This is in fact one of the phenomena that caught our attention at the beginning, and after some digging the feeling that students had a sense of fear to failure, because of the strategies and previous mistakes that they made showed up. According to the field notes, students felt nervous or non-confident that might have affected their fluency because they also needed to read and try to interact at the same time. This is why the researchers considered that change from a guided activity to a non-guided one would be a positive influence in promoting student’s communicative skills during oral interaction.

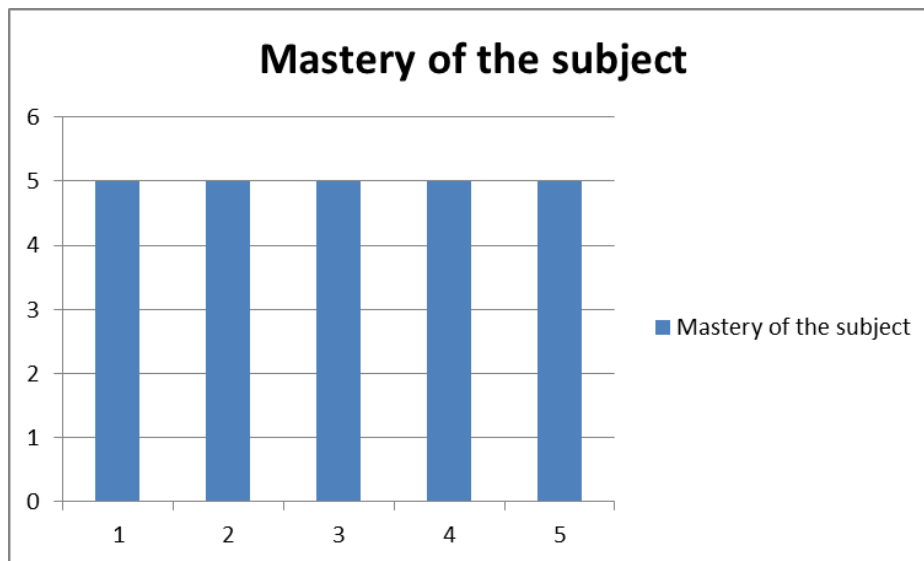


Graph 4

Results of guided role-play Use of the voice criterion.

According to the figure number four, 2 students received the lowest score, which corresponded to the “weak response” category, while only 1 learner was achieved as “mastered” leaving 1 student of the sample in the “accomplished” category and another student in the “developing” category in terms of use of the voice.

According to the results, the use of the voice should be fostered in the action phase.



Graph 5

Results of a guided role-play the mastery of the subject criterion.

In figure number five, corresponding to mastery of the subject criterion. Students performed in a better way than expected. According to the results, students did not have any particular issue during the guided role-play regarding the mastery of the subject, placing the 5 of them in the “mastered” category. Therefore, in the action phase it is expected to get a similar result.

4.2 Action phase

This action phase aims to observe non- guided role-play activities to promote oral interaction in the 10th grade EFL classroom. For that purpose, researchers carried out an observation procedure to design a plan to intervene in the classroom with the following planned action. The following table provides a general overview of how the non-guided role-play activity was carried out in the practice stage of the lesson. For more detail on the daily lesson planning's see appendix 6.

Table 4
Action Phase Procedure.

	Action Phase (Non-guided role-play)
Warm up	In addition to the feedback of the first role-play and the presentation to the new ways of developing communicative skills, in this stage the teacher allows students to have an important role inside the lesson. Specifically, for the role-play creation as a non-guided activity.
Study/Presentation	The intervention phase promoted learner's active role in the classroom. The lesson was aimed to the entire class, using a good level of classroom management and allowing an interaction between students and teacher.

Practice stage	<p>Student's autonomy and group work was aimed in this stage of the lesson, they had to create their own role-play using the previous concept they were exposed to. The communicative language teaching promoted the oral exchange in real situations, which in this case took place inside this stage of the lesson.</p>
Production stage	<p>The second role-play took place, and in comparison to the previous role-play, the entire class participated in this one. There was an increase of the amounts of student's performances, from 5 students to 38.</p>
Closure	<p>At the final stage, the lesson received positive results, as it is shown in the graphs. Most of the factors of oral interaction as well as student's participation improved in a drastic way. In this stage a final feedback was introduced in order to let student's know what they improved.</p>

A non-guided activity is the activity that involves an autonomy scenario for the students and the teacher, giving learners an important role inside the lesson and promoting an active participation of them in this specific activity. Students were able to create their own role-play and the teacher played a monitoring role. The students managed and resolved some issues during the process and finally the teacher provided some feedback to them.

Firstly, a non-guided role-play, the teacher gave to the students the instructions about how they had to create, prepare and perform a role play aiming to promote some oral skills. Then, learners had the freedom to start to create their own dialogues in order to perform it later.

At the moment of the implementation of the non-guided role-play activity, students performed the role-play and the teacher had to take notes filling the rubric with the points learners scored. Since role plays can be either real-play or surreal-play, the selection of the type of this non-guided activity depends on the lesson content viewed in the unit.

4.3 Data collection and analysis of a non-guided role-play

According to the field notes (see appendixes 2) fifteen groups presented the role play which correspond to the 84,44% of the students. The day the second role-play was created and presented only thirty-eight students attended the lesson

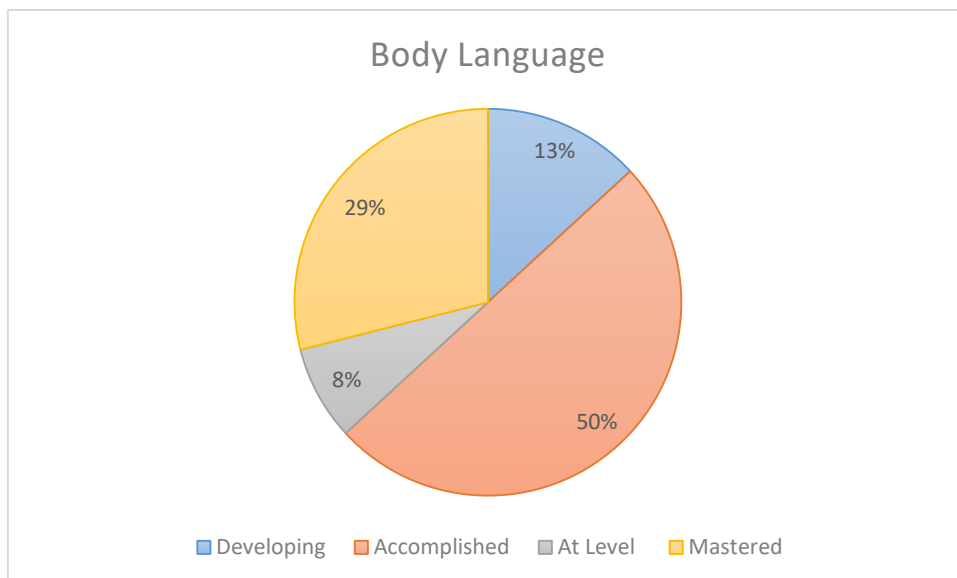
To design and implement this non- guided activity, groups were made of two or three students showing them the rubric for the oral interaction beforehand. The teacher gave the instruction related to the role-play; it was going to be performed outside the

classroom in order to give students a comfortable environment since this activity was new and challenging for them. Additionally, the teacher gave them the opportunity to perform the role-play voluntarily, so the groups that were not ready or needed more time to practice could be the final groups, in order to give students, the instances to perform in the best way. At the beginning of the implementation, the groups were more confident about themselves. The final groups were shyer and more nervous because their creation was not prepared and it was noticeable.

These lessons (see appendix 6) took place on November 29th and 30th. On November 29th was for the elaboration and design of the second role-play. On November 30th was for the performance and implementation of it.

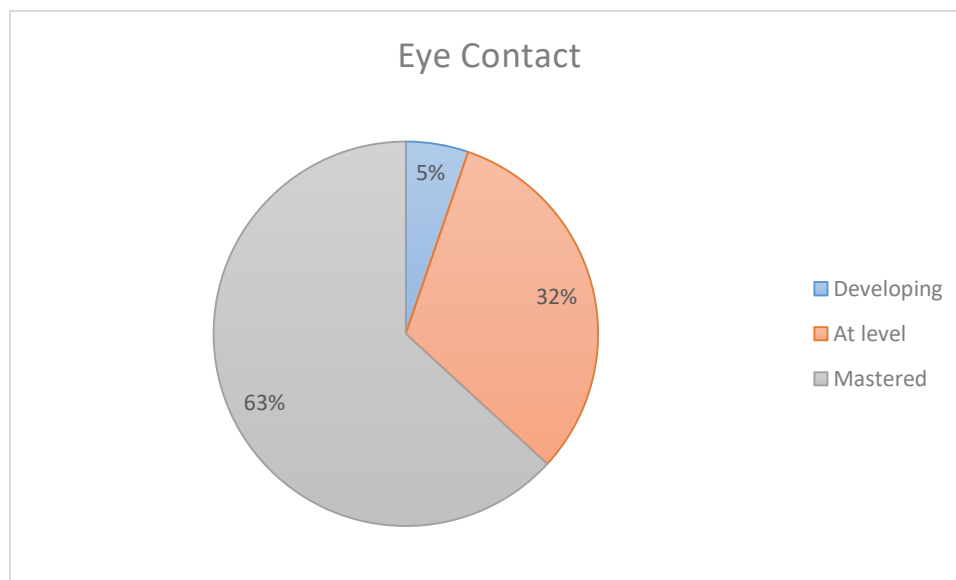
In the warm up the teacher started the class by greeting. Then, in the study, she presented the criteria for the role-play and oral interaction seen previously in the last class such as body language, eye contact, fluency, use of the voice and mastery of the subject. On the 29th of November the teacher told the students that the role-play had to be related to the content-unit: clothes and shopping. After that, the teacher projected an example on the board in order to introduce the steps for a role play creation. The design of the activity is crucial for the better production in oral interaction. Students started to create it to end up on Thursday 30th with the implementation of the activity promoting the oral interaction and facilitate language learning. Finally, the teacher gave a feedback of the role-play performance.

Below, five graphs are displayed to describe the effects of a non-guided role-play activity in student's oral interaction performance.

**Graph 6**

Results of non-guided role-plays body language criterion.

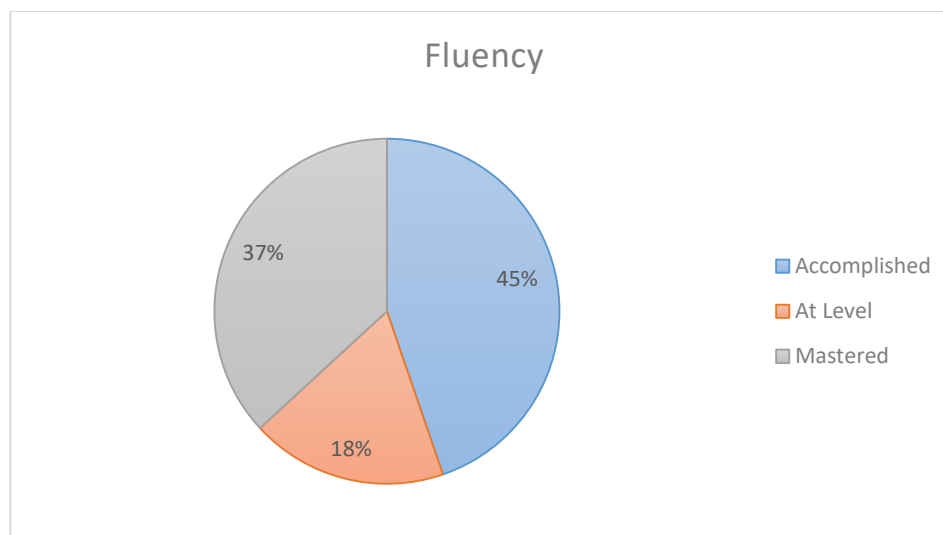
In this specific case, most of the students scored 4 points in this criterion. In fact 19 students scored 4 points. On the other hand, 11 students obtained the maximum score, and only 3 students were given with a score below the category “at level”. In addition, 5 students were placed in the “developing” category. For this criteria in the non-guided role play the students showed an improvement of the results. The awareness of using body language is observed and express through it is stipulated in the scores obtained above.



Graph 7

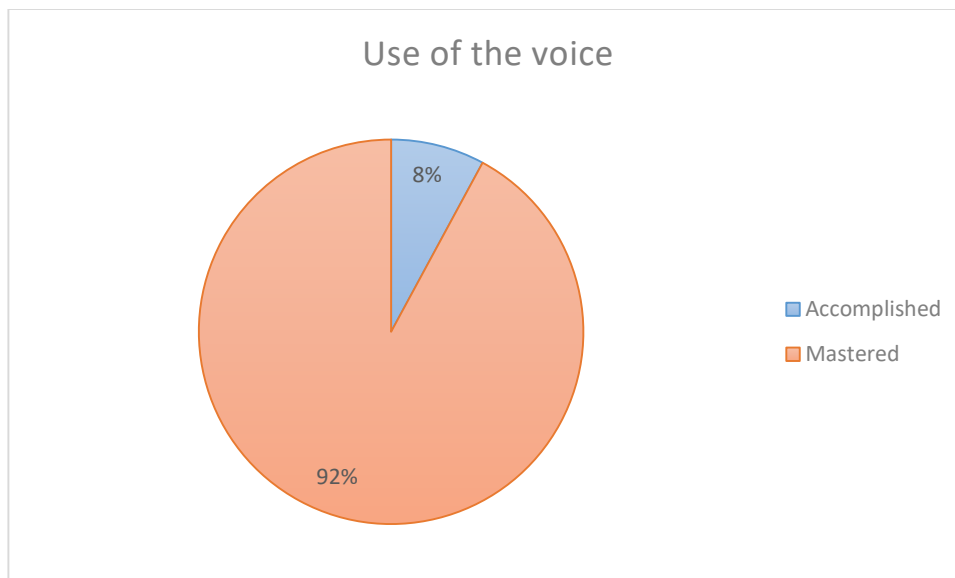
Results of non-guided role-play eye contact criterion.

From figure seven, it can be seen 24 students who obtained the maximum score in this Criterion. Apart from this, 12 students obtained “accomplished” and only 2 students obtained a score with a “developing” category. The scores for the eye contact criterion of oral interaction rose in most of the cases, letting us to mention the possibility of a positive impact on students in a non-guided role-play. What is more, in the non-guided role-play, most of the students starred at each other when speaking, using the eye contact and providing a sequence of action. It has been noticed that a non-guided role play was a successful activity because of the improvement students had in the performance in this second role play, looking at each other when it was needed and not only sometimes or never, as happened on the first one.

**Graph 8**

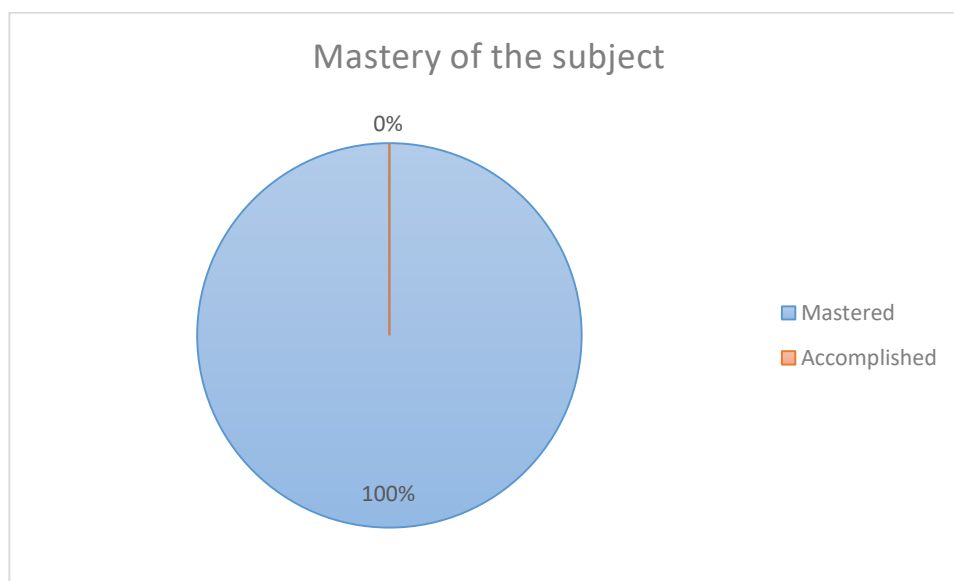
Results of non-guide role-plays fluency criterion.

In figure number eight it can be observed that none of the students placed under the “at level” category. On top of that, 14 students obtained the maximum score, 17 students were in the “accomplished” category receiving 4 points, and only 7 students obtained 3 points out of 5, placing them on the “at level” category”. Students improved the fluency aspect in the non-guided role play, letting the oral interaction happened in a more fluent way, keeping in mind aspects as hesitations and pauses when it was needed.

**Graph 9**

Results of non-guided role-plays use of the voice criterion

Figure number nine showed one of the most positive scores inside the filled rubrics. 35 students scored 5 points placing them in “mastered” criterion. And 3 students obtained 4 points which corresponds to an “accomplished” criterion. To compare with the guided role play’s results, the evolution of student’s performance was huge in terms of use of the voice and speaking skill. The communication was more than accurate and the performance of use of the voice by the learners outplaced the expectations. The improvement of this criterion took place in classroom management, since in the implementation of the non-guided role play the teacher needed to be careful with the environment of the classroom. This activity took place outside the classroom, demanding learners an appropriate pitch and volume when using their voices.

**Graph 10**

Results of non-guided role-plays mastery of the subject criterion

Figure number ten represents mastery of the Subject. All learners obtained the high score, which means that every single one of the students from the class had an outstanding mastery of the subject, in other words, they knew what they were talking about and they managed the information well properly, even when this activity was non-guided and the students had the responsibility to talk freely. In this criterion, oral interaction presented a meritorious performance in terms of mastery of the subject, showing a good management of the language function and a high standard on the oral exchanges. In this specific non-guided activity, everyone maintained the exact same score as in the guided one, even when in this non-guided role play learners had to craft their own material.

4.4 Observation and reflection phase of the role-plays activities

As it was observed in the first role-play, the guided way of implementing the communicative activities presented a low student's participation. The oral interaction process was not achieved in a proper way, as well as the fact that the role that learners had to perform was only related to the execution of commands through instructions. As shown in the graphs, the gathered data presented that most of the students needed a guide to execute the role-playing activity in a way that the oral interaction was presented. Student's oral interaction in the guided role-play was not the optimal; in fact, it tended to be weak. It means that students were not able to express their ideas or propose oral exchanges in communicative situations; they did not have an expected use of the observed criteria as well as the oral interaction factors.

Most of the criteria from the data collection instrument needed to be performed in a way that the oral interaction occurs according to the grade in which the participants are. At that moment, the AR became necessary, taking all the aspects that were taken from the guided role-play.

Another way to present an oral interaction activity was the non-guided design which is related to students who performed the activities and the teacher played a monitoring role to give learners the chance to put in practice their previous knowledge and creating a situation where learners could use and improve their communicative competences. The implementation of a non-guided activity, in this case, corresponded to a role play as a medium to present and perform the lesson involving students in their learning process. In this case, they were taken into consideration of the process of a second language acquisition, in other words, for a better implementation; students were required to

participate during the lesson. That is one of the reasons why in the creation of the role play students chose their pairs or group for the activity.

To design and implement this activity in a non-guided way, the teacher gave the opportunity to do not select the groups by herself. Instead, the teacher proposed an open dialogue by asking for any voluntary group. Following this up, the teams that were ready to perform, were the first groups to present the role-plays and the groups which were not ready yet or needed more time to practice the activity, were considered to present by the end of the presentation process. All these steps were made keeping in mind the action of giving students a set of instances and opportunities to interact effectively, promoting the oral interaction situation and providing a safe environment where students could model oral exchanges to rise their oral interaction level in an relaxed setting that allow them to perform.

From the results, a positive effect is concluded, since all the five observed parameters for oral interaction increased significantly. These five aspects corresponded to body language, eye contact, fluency, use of the voice, and mastery of the subject.

To point out the exact effects, in the guided role-play, inside the body language criteria, five students participated, and most of them were not placed in the “mastered” category, which presented us with the idea of a lack of use of this paralinguistic aspect. On the other hand, after the non-guided role-play, students started a positive tendency, where more than half of the class was placed in either the “accomplished” category or the “mastered” category, which was an improvement regarding the use of body language when interacting with others.

In the relation with the results, it is possible to say that the guided role-play and the non-guided role-play in eye contact criteria got the following results. It was observed that student's performance suffered a positive effect. Most of the learners in the first role-play were placed below, at level meanwhile in the second role-play, most of them set above the "at level category", which proved that the non-guided role-play affected their oral interaction. For instance, in the guided role-play, most of the students did not use the eye contact criterion, looking straight to the ground and not giving importance to this paralinguistic aspect. In contrast, the results of the non-guided role-play, most of the students starred at each other when speaking, using the eye contact efficiently and providing a sequence of action with what they were talking about, in other terms making the oral interaction between their peers more effectively.

Now moving to the fluency criterion, we observed that in the guided role-play, this aspect was one of the lowest obtained scores, in fact, only one student achieved the "at level" category, placing the rest of the learners in the "developing" and the "weak response" category. Meanwhile, in the non-guided role-play, all of the learners were placed in the "at level" category or above. It means that the effect of the non-guided activity, possibly influenced in a positive way on student's fluency, letting the oral interaction happen more fluently, keeping in mind aspects as hesitations and pauses.

To observe the effect of the non-guided activity, the use of the voice must not be forgotten, the interpretation of the gathered data in the guided and the non-guided role-play places this aspect as one of the most significant observed improvement in this research. The results vary depending on the learner. For instance, in the non-guided activity almost the majority sample of the learners received the highest score (5), which

lead us to conclude that most of the class mastered the use of the voice in the non-guided instance. According to the guided role-play, most of them had trouble trying to use this aspect of the communicative competence. The oral interaction was more successful than expected because learner's use of the voice was beneath the expectations in the non-guided role-play.

As a final effect to mention, mastery of the subject was presented. The most relevant comparison at this stage lied in student's procedure when getting to know their role-play. In the guided instance, they were given a printed paper for them to read, on the other hand, in the non-guided role-play, students had to create their role play. Both of these oral interaction situations presented an impressive performance concerning mastery of the subject; learners showed an excellent management of the language functions as well as a high standard on the oral exchanges in the target language. It means that students had the same level of mastery in the guided and the non-guided activity, even when they were not provided with a piece of paper to read. Since the non-guided process let them craft their role-play, they felt confident about what they were speaking, and they could manage to show a significant amount of concepts related to their role-play.

CHAPTER 5 CONCLUSIONS

In this chapter research questions and Specific Objectives are the fundamental conclusions of the research; objectives are answered and explained after the study case, and the final results are exposed. Pedagogical implications and study limitations lead the reader to the significance of the study and the characteristics that influenced or impacted the findings. Finally, for further researchers are provided suggestions about the research for future studies.

5.1 General conclusions

This case study research was focused on describing the effect of non-guided role-play activities in 10th grade students' oral interaction. These effects were positive and effective as expected, concerning action research to study the school situation in order to improve the educational process and understand in depth what is happening in educational systems. Non-guided role-play allowed students to perform situations in a contextualized learning process through Communicative Language Teaching (CLT), with the main objective to prompt a substantial rise of oral interaction performance between students. Non-guided role-play developed students' contextualization and use of grammar structures in spoken language as well as social skills and critical thinking.

Graphs for oral interaction criteria's represented how a non-guided role play can increase students' self-confidence and fluency when speaking conversely a guided-role-play. Students improved oral interaction when presenting the non-guided role-play giving a sense of participation and a real use of English.

Speaking lessons are necessary to enhance students' fluency, pronunciation, grammar use and the communicative language competences.

5.2 Answers to Research Question

5.2.1 Answers to the research questions.

The research question of this study was to describe the effect of non-guided role-play activities in students' oral interaction performance in a tenth grade EFL classroom. The main characteristic of the non-guided role-play presented was that the activity was student-centered more than teacher-centered. As a consequence of this, students improved their performance and they were able to interact with fluency.

On the other hand, in relation to the implementation of the non-guided activity, the observable effect after its implementation was that students felt free to create their role-plays autonomously, and they also tried to speak spontaneously as well as express their ideas and share them with their classmates.

According to what was described previously, it can be said that the effect of the utilization of non-guided activities inside of the EFL classroom is positive and effective. During the implementation process, it was observed that students showed interest in the lessons and in participating in them.

In conclusion, the use of this type of activity increased students' interest and their participation in English lessons, at the same time it helped to improve their oral skills and social communicative abilities. This aspect was not part of the study but was noticeable because students tended to feel more comfortable when speaking in front of the class and with their classmates.

5.2.2 Answers to Specific Objectives.

To observe guided role-play activities to create non-guided play activities to promote oral interaction in the EFL classroom. Commonly, guided role-play activities in EFL classrooms are designed for students to repeat chunks and structures already created not giving the chance to develop the discourse competence; students do not understand, for example, that some words are used in different contexts so the meaning could be completely different. Field notes and the rubric were essential to find these characteristics: students' lack of motivation, non-confidence when speaking, and no contextualization of content and grammar-based objective rather than communicative skills predominance.

To design non-guided role-play activities for oral interaction in the EFL classroom context. Lessons planning were adapted concerning students' needs and interests, besides the use of real scenarios for them to perform. It is also important to consider non-guided role-play as an opportunity to observe students' behaviour and reaction when they were required to create their own dialogue.

To implement non-guided role-play activities for oral interaction in tenth grade in an EFL classroom context. Since non-guided activities helped to develop students' nonverbal immediacy and use of grammar in context, field notes allowed the researches to find particular facts that one way or another conducted to student's performance when speaking. The implementation of this activity depended on different factors such as socio-cultural, cognitive, and effective characteristics in order to create a relaxed environment in where students feel free to make mistakes and speak spontaneously.

To collect data about the effect of non-guided role-play activities in the EFL classroom context. Students' autonomy was clearly stated since they had to create their own dialogue: what they really wanted to say and what they understood from what they were saying. Non-guided activities allowed students to enhance communicative skills that were not seen before as eye contact, body language and use of the voice as characteristics that help to deliver spoken messages to others.

5.3 Pedagogical implications

The implication for this research consists on action research as a reflective process through which it is possible to find solutions to problems jointly with other participants. This is called "community of practice" and in this case, researchers found a common problem: the student's low participation in oral interaction activities in guided role-play, to find a solution; non-guided role-play activities to increase students' performance.

This case study will help in the professional development because of the collaborative work done to find a solution to this problematic.

It is intended to have significance for teachers, teacher trainees, researchers and other stakeholders in the development of teachers.

From students' point of view the implications for this research are speaking lessons as a fundamental pillar in their English learning process. Through speaking students are able to express ideas better than the grammar-based teaching approach. Context and dynamic classes in which they truly feel part of the class enhance participation and motivation as vital links that allow the communication chain to constantly work in different situations.

5.4 Study limitation

One of the most critical limitations faced on this research was the longitudinal effects. It was intended that the study would have taken longer because of the necessity of data collection and a more in-depth data analysis to find another aspect related to oral interaction performance in EFL classrooms. Another crucial limitation was the schedule plan that it could not be followed as expected because of different variations connected to the school program for the year. The researchers were provided with the second semester (from mid-July to mid-December) to execute this project. However, for specific reasons such as education outing, religious activities in the School, standardized tests etc., the researchers delayed their classes, changing the planning as well as the events scheduled for a specific day.

Lack of participation from the students was another limitation to consider. In the first activity meaning the guiding role-play, the researchers had a low percentage to analyze the results since the students did not want to participate voluntarily in the first role play. It was difficult to find significant relationships from the data in the guiding role-play, as for this research required a larger sample size to ensure a representative distribution of the students and to be considered representative of groups of people to whom results will be analyzed. To comprehend the perception students, have about feedback and the confidence they have. It might have occurred that speaking in Spanish about clothes would have been easier than speaking in a language they have not been taught as a mother language.

5.5 Future research

The case study presented in this research provides to the future and current teacher the possibility to appreciate the effects that the implementation of activities that promote oral interaction, in this case, non-guide role-plays, enhances the development of oral skills. The results provide us evidence about the implication of implement non-guided activities, for that reason it is essential to suggest certain aspects that are described in detail below, which we considered that could be helpful for future researchers in their investigation process.

For future research, an important concept that could be included can be related to effective teaching strategies, because during this case study it was observed that teachers methodology is not accurate to the students necessity; additionally second language acquisition could be included considering strategies used to develop linguistics aspects such as grammar, phonetics, syntax, semantics and pragmatics that are necessary in language learning.

In the case of effective teaching it is vital to consider different characteristics that promote oral interaction as well as other skills, for example, classroom management, teacher-student relationship and strategies concerning students' needs and reality.

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APPENDICES

Appendix 1 Rubric to assess role-plays

For the application of this instrument consider the following criteria's.

Mastered: The student shows a highly accomplished use of the language, above standard and way more than expected the performance.

Accomplished: The student shows a good and accurate use of the language, more than the expected performance.

At level: The student shows an accurate use of the language, expected performance level and a few missing components for the interaction.

Developing: Accuracy of the language in process of developing, a bit below than the expected performance level and occasionally the Para-verbal language is used.

Weak Response: Misuse of the language, evidentially under the expected performance level and a lack of use of the Para-verbal language for the student.

Table 5
Rubric 1

Name	
Grade	
Date	
School	

With a cross mark your preference from 1 to 5.

1 Weak response 2 Developing 3 At level 4 Accomplished 5 Mastered

Domain	Criteria	Score				
		1	2	3	4	5
Body Language	The student uses the body to express herself, promoting the interaction as well as adding movement to model her ideas.					
Eye Contact	The student uses eye contact effectively and constantly.					
Fluency	The student has coherence while speaking. The student make a few stops when necessary as hesitating pauses, good length.					
Use of the voice	The voice contributes to the interaction, accurate volume and intonation when needed. (Ex: Interrogative and negative sentences)					
Mastery of the subject	The student shows an efficient mastery of the topic.					
Comments and Observations						

Appendix 2 Rubric to assess role-plays

Table 6

Field notes 1

Field Notes
Session 1: Role Play 1
Participants: Group 1
Time: 9:50 -10:20 A.M.
Date: 15th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Before:</p> <p>Nobody wanted to volunteer for the role-play so it was difficult for me to motivate the students. Luckily, the first group consisted of 2 female students who wanted to present their role play. The girls were very nervous but determined to do it.</p> <p>Inside the presentation:</p> <p>The participants of the first group were so shy that this affected their performance, especially in their use of voice; it was so low that I couldn't hear them very well. Also during the presentation, the rest of the class were speaking, so I had to keep the control of the class and started to create a more comfortable environment for the groups that were going to perform the role play.</p> <p>In the end:</p> <p>After that specific issue in the presentation for the other students that made noise in the classroom, the group number one, one of these students was sad because they wanted to speak louder but they couldn't because they were ashamed.</p>

Table 7
Field notes 2.

Field Notes
Session 1: Role Play 1
Participants: Group 1
Time: 10:30 – 10:50 A.M.
Date: 15th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Before:</p> <p>I had to do an intervention explaining the class to keep a respectful silence for the students that are presenting and tell them that the course was an amazing group, so they should keep doing it as usual. The next and final team is composed of three students that are decided to present the role play. Also, they have a good level of English. They are an active group in the English class.</p> <p>Inside the presentation:</p> <p>The class is in silence and listening to the group. The group starts to speak and read at the same time (I give to all my students the role play printed so they can talk and read at the same time) with determination but laughing at the same time.</p> <p>In the end:</p> <p>Because it was an acceptable presentation, but they laughed all the time, I give them some tips for doing their future performance a more serious role play for the next time.</p>

Table 8
Field notes 3.

Field Notes
Session 1: Role Play 2
Participants: Group 1
Topic: Clothes and Shopping
Time: 09.50- 10.05 A.M.
Date: 30th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Instructions</p> <p>The teacher asks students to conform role- play groups; this could be, either in pairs or groups of three as they usually work.</p> <p>Before:</p> <p>The first group that begins with the role-plays is composed of 2 students, who are very enthusiastic about the idea of performing the role-play in the best possible way.</p> <p>Inside the presentation:</p> <p>The girls have the best disposition, but at the same time, they are extremely nervous due to the fact of being the first ones presenting. Student one is more nervous than her classmate, and mainly when their classmates look at her. Besides she does not use much her body language which affects her performance. On the other hand, the student number two show more confidence and perform the role play with a good use of the voice and pronunciation; additionally, she also uses her body language to complete the ideas that are difficult to explain by using words.</p> <p>In the end:</p> <p>The girls laugh because they think they have do all in a perfect way, but in fact, this group does not present some fundamental concepts, and they tend not to look each other.</p>

Table 9
Field notes 4

Field Notes
Session 1: Role Play 2
Participants: Group 2
Topic: Clothes and Shopping
Time: 10.05- 10.13A.M.
Date: 30th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Before:</p> <p>The next group to present the role-play is a group of three students who have to do another activity, so they want to act as soon as possible to get rid of the role play.</p> <p>Inside the presentation:</p> <p>The students seem to be very confident, when they are in the front of the class performing the role-play, but none of them shows any motivation for doing the activity, not even an effort. The student one is reading all the time, and while the second student is laughing a lot and the third student do not have motivation when doing the activity, in fact, he looks bored.</p> <p>In the end:</p> <p>Since the presentation is not very serious at this stage, the teacher tells the group that the activity was made for them to interact and presume to have a natural conversation. It is not a game, and it was clear that they do not study and do not use the time given by the teacher to learn the role play as well as the lack of consideration to the factors of communication that the teacher show previously.</p>

Table 10
Field notes 5

Field Notes
Session 1: Role Play 2
Participants: Group 3
Topic: Clothes and Shopping
Time: 10.14- 10.20 A.M.
Date: 30th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Before:</p> <p>After the interruption with the previous group, the next team is composed by three students who are very happy to present their role play, although the student one said that she is very nervous because she had never performed in a real-time before.</p> <p>Inside the presentation:</p> <p>The students are very nervous; in fact, this affects one of the students who cannot read the screenplay because she is laughing involuntarily. However, after some minutes, student one can concentrate and do a better performance during the activity. The other two girls are very concentrated, and they have a right interaction, making a good role play; their body language is present, and they are staring at the public sometimes which is an excellent tool when interacting.</p> <p>In the end:</p> <p>The teacher congratulates the students for their dedication. At the same time, she advises the student one to practice before performing to avoid the nervousness.</p>

Table 11
Field notes 6

Field Notes
Session 1: Role Play 2
Participants: Group 4
Topic: Clothes and Shopping
Time: 10.21- 10.27A.M.
Date: 30th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Before:</p> <p>The next group corresponds to group number 4; this team is conformed of two students who worked very well in the classes before the role play. They are nervous because both are very shy and rarely speak in front of the class.</p> <p>Inside the presentation:</p> <p>Both students are having issues with the use of their voice and body language at the same time. In fact the teacher is having problems to hear them, and she had to mention them that they should raise the volume and move a bit since they were speaking softly and were not moving. Besides it does not look like interaction, the teacher stops the presentation and gives some suggestion to the ladies.</p> <p>In the end:</p> <p>Finally, the girls start the role-play again, and in this opportunity, they were able to use their voice better than the first time, but still, they did not apply body language or eye-contact with the course or between them.</p>

Table 12
Field notes 7

Field Notes
Session 1: Role Play 2
Participants: Group 5
Topic: Clothes and Shopping
Time: 10.28- 10.36 A.M.
Date: 30th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Group number five is conform by three students; it is a group with a lot of confidence because they always speak in front of the class and they are very participative, especially the student number one and the student number two. The student number three for reasons that I do not know have missed a lot of classes, but even when this happens, the times that she is in the class, she participates a lot.</p> <p>Inside the presentation:</p> <p>The student one has a proper pronunciation with an adequate fluency for the activity, although she indeed fails a bit in the use of body language. In the case of the student two, the tone of her voice is not the advice, and she is not making any connection with the crowd, she avoids making eye contact with the class. Finally, the student three has an excellent pronunciation, but she seems to be very anxious, so the interaction goes down of the hill starting to decay.</p> <p>The teacher highlights the strengths that she perceives on their interaction such as the willingness to do the non-guided activity, pronunciation and use of body language.</p>

Table 13
Field notes 8

Field Notes
Session 1: Role Play 2
Participants: Group 6
Topic: Clothes and Shopping
Time: 10.38- 10.44 A.M.
Date: 30th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Before:</p> <p>The next team is composed of two students, and although they did not actively participate in class, they always asked when they had doubts about the contents present during the lesson. These students sat at the end of the room and did not make disorder or noise in any of the lessons.</p> <p>Inside the presentation:</p> <p>The girls are showing a considered fluency at the level of the course. Student one shows a better pronunciation than student two although both are trying very hard to do the role play in the best way. Student one had a better grade than student two since student 1 has a good voice volume and an accurate eye contact.</p> <p>In the end:</p> <p>The students are embarrassed by the role-play, but thankful for the given opportunity and the feedback provided by the teacher.</p>

Table 14
Field notes 9

Field Notes
Session 1: Role Play 2
Participants: Group 7
Topic: Clothes and Shopping
Time: 10.45- 10.51 A.M.
Date: 30th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Before:</p> <p>The next volunteer group is composed by three students, in which one of the students had to leave the room, so the other two students have to present by themselves for the absent student to not receive a bad mark.</p> <p>Inside the presentation:</p> <p>The student one is shy and her voice volume is a problem. The teacher, before the role-play, gave her tips and tricks to use her voice volume and told her to have more confidence and it seems to be working. The student two has determination, but it can be observed that for her it is challenging to speak English and she does not perform a fluent interaction, she is trying to do it.</p> <p>Student three does not present the role play because she mentions that she does not feel comfortable doing it. But she is still present at the time that her classmates performed it.</p> <p>In the end:</p> <p>After the situation in which one of the students does not want to present the role-play, the teacher starts to explain to the student that she should be more committed to working in a group. However, the teacher gave the student a second chance to present the role-play alone if she felt more comfortable in that way performing the teacher as “student 2”.</p>

Table 15
Field notes 10

Field Notes
Session 1: Role Play 2
Participants: Group 8
Topic: Clothes and Shopping
Time: 10.52 - 10.57 A.M.
Date: 30th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Before:</p> <p>The teacher starts to call the groups that do not present the role play. The next team is a couple of boisterous students, but at the same time, they have the energy to perform the activity in a motivated way.</p> <p>Inside the presentation:</p> <p>For the surprise of the teacher, this pair is performing a good role-play. Even though some criteria as pronunciation or fluency in student number two can be enhanced, they are performing with a good use of the body language, eye contact and use of the voice.</p> <p>In the end:</p> <p>The teacher congratulates students encouraging them to continue with that energy to motivate the students. However, the girls did not obtain the maximum score because they still need more practice in oral interaction.</p>

Table 16
Field notes 11

Field Notes
Session 1: Role Play 2
Participants: Group 9
Topic: Clothes and Shopping
Time: 10.58 – 11.04 A.M.
Date: 30th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Before:</p> <p>The next group that comes forward asks the teacher to be part of the role-play. Students do not want to act/perform the role play because of the fear to fail, yet with the teacher starts to motivate them and to use words of encouragement the students decided to do it.</p> <p>Inside the presentation:</p> <p>The students are not interacting naturally. The communication in both of them is not as expected. Student number one seems to have forgotten most of the words. It is interfering with the development of the activity. Only eye contact, as well as the use of body language, is present in both students.</p> <p>In the end:</p> <p>In spite of everything, the teacher congratulated the students for deciding to participate in the activity and to gather the necessary confidence to act the non-guided role play in front of the class.</p>

Table 17
Field notes 12

Field Notes
Session 1: Role Play 2
Participants: Group 10
Topic: Clothes and Shopping
Time: 11.05 – 11.12 A.M.
Date: 30th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Before:</p> <p>This group is composed of three students who sit by the end of the room. They are very talkative, but at the same time, they are hard-working when they are interested in something. They have personality and energy, but sometimes these aspects are not very well used. Student number one has a strong character when it comes to defend her point of view. The student two seems to be shy, although very participative, as well as the student number three. A good use of the voice is present in this oral exchange.</p> <p>Inside the presentation:</p> <p>Student number one gets along well with the use of the voice that contributes to the interaction and shows a permanent and effective eye contact. Student number 3, on the other hand, has an appropriate body language adding movement to model her ideas, but the student number three do not have the expected coherence while speaking, maybe due to the low commitment with the activity.</p> <p>In the end:</p> <p>The teacher is standing in front of the class and starting to tell the students to be more committed to the activity, so they should having a functional interaction between them and when creating conversations.</p>

Table 18
Field notes 13

Field Notes
Session 1: Role Play 2
Participants: Group 11
Topic: Clothes and Shopping
Time: 11.13– 11.18 A.M.
Date: 30th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Before:</p> <p>This is a particular couple because the student one and the student two are not in the last class, and they asked the teacher to give them time to create the role play and perform it later. The teacher accepted with the committed of them to present an appropriate and well-prepared role-play</p> <p>Inside the presentation:</p> <p>The girls look very scared and embarrassed about speaking in English. Those two factors made the performance a bit forced. Student one is not having a good use of the voice yet the eye contact was efficient and constant, her pronunciation is at level. Meanwhile, learner number two strength is related to the use of body language, which means she is using the body to express herself, promoting the interaction and adding movement to model her ideas.</p> <p>In the end:</p> <p>The Miss is giving students some tips, so they feel more comfortable with the work presented. Then she asks students about how they think that they did the activity. After hearing the answer, the teacher gave students a mini-feedback about what they performed.</p>

Table 19
Field notes 14

Field Notes
Session 1: Role Play 2
Participants: Group 12
Topic: Clothes and Shopping
Time: 11.19– 11.25A.M.
Date: 30th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Before:</p> <p>A couple and like the previous one, they are asking the teacher for more time to practice their role play. They want to be one of the last to present, and the teacher agrees to give them one minute. Student number one seems to be a very confident person with leadership, while the student number two is a shy girl who almost does not speak in class.</p> <p>Inside the presentation:</p> <p>Good pronunciation from both students and a well-performed good use of the voice. The girls interact naturally, and their eye contact is permanent. This group is performing all the expected criteria at mastered level. Both students are showing a highly accomplished use of the language; this performance is entirely above the standard.</p> <p>In the end:</p> <p>The teacher congratulates them for their performance in the activity and for demonstrating a more than the expected knowledge about a specific topic and mentioning that it is the only group with the highest score.</p>

Table 20
Field notes 15

Field Notes
Session 1: Role Play 2
Participants: Group 13
Topic: Clothes and Shopping
Time: 11.26– 11.32A.M.
Date: 30th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Before:</p> <p>The team is composed of three students. The student one is a foreign girl from another country who is very dedicated to the activities done in classes, always asking for doubts and encouraging her group of work for a better performance. Student two is a girl with a little personality that initially does not want to present, but finally with the help of her group she decides to do it. The student three is a student with a lot of energy who says that she loves the role play activities.</p> <p>Inside the presentation:</p> <p>This group is having many some minor flaws regarding the criteria considered in the rubric. The student one is not presenting any corporal movement, but she seems to try to use the eye contact. Student number two cannot pronounce some words correctly, besides she strives to maintain the oral exchange. Finally, student number three has a poor use of voice yet the mastery of the subject is evident.</p> <p>In the end:</p> <p>The teacher gave the students some tips so that they could speak English more appropriately, and she said that the primary objective of a communicative situation is to be understood.</p>

Table 21
Field notes 16

Field Notes
Session 1: Role Play 2
Participants: Group 14
Topic: Clothes and Shopping
Time: -
Date: 30th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Before:</p> <p>This group composed by three students who are not presenting the role play.</p> <p>Inside the presentation: X</p> <p>In the end :</p> <p>The teacher tells them that they should try to interact in the classroom sometimes in order to practice and that their marks were going to be affected, simulation is important because it prepares learners for a real context.</p>

Table 22
Field notes 17

Field Notes
Session 1: Role Play 2
Participants: Group 15
Topic: Clothes and Shopping
Time: 11.55 – 12.15
Date: 30th November
Location: Escuela Técnica Las Nieves
<p>Observations</p> <p>Before: The final group. In the beginning, the girls do not want to act/ perform the role play, but the contact teacher encourages them to decide to do it. Student one is one of the students who are more used to speak English, showing a highly accomplished use of the language. Student number two is a responsible student but she does not pay attention to the classes, despite that, she is doing very well. And student number three is a cooperative girl; regarding her level of English she seems to have troubles when organizing her ideas.</p> <p>Inside the presentation:</p> <p>The student one has an excellent pronunciation with a good fluency, incorporating the ask criteria while speaking and she makes a few stops when necessary such as hesitating pauses. A good length of the sentences is evidenced. Student number two is very nervous, so it is appreciable in her voice volume when talking tends to be low, the rest of the criteria seems to be covered. Last but not least, student number three is showing a lot of energy and performs a permanent eye contact.</p> <p>In the end:</p> <p>The teacher congratulates the students encouraging them to continue with that energy to motivate their classmates, explaining at the same time that they showed a good use of the language, more than the expected performance. Afterwards, the teacher give some tips about the oral interaction itself.</p>

Appendix 3 Guided role-play hand-out



Escuela Técnica Las Nieves
 Teacher: Antonio Rivera
 Departamento de Inglés
 Role-Play NM2

Trainee teacher: Emilia Pehúen

Clothes

Name: _____

Grade: _____ Date: _____

I. In pairs practice the role-play below.

Student 1: Hello Catherine. How are you today?

Student 2: Hello, Sophie. I'm really good. Thank you.

Student 1: You look amazing with that dress!

Student 2: Oh, thank you. I like to wear dresses. You might try to wear them. You have a nice shape.

Student 1: Mmmm,. I like to wear suits; you know formal clothing.

Student 2: There are formal dresses too.

Student 1: Well, I might look for them soon.

Student 2: You must look for them. You wear the same clothes all the time!

Student 1: Yes, it's true. How about you? You might try to wear formal clothes.

Student 2: Hehehe, No that is not going to happen, I love to wear my dresses. In my opinion, dresses are beautiful and comfortable.

Student 1: Well, you are right, dresses are beautiful.

Student 2: Oh, I have to go, sorry. I'll see you later?

Student 1: Oh, my god I'm late. Yeah sure, see you later, Miss Dresses.

Student 2: See you, Miss Formal no Dresses.

Appendix 4 Power Point Presentation

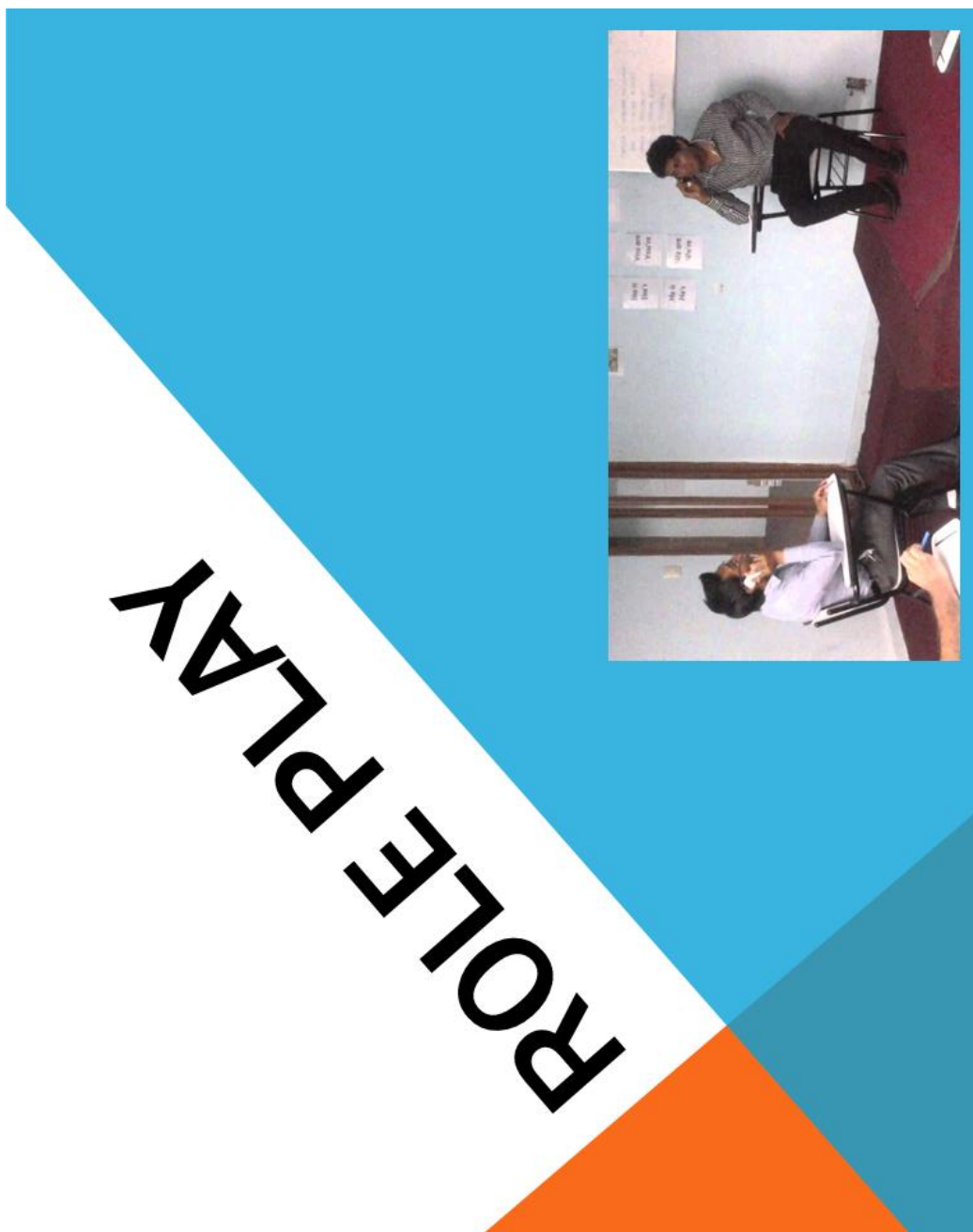


Image 3
PowerPoint slide 1

WHAT IS A ROLE PLAY?

Role Play = Juego de roles.

It is a game with 2 or more students that performs some personality.

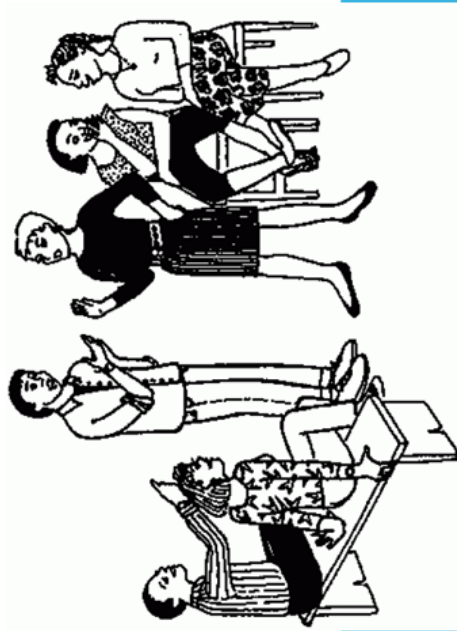


Image 4
PowerPoint slide 2



Image 5
PowerPoint slide 3

Image 6
PowerPoint slide 4

ORAL INTERACTION.

Aspects related to oral interaction.

- ✓ Body language.
- ✓ Eye contact.
- ✓ Fluency.
- ✓ Use of the voice.
- ✓ Mastery of the subject.



Appendix 5

- Xavier is an intelligent guy and he plans to go to medical school. He might get a better job when he graduates. At the moment, Xavier is working at a supermarket and he must pay for his studies or buy books, so he might try to get into a public college. Xavier is the oldest child and he feels he must do something to help his younger brothers and sisters as he already noticed they will need his support. Xavier is brave, determined and doesn't complain about life because he knows that things might be worse than they are now.

Image 7

Text

Appendix 6 Lesson Plannings

LESSON PLANNING

Level: 10th grade Age: 15/16 Date: 15/ 11

Main Objective: At the end of the class the students will be able to talk about shopping and clothes in present simple.			
Subsidiary aims: Recognize and use vocabulary related to clothes and prices. Recognize and use demonstrative adjectives.			
Key Activities: Read and perform a guided role-play			
Contents: Present Simple in affirmative and question forms, modal verbs, adjectives and vocabulary related to clothes and prices.			
Skills/procedures: <ul style="list-style-type: none"> - Speaking - Writing 	Lexis: Vocabulary related to <ul style="list-style-type: none"> - Adjectives: beautiful, big, short, blue, pink, awful, gorgeous, wonderful, amazing. Vocabulary related to: <ul style="list-style-type: none"> - Numbers from 0 to 999 (Prices) Vocabulary related to: <ul style="list-style-type: none"> - Clothes: dresses, blouses, shoes, suits, blazer, gloves, sun-glasses. 	Grammar: <ul style="list-style-type: none"> - Affirmative sentences and Questions form in Present Simple: - How much cost this dress? - Modal verbs : Must-Might 	Function: Talking about shopping options.
Assumptions: Students already know the vocabulary related to clothes, demonstrative adjectives, present simple (affirmative, and questions structure). Lack of knowledge about the use of modal verbs, especially at the moment of applied them in a role-play.			

Stages	Interaction	Materials-Timing	Evaluation
Engage/ Warm-up	<p>Teacher starts the lesson by playing a game related to vocabulary.</p> <p>Students must write in the board as many concepts related to clothes as they can; all these words will help them later in the role-play process.</p> <p>Three rolls to fill : Clothes – shops – materials.</p>	<p>Materials:</p> <p>Board and markers.</p> <p>Timing: 10 minutes.</p>	<p>Teacher stands in front of the class and asks questions.</p> <p>Formative assessment.</p>
Study / Presentation	<p>Miss reviews the previous content, asking to the students some of the concepts.</p> <ul style="list-style-type: none"> - Which are the chunks' uses to express opinion: <i>I like, I believe, In my opinion.</i> <p>Since Miss ends with the review, starts with the new content:</p> <ul style="list-style-type: none"> - <i>Today we are going to talk about Must and Might, someone knows for what we use this verbs.</i> <p>After ask to the students, Miss projects a video related to the content.</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=3wia7TSyebY <p>Miss asks to the students to answer the following questions, to check if the students understand the use and difference between must and might.</p> <ul style="list-style-type: none"> - When do we use the modal verb: must? - When do we use the modal verb: might? - What are the differences between two of them? 	<p>Materials:</p> <p>Board Ppt Video</p> <p>Timing: 20 minutes.</p>	<p>Formative assessment.</p>

Practice:	<p>Miss projects on the data two texts asking to her students to read them aloud, correcting the pronunciation if it's needed.</p> <p>After that, she gives to her students a worksheet (Role-play) about</p> <ul style="list-style-type: none"> - Clothes - Modal verbs 	<p>Materials:</p> <p>Worksheet (Role-play)</p> <p>Timing 20 minutes.</p>	<p>The teacher walks around the classroom and answer doubts about the activity.</p> <p>Formative assessment</p>
Activate/ Production	<p>Students, in pairs, present the role play provided by the Miss, in front of the class while the teacher sits down and complete the evaluation design for the activity and taking notes about it.</p>	<p>Materials</p> <p>Rubric (Likert Scale type)</p> <p>Time: 30 minutes.</p>	<p>. Evaluation</p>
Close up/ Wrap-up	<p>Teacher finishes the class by asking students to talk about their own style. This allows students to relate vocabulary seen with their own experiences and opinions concerning fashion and style.</p>	<p>Materials.</p> <p>Boards.</p> <p>Time 10 Minutes.</p>	<p>The teacher gets an idea of what the students really acquired and which contents need to be reinforced.</p>

LESSON PLANNING**Level: 10th grade****Age: 15/16 Date: 16/ 11**

Main Objective: At the end of the class the students will be able to give advice about clothes and prices in present simple.			
Subsidiary aims: Recognize and use vocabulary related to clothes. Recognize and use adjectives.			
Key Activities: Re-write the guided role-play adding adjectives.			
Contents: Present Simple in affirmative, negative and question forms, adjectives and vocabulary related to clothes and prices.			
Skills/procedures: - Speaking - Writing	Lexis: Vocabulary related to - Adjectives: Sequined, fashionable, sophisticated, close-fitting, baggy. Vocabulary related to: - Numbers from 0 to 999 (Prices) Vocabulary related to: - Clothes: dresses, blouses, shoes, suits, blazer, gloves, sun-glasses.	Grammar: - Affirmative and negative sentences and Questions form in Present Simple: - Do you like to wear dresses? - Modal verbs : Must-Might	Function: Giving advices about clothes and prices.
Assumptions: Students already know the vocabulary related to clothes, adjectives, present simple (affirmative, negative and questions structure).			

Stages	Interaction	Materials-Timing	Evaluation
Engage/ Warm-up	<p>Teacher starts the lesson by asking students to play “hot potato”. The idea of this is that students will imitate a particular character or accent written on a piece of paper</p> <p>This encourages them to do the task involved for today’s class.</p>	<p>Materials: Board and markers. PPT. Timing: 10 minutes.</p>	<p>Teacher stands in front of the class and asks questions.</p> <p>Formative assessment.</p>
Study / Presentation	<p>Miss asks to the students what they know about adjectives.</p> <p>Who can tell me an example of an adjective?</p> <p>The class and Miss constructed a definition of what is an adjective and how to use it.</p> <p>Miss asks to the students to write a list of adjectives to describe their favorite clothes, but not telling what it is about. They must include information about the size, the color, the form and material of the clothes is made.</p>	<p>Materials: Board Ppt</p> <p>Timing: 20 minutes.</p>	<p>Formative assessment.</p>
Practice:	<p>Miss asks to the students to get into pairs or groups of three.(3 minutes)</p> <p>After that the teachers inside of the classroom perform a role-play</p>	<p>Materials: Student’s notebook</p>	<p>The teacher walks around the classroom and</p>

	<p>using the information about their clothes to show the students what to do.</p> <p>Students came to their groups and share the information that they write about their favorite clothes and share with the rest of the students in the group following the example perform by the teacher.</p>	<p>Timing 20 minutes.</p>	<p>answer doubts about the activity.</p> <p>Formative assessment</p>
Activate/ Production	<p>Students, in pairs or groups voluntarily present the role play they create, in front of the class while the teacher sits down and complete the evaluation design for the activity and taking notes about it.</p>	<p>Materials</p> <p>Rubric (Likert Scale type)</p> <p>Time: 30 minutes.</p>	<p>Evaluation</p>
Close up/ Wrap-up	<p>Teacher provides feedback to the students who perform the role-play.</p> <p>Teacher also makes general comments about the activity and give to the class some tips for improve their performances.</p>	<p>Materials.</p> <p>Boards.</p> <p>Time 11 Minutes.</p>	<p>The teacher gets an idea of what the students really acquired and which contents need to be reinforced.</p>

LESSON PLANNING Level: 10th grade Age: 15/16 Date: 29 / 11

Main Objective: At the end of the class the students will be able to design/create a role-play using present simple			
Subsidiary aims: Use vocabulary related to clothes and prices. Use adjectives to describe clothes.			
Key Activities: Create/Design a role-play using the content of the Unit: “clothes”.			
Contents: Present Simple in affirmative, negative and questions forms, adjectives and vocabulary related to clothes and prices.			
Skills/procedures: - Speaking - Writing	Lexis: Vocabulary related to - Adjectives: casual, trendy, weather-proof, skinny, revealing. Vocabulary related to: - Number and prices (0-999) Vocabulary related to: - Clothes: dresses, blouses, shoes, suits, blazer, gloves, sun-glasses.	Grammar: - Affirmative and negative sentences and Questions form in Present Simple: - Do you like to wear dresses?	Function: creating a shopping role-play
Assumptions: Students already know the vocabulary related to clothes and prices, adjectives, present simple (affirmative, negative and questions structure).			

Stages	Interaction	Materials-Timing	Evaluation
Engage/ Warm-up	<p>Teacher starts the lesson by playing mimic in order to create a relaxed environment for students to feel confident and quiet.</p> <p>Students must go in front of the class, pick a piece of paper and perform an action.</p>	<p>Materials:</p> <p>Board and markers. PPT.</p> <p>Timing: 10 minutes.</p>	<p>Teacher stands in front of the class and asks questions.</p> <p>Formative assessment.</p>
Study / Presentation	<p>Miss explains the activity of role-play and asks to the students to get into groups of 3 or pairs. The duration of the role-play is 6 minutes as maximum.</p> <p>Miss tell to the students the content they must include in the role-play</p> <ul style="list-style-type: none"> - Clothes vocabulary - Prices - Adjectives of size, color or material - Questions in present. - <p>Miss answers questions and explain the rubric of evaluation</p> <p>.</p>	<p>Materials:</p> <p>Board Ppt</p> <p>Timing: 20 minutes.</p>	<p>Formative assessment.</p>

Practice:	<p>Miss asks to the students to start writing their role-plays including the contents previously mentioned.</p> <p>Miss allows that the students start to practice their role-plays if they finished the writing part.</p>	<p>Materials: Student's notebook</p> <p>Timing 20 minutes.</p>	<p>The teacher walks around the classroom and answer doubts about the activity.</p> <p>Formative assessment</p>
Activate/ Production	<p>Students, in pairs or groups voluntarily present the role play they create, in front of the class while the teacher sits down and complete the evaluation design for the activity and taking notes about it.</p>	<p>Materials</p> <p>Rubric (Likert Scale type)</p> <p>Time: 30 minutes.</p>	<p>Evaluation</p>
Close up/ Wrap-up	<p>Teacher provides feedback to the students who perform the role-play.</p> <p>Teacher also makes general comments about the activity and give to the class some tips for improve their performances.</p>	<p>Materials.</p> <p>Boards.</p> <p>Time 12 Minutes.</p>	<p>The teacher gets an idea of what the students really acquired and which contents need to be reinforced.</p>

LESSON PLANNING Level: 10th grade Age: 15/16 Date: 30 / 11

Main Objective: At the end of the class the students will be able to perform real situation related to shopping and clothes.			
Subsidiary aims: Use vocabulary related to clothes and prices. Use adjectives to describe clothes.			
Key Activities: Create/Design a role-play using the content of the Unit: “clothes”.			
Contents: Present Simple in Affirmative, adjectives and vocabulary related to clothes and prices.			
Skills/procedures: - Speaking - Writing	Lexis: Vocabulary related to - Adjectives: beautiful, big, short, blue, pink, awful, gorgeous, wonderful, amazing. Vocabulary related to: - Number and prices (0-999) Vocabulary related to: - Clothes: dresses, blouses, shoes, suits, blazer, gloves, sun-glasses.	Grammar: - Affirmative and negative sentences and Questions form in Present Simple: - Do you like to wear dresses?	Function: Performing a shopping role-play
Assumptions: Students already know the vocabulary related to clothes and prices, adjectives, present simple (affirmative, negative and questions structure)			

Stages	Interaction	Materials-Timing	Evaluation
Engage/ Warm-up	<p>Teacher starts the lesson by playing mimic in order to create a relaxed environment for students to feel confident and quiet.</p> <p>Students must go in front of the class, pick a piece of paper and perform an action.</p>	<p>Materials: Board and markers. PPT.</p> <p>Timing: 3 minutes.</p>	<p>Teacher stands in front of the class and asks questions.</p> <p>Formative assessment.</p>
Study / Presentation	<p>Miss reviews the rubric of evaluation.</p> <p>Miss remember to the students the content they must include in the role-play</p> <ul style="list-style-type: none"> - Clothes vocabulary - Prices - Adjectives of size, color or material - Questions in present. <p>Miss answers questions.</p>	<p>Materials: Board Ppt</p> <p>Timing: 3 minutes.</p>	<p>Formative assessment.</p>

Practice:	Miss allows that the students start to practice their role-plays before their start with the performing.	Materials: Student's notebook Timing 2 minutes.	The teacher walks around the classroom and answer doubts about the activity. Formative assessment
Activate/ Production	Students, in pairs or groups voluntarily present the role play they create, in front of the class while the teacher sits down and complete the evaluation design for the activity and taking notes about it.	Materials Rubric (Likert Scale type) Time: 80 minutes.	. Evaluation
Close up/ Wrap-up	Miss makes general comments about the activity	Materials. Boards. Time 2 Minutes.	The teacher gets an idea of what the students really acquired and which contents need to be reinforced.