

Oral production through Interaction with Role-plays in EFL classes

Oral Production through Interaction with Role-plays in EFL classes

Angie Dianit Hernández Rodríguez

272933

Corporación Universitaria Minuto de Dios

Faculty Education

Bachelor Degree in Language Teaching English

Bogotá D.C

2018

Oral production through interaction with role-plays in EFL classes

A research study presented as requirement to obtain the degree of Bachelor in English

Theses advisors:

Catalina Herrera Niño

Claudia Yanive Prieto Castillo

Corporación Universitaria Minuto de Dios

Faculty of Education

Bachelor Degree in Language Teaching English

Bogotá D.C

2018

### **Acknowledgment**

I want to thank specially God for giving the willpower, knowledge, understanding and fortitude along this complex process to plan and learn in pedagogical intervention and write and reflect in this project when there were difficulties, tears, long nights and effort in frustrated and worried moments. Also, I thank with mi mother Marly, my father Lolo and for special foundation Chaminade who are in my process from the beginning and in that moment for giving me a big spirit, company encourage and lend a hand in each obstacle that I have during the research in which I did not give up until I get my goal and give to me and my mother a special reason to be proud.

In addition, I am thankful to my advisors Catalina Lalle, Catalina Herrera and Claudio Prieto for having a big patient with me and sharing their time and knowledge, giving ideas and advices, values feedback and encourage in hard moments guidance in the development of this research with the idea to achieve the best in the process and me while I improve through a meaningful and unique process with their company and helped.

Finally, last but by no means least, the principal Santo Toribio de Mogrovejo school for affording me the opportunity to carry out my research and implement a tool for children and also the institution in order to get them another way to learn English and improve different skills.

**Table of Content**

<b>Acknowledge</b> .....	3
<b>Abstract</b> .....	8
<b>Resumen</b> .....	9
<b>Introduction</b> .....	10
<b>Chapter 1: Justification</b> .....	13
Research problem.....	16
Research questions.....	18
Research objectives.....	18
<b>Chapter 2: Theoretical Framework</b> .....	19
Literature review .....	19
Theoretical Framework.....	23
EFL Speaking.....	24
Classroom interaction and oral production .....	25
Types of interaction .....	31
Role-plays.....	33
<b>Chapter 3: Research design</b> .....	38
Research Paradigm-Qualitative research.....	38
Research approach- Action research.....	39

## ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

Setting.....	41
Participants.....	42
Data instruments .....	42
Transcriptions.....	42
Field notes.....	43
Interviews.....	44
Ethics .....	45
<b>Chapter 4: Pedagogical Intervention.....</b>	<b>46</b>
Vision of language.....	46
Vision of learning.....	47
Vision of classroom .....	47
Participant's roles.....	49
Lesson planning .....	50
<b>Chapter 5: Data analysis.....</b>	<b>53</b>
Data analysis.....	53
Category 1: Student's Organization.....	55
Subcategory 1: Groupwork.....	57
Subcategory 2: Individual work.....	61
Category 2: Interaction.....	65

## ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

Subcategory 1: Negotiation.....	66
Subcategory 2: Feedback.....	70
Chapter 6: conclusions and pedagogical implications.....	76
Relevant findings.....	76
Pedagogical implications.....	79
Limitations.....	80
Further research.....	81
References.....	84
Annex A. Transcription one.....	86
Annex B. Field note one.....	88
Annex C. Transcription four.....	90
Annex D. Transcription five.....	92
Annex E. Field note five.....	93
Annex F. Interview one.....	95
Annex G. Interview four.....	96
<b>Appendixes</b> .....	97
Appendix A. Pedagogical intervention (role-plays).....	97
Appendix B. Field note sample.....	108
Appendix C. Interview questions sample.....	109

Appendix D. Transcriptions sample.....109

Appendix E. Consent letter for the institution (Santo Toribio de Mogrovejo).....110

Appendix F. Consent letter for parents.....111

Appendix G. English curriculum for fifth grade.....113

**LIST OF GRAPHICS**

Graphic 1 Constructs.....24

Graphic 2. Kool’s interaction sequence.....28

Graphic 3. Role-plays strengths for children.....35

Graphic 4. Action plan research.....40

Graphic 5. Categories.....55

**LIST OF TABLES**

Table 1. Role-plays topics.....48

Table 2. DBA checklist .....53

**Abstract**

This Project was carried out at Colegio Santo Toribio de Mogrovejo with 26 students from fifth grade. The main objective was to improve the oral production in English according to the policies from the Ministry of Education of Colombia (MEN), because students did not demonstrate the proper level of oral expression in English, and at the same time they had problems with their interaction in class. To solve this important communicative element, it was established as a strategy the use of role plays. To identify the problem, it was necessary to collect data through the analysis of institutional documents (tests, curriculum plan, achievements of fifth the grade in English), teaching English policies (Guide No. 22, DBA (Basic Learning Rights), field notes, interviews and videos. This is a qualitative research and its approach was action research because researcher can realize about behaviors, attitudes, and reflect and act that the moment of an activity.

Key words: English Oral production, role-plays, interaction en the classroom



## **Resumen**

El presente proyecto de investigación se desarrolló en el colegio Santo Toribio de Mogrovejo con 26 estudiantes de grado quinto. El objetivo principal fue mejorar la producción oral en inglés de acuerdo a lo estipulado por el MEN de Colombia (Ministerio Nacional de Educación) en este grado, ya que en la práctica los estudiantes no mostraban el dominio de su expresión oral al igual que dificultades dentro de su interacción. Para dar solución a este importante elemento comunicativo se estableció como estrategia de trabajo el uso de los juegos de roles. Dentro de la identificación de la problemática se realizó una recolección de datos a través del análisis de diferentes documentos institucionales (evaluaciones, mallas curriculares, logros del grado en inglés), normativas en la enseñanza del inglés (Guía No. 22, DBA, Derechos Básicos de Aprendizaje), diarios de campo, entrevistas, y videos. Esta investigación fue de tipo cualitativo y utilizó como enfoque la investigación acción porque la investigadora puede dar cuenta de comportamientos, actitudes, reflexionar y actuar al momento de una actividad.

Palabras claves: producción oral en inglés, juego de roles, interacción en el salón de clases.

## **Introduction**

Oral production is an important and essential part of the communication process. To be part in a society, it is necessary to express our points of view, likes, thoughts, emotions, beliefs etc, according to the contexts in which we are. Nowadays, our students face many requirements to be successful in any field and they have to show a good level in their communicative abilities that allow them to have more opportunities or possibilities to get scholarships, better jobs etc.

Checking some national policies in ELT, our students have to get specific levels in the development of their communicative skills in English. For example, in fifth grade we expect that they can produce a short and simple oral narrative text, and exchange information about habits, likes and preferences, (DBA, Ministerio de Educación Nacional, 2016). Because of this, we analyzed the situation in terms of interaction and communicative skills in English of our students of fifth grade at colegio Santo Toribio de Mogrovejo through different sources of information as test, field notes, interviews and check national documents.

According to what, it was possible to identify that students did not fulfill the national policies (Guía No. 22 and DBA) and it was important to look for a solution to help them to get the expected level. For the school, this situation was important to check the English learning process because of, its commitment with the learning process of its students and second it is considered as a factor to be considered a good school and to be recognized because of its quality in terms of their English classes.

Students need to continue their English learning process in secondary school and it could be a problem if they do not have at least the basic requirements in the different

subjects. In the case of English, this is so important because the Bilingualism National Project demands students to get a specific level of proficiency according to the grade they are, i.e. in eleventh they have to get B1.

In order to tackle that problem, it was necessary to apply a strategy that helped students increase their oral production in a different way where they were involved in a conversation; they were organized and taking turns while they could speak in English with simple structures such as asking questions and giving answers; understanding what they were saying, listening and finally following instructions; therefore, having a communication interchanging ideas and opinions.

The achievement of this research was to improve the students' oral production through interaction which was developed with role-plays as a pedagogical tool to practice students' communicative competences following the standards from Guía No. 22 for MEN (Ministerio de Educación Nacional, 2016). The results were gathered from video transcriptions, field notes, interviews, and institutional documents (before, during and after the implementation) informed whether role-plays as a pedagogical strategy helped students improve their oral production through interaction among fifth graders at Santo Toribio de Mogrovejo School.

To begin with, for this research it was necessary to apply a diagnosis which was stated as an initial pedagogical contact with children in English classes with the purpose to confirm if the problem existed or not. The difficulty to express ideas, opinions, doubts and knowledge in English in an oral way was identified as the problem of this research because children did not know how to express, listen, understand ideas and instructions in English in different speaking activities such as games and dynamics.

Chapter one sets out the justification and presentation of the research problem. Then, the research question and objectives are presented to know the procedure of the research.

After stating the principal objective for the research, the second chapter presents the theoretical support that includes the literature review that contains with the importance of international studies in different contexts for this research as they provide other perspectives for teaching a foreign language. In addition, the theoretical framework provides the principal constructs to support the research focused on speaking, oral production and classroom interaction, types of interaction, and role-plays in the English classroom.

Chapter three deals with the research design such as the research paradigm (qualitative) and approach (action research), settings, participants, used data-collected instruments, and ethics which explains the methodology of this research.

Chapter four covers the exploration of the pedagogical intervention implemented in the classroom and the visions of language, learning and classroom that it were selected to use role-plays.

Chapter five and six describes and analyzes the data collected using transcriptions, field notes and interview. Finally, the conclusion and research question's answer about improving oral production through interaction with role-plays are stated.

### **Justification**

Nowadays, English is one of the most important subjects in our country because it is one of the most important languages around the world. Because of globalization English as a foreign language in our country it is relevant because our society needs to increase their English level and practice their communicative abilities in that language; that is why schools should give the opportunity to teachers and students to learn, use, interact and improve their English skills.

The Ministry of Education establishes some important documents such as Guía No. 22 and Basic Learning Right (DBA) (Ministerio de Educación Nacional, 2016) as a support to make students get the required level for each grade. This is in order to give our students standards to be competitive and develop their communicative abilities as exchanging information, likes and preferences; giving personal details and opinions in their speaking and writing skills.

According to the standards, some dynamics and speaking activities can be applied with the students in order to show them how they meet and talk with new friends, listen each other, and share an idea or experience in English. Through these aspects, students can enjoy different speaking activities in which they interact in the classroom, taking communication as a part of oral production in different social contexts.

In all of these, English teachers realize what, when and how they can carry out the aspects mentioned before. According to Phillips (1994) role-plays have as “goal to help to create a story and have fun.” (p. 3). With role-plays, students of this school can express opinions and ideas without fears or insecurity at the moment to talk in another language that sometimes is new for them because they can practice speaking or listening

skills while they are enjoying playing a character. Because of their age, they can create, imagine, and act with a simple situation that they liked or did in their life.

Therefore, at the beginning of the year, it was necessary to do a diagnosis in order to identify the level of students in English. In that diagnosis, it was observed that students did not express complete ideas and sentences in English in an oral way and also the vocabulary was not used according to their grade and level. Then It was identified that their English level was not acquired taking into account the Guide No. 22 from Ministerio de Educación Nacional.

For the diagnosis, every class contained specific activities in English in which the teacher knew the student's abilities and skills in English. In those activities, they expressed their ideas in Spanish after a question in English because it was difficult for them to say and answer with a simple sentence in English. Through speaking activities, oral production was tested through the use of vocabulary and pronunciation practiced before. So, those previous activities revealed student's level as they responded an and answer. If they used specific vocabulary in a sentence or gave a main idea properly. Also, students felt insecure to pronounce something because they did not how to do it in English. For that reason, they answered in their native language. So, it was important to look for a strategy to help them communicating and expressing their thoughts and ideas in English.

This research takes the importance to increase students' English skills considering that some of them did not have the opportunity to work with an English, teacher who is responsible to teach English professionally. For that reason, students could not acquire and develop their English skills taking into account the different national policies. Therefore, they did not accomplish their English level for their grade.

Given that situation, in 2017 the school hired an English teacher who was at the same time the researcher who found an expected strategy to improve their oral production through interaction with role-plays. Thus, this study decided to use role-plays because in previous authors such as Philp, Walter & Basturkman (2010) state that, interaction can be encouraged in the classroom with this kind of activities. Besides, role-plays can give different possibilities to develop English skills such as listening, reading, speaking and writing, because in those exercises children build up their interactive and communicative capacities. They can listen to others and increased their relations with friends through oral production.

According to Kusnierek (2015) role-play “boost students interaction in the classroom, educators should not forget about incorporating such a speaking activity to reflect learners theoretical knowledge of a language practice.” (p.81) Teacher can provide a meaningful task as a simulation where students feel free to express their ideas in meaningful situations like an encounter of a sad student with a rude teacher. with this example, teachers can provide a deep reflection in which students can speak and use the language in a natural way, as they are involved in a fictional character while they are interacting in a conversation.

### **Research problem**

School Santo Toribio de Mogrovejo gave the researcher the opportunity to work with children of fifth grade. It was possible to observe there that children went to classes in the academic room with only one teacher who taught all subjects. They carried out activities to develop personal and academic abilities regarding English classes. Additionally, the teacher tried to explain in the best way but; they did not have English classes with an English teacher; it meant the English subject was taught by a teacher who taught all subjects, without a previous education in English pedagogy.

During some classes, it was evidenced that children did not produce a proper oral language in English. For example, when the teacher said “good morning”, they answered “Buenos días teacher”. Also, in those dynamics, the teacher explained games and gave an example in English. After that, students tried to say some words in English; but they spoke very low; some of them gave their idea in Spanish to the teacher, trying to organize it; but at the end, they repeated the same sentences after the teacher.

Also, children had problems with their listening because they did not understand utterance in English; they could not follow instructions or answered questions in English because they did not have the vocabulary and oral production needed to respond them. For those reasons, children in fifth grade did not have the level required in terms of their oral production through a simple interaction, as they did not develop their speaking skill properly. These things were expected by the school that expected them to show that they had reached the communicative competences to follow to the next educational cycle, their secondary school.



## ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

Some activities were carried out to evidence that students did not understand English, that they had problems in expressing in the correct way, that they felt insecure at the moment to express an opinion or ask a question to teachers in English. For example, they wanted to say “I like apples”; but they said “me gustan las apples” or at the beginning, when they needed to go to the bathroom they just said “bathroom, please”. Those examples evidenced that students could not show an oral production adequate to express simple ideas in English.

Therefore, teacher used to do writing and reading activities with vocabulary through flashcards, stories and reading in which students identified the vocabulary and specific simple grammatical topics because students had to do their writing homework in order to practice the topic previously explained in the class. For example, guides provided the verb to be structure taking into account activities where students filled the gaps and joined words with images and sentences. However, these activities like reading and writing in worksheets or guides sometimes did not help students to acquire and carry out an oral production in a basic level because they did not practice their speaking skill.

Also, these children had some language problems in speaking in the classroom regarding the standards of the Guide No.22 MEN and DBA (Derechos Básicos de Aprendizaje). The school did not achieve it because it did not have the opportunity to afford an English teacher that students needed for each grade. For these reasons, it was possible to identify the lack of oral development in the interaction and communication among children in English class.

**Research question**

To what extent role-plays foster the oral production in English in fifth grade at Santo Toribio de Mogrovejo School during first semester 2017?

**General Objective**

To foster the oral production through role-plays in fifth grade in EFL classes at Santo Toribio de Mogrovejo School during first semester 2017.

**Specific objectives**

- To diagnose students' current oral production in English
- To implement role-plays as a tool for increasing the interaction in the classroom.
- To foster interaction and oral production processes through students' performance during the role-plays.
- To analyze the interaction's elements initiation, response and evaluation in student's oral activities during role-plays.

## Chapter 2

### Literature Review

This chapter presents the studies focused on oral production, interaction in the classroom and role-plays when teaching English in order to describe student's development in speaking skills such as interaction, communication and listening. There are three international researches that analyze the oral production, the interaction's process and role plays as a proper technique in the classroom.

The first study done by Lyvtochenko (2009) *How to make upper-level university English classes more interactive developed students' interaction through task-based teaching with English upper-level engineering students*. She wanted to improve student's language learning through cooperation and interaction. Thus, Lyvtochenko (2009) conducted a qualitative study and she collected data with observations and interviews through tasks and oral activities.

Lyvtochenko (2009) data analysis showed that task-based activities encouraged student's communication in English. Besides, she noticed that the quietest students spoke more freely and interacted in group and pair group work. In that way, Lyvtochenko (2009) mentioned that before, she was afraid of students' participation in the class because even though they were studying engineer they normally went to their English classes but for few hours. Most of students were men; and men were less talkative and reserved than women, she said. For that reason, she had to teach her students how to interact in English class through task-based activities.

In conclusion, Lyvtochenko (2009) affirmed that student's communication improved and they developed more the language and interaction with group and pair work

because they were engaged in real communication situations among them and people outside of class, and they felt more confident as English speakers.

This study was different to this one because it was applied with university students in other career that was engineering. Also, the students' English level as different because they were able to pair up with their mates of different high language levels with the purpose to use the grammatical sentences and vocabulary in the correct way while they were interacting. However, Lyvtochenko's study provided to this research (2009) with the group and pair work strategies used in the classroom; and as a result, because students developed oral communication and interaction; and they lost their shyness. Thus, the support of this research was the group and pair work activities in the classroom because it was a good strategy for interacting, knowing their partner and speaking more freely in groups than in front of the whole class.

The second study focused on interaction strategies through dialogues with EFL children in Spain while they performed a communicative task in the English classes. This research was done by Lazaro & Azpilicueta (2014) Investigating negotiation of meaning in EFL children with very low levels of proficiency. They found that students received limited amount of input in their English classes. Thus, they worked with sixteen children between seven to eight years' old who attended an English school in Spain. So, they received five English lessons per week and they fostered the understandings of simple instructions in the classroom and production of guided and free language in a basic level.

In that way, Lazaro & Azpilicueta (2014) used a mixed study; and they collected data through video recordings and questionnaires. The data analysis showed that students, at the beginning, had a low English level and they did not use interaction

strategies to be understood. Furthermore, during the dialogue's implementation children started to use strategies such as giving correct feedback to each other and self-repetition.

At the beginning, children did not use English to express ideas; it meant, when a child was asked something they said yes/no or shook their head and made use of non-verbal communication signs to answer the questions or showed their emotions. On the other hand, the interaction was seen in children's behaviors when they laughed, jumped, clapped their hands, and they were interested in participating with other children but in Spanish.

Lazaro & Azpilicueta (2014) concluded that children were able to negotiate meaning and use the main interaction strategies when they corrected each other, made explicit corrections, and gave feedback. Also, the self-repetition provided an answer to a clarification request or confirmation check. Finally, it was concluded that after the implementation children rarely used L1 in the class because they frequently tried speaking in English.

In conclusion, Lazaro & Azpilicueta's (2014) study was useful and it gave a good contribution to this project as it provided oral interaction strategies that helped to know if children understood and learnt in the classroom. Besides it showed how the teacher can encourage children to use English in the classroom. Finally, it showed the way children can correct and receive the feedback themselves while they present a dialogue or interest in dynamic activities.

The contribution was focused on how students can provide feedback using interaction strategies as comprehending checks while they are communicating when they do not understand something. Also, it contributed on how to foster student's

motivation to use English in their classroom all time; and how student's relationships can increase through communicative tasks in the classroom through songs and games.

However, this study was different as this study did not use conversational adjustments as clarification requests which are when the utterances are not understood and they need to ask for clarification using confirmation; and comprehension checks to make sure the comprehension of previous utterance. (Lazaro & Azpilicueta, 2014)

To continue, Harni (2007) used role plays when teaching speaking. He presented how he developed the speaking skills through role-plays to children with lack of confidence in an English conversation. He worked with thirty students of ninth grade in an Islamic Junior High School in Indonesia. Harni (2007) chose a quantitative study and collected data through a pre-test and a post-test.

Harni (2007) showed that 5% of students proved that their speaking was better through role-plays and that role-plays were enjoyable as they got students' attention and stimulated participation. In contrast, 1% of the students did not respond positively to role plays because they showed that they faced lack of confidence and lack of vocabulary. Besides, students felt uncomfortable and uncertain. Also, there were lapses of silence starting the activity.

To sum up, role-plays were an effective technique in teaching speaking because they contributed to create an active increasing interaction, communication and participation to listen to others and take turns in a conversation. Taking into account the lack of vocabulary and lapses of silence, it was an idea that children learnt the vocabulary first through warm-up activities. On the other hand, it was evident the motivation in the classroom with role plays and the way the teacher monitored without pressure or any

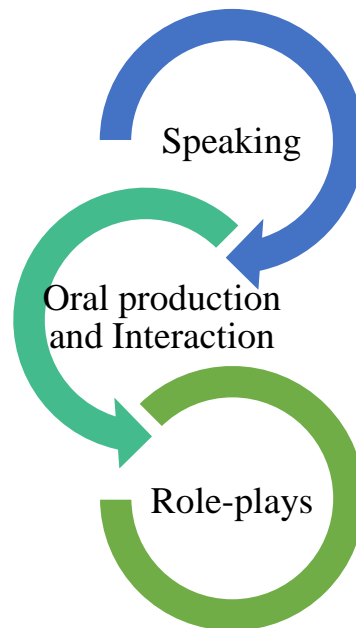
forces in the student's interaction because they participated actively and voluntarily while the activities were carried out

To sum up, this research study was supported with three different authors who gave examples of how the participants can learn to interact, have an oral communication, and comprehend at the same time. Thus, these studies gave interesting points of view in order to contextualize how oral production, role-plays and interaction are developed in English learning.

### **Theoretical framework**

In order to contextualize this research study, it was necessary to check the theoretical concepts choosing speaking as the most relevant skill in English language learning which develops the oral production as the way to generate the language for pronouncing words and sentences to express an idea. This skill can be built up through the interaction as the strategy where students communicate with others. Finally, these can be connected with role-plays as a pedagogical tool with the purpose to share opinions and ideas

through different situations acting as another person through speaking.



Graphic. 1. Constructs

### **ESL Speaking**

In the first place, speaking is defined by Fattah (2006) as “the production of auditory signal designs to produce differential verbal responses in a listener.” (p.33) In other words, speaking uses specific sounds in order to be understood through a language, that is for the listener to comprehend a message and respond it doing a speaking production. Also, it means that there are a lot of ways for communicating using signals, sounds, utterances, and body language when a person wants to express something through the speech using the different verbal and non-verbal acts.

In the second place, language as a communication through speaking is seen as a tool according to Aamer (w.y) affirmed that “without speech we cannot communicate with one another. The importance of speaking skills, hence is enormous for the learners of any language.” (p.2-3) it makes reference to use our speech almost all the time because



it is the most important ability to express ideas, opinions and communicate with people.

Besides, learners and the teacher of a second language need to speak in the same language with the purpose to understand each other and do a collaborative learning.

In view of that, speaking is related communication in order to interact as part of having and creating social relationships. Bygate (1997) confirmed that “interaction skills involve making decisions about communication, such as: what to say, how to say it, and whether to develop it, in accordance with one’s intentions while maintaining the desired relation with others.” (p.6) it requires a speaking process to express a clear message in an adequate time in a conversation taking into account that there is a dialogue with another person who is listening and waiting a message to answer it.

All in all, this project defines speaking as an important ability to communicate with others expressing a clear message with an intention in mind. Also, it defines how the relation between speaking and interaction provide a constructive dialogue while people are listening and understanding the same idea using their oral skills.

ESL speaking skill is the most important skill in English because people begin to communicate since babies have not born when parents talk to them while mothers are pregnant. For this research, Speaking is the biggest communicative skill in which people can express personal information, opinions, feelings, knowledge and interact with others with the purpose to share a message and points of view about any topic.

### **ESL Oral production and classroom interaction**

Classroom interaction is defined by Koole (2015) as “a social perspective to unearth the mechanism teachers and students use to conduct their classroom business” (p.1)

This means that it is a negotiation in which students exchange ideas, opinions and

experiences in group-work through different kind of activities such as workshops debates and role-plays.

Besides, classroom interaction develops social relationships between teacher-student and student-student because they have to interact and communicate together with the purpose to know each other and permit that each one must be listened and understood Philp, Adams & Iwashita (2014).

Also, classroom interaction is seen as a responsibility shared by the teacher and students in which they can discuss and learn together. In this way, Kumpulain & Wray (2002) affirm that:

The teacher and students share the expertise and responsibility of leading the discussion reframe that they jointly attempt to understand...teacher gives guidance and provide feedback according to the varying need of the participants. (p.11)

It can be said that classroom interaction is managed within different contexts and situations in which students have the opportunity to discuss and make decisions during the interaction in order to be guided by the teacher (Kumpulain & Wray, 2002)

All in all, this project defined classroom interaction as an exchange of ideas, experiences and knowledge inside the classroom. It facilitates students' learning and the development of their relationships. Considering interaction as a communicative way to express anything, it really increases communicative abilities, knowledge and relations in order to develop cognitive and social life. (Kumpulain & Wray, 2002)

On the other hand, oral production is part of classroom interaction because it is the way to communicate through speaking. Bilash (2009) affirmed that "speaking is found on the tree as one of the branches; it is labeled oral production and is one of the skills

students are to learn in their language development.”<sup>1</sup> In other words, oral production implies a learning process in the classroom taking into account that interaction is the keyword in learning a foreign language.

To support the definition before, oral production has an intention in the way that a person says somethings and according to Prieto (2007) who comments that “depend on such thing as what we have decided to say, how successful we have been so far... what our intentions are, and what sorts of relations we intent to establish or maintain with our interlocutors.” (p.79) in that sense, oral production might imply an interchange of messages in order to communicate something and express an idea or opinion with an appropriate language to be understood.

Having a definition of what interaction and oral production are, it is time to show the two interaction sequences because they are a guide to follow and understand how students and teacher can carry out activities of interaction in the classroom. The first one was given by Kumpulainen &Wray (2002) and the second one was proposed by Koole (2015): Initiation-Response-Evaluation.

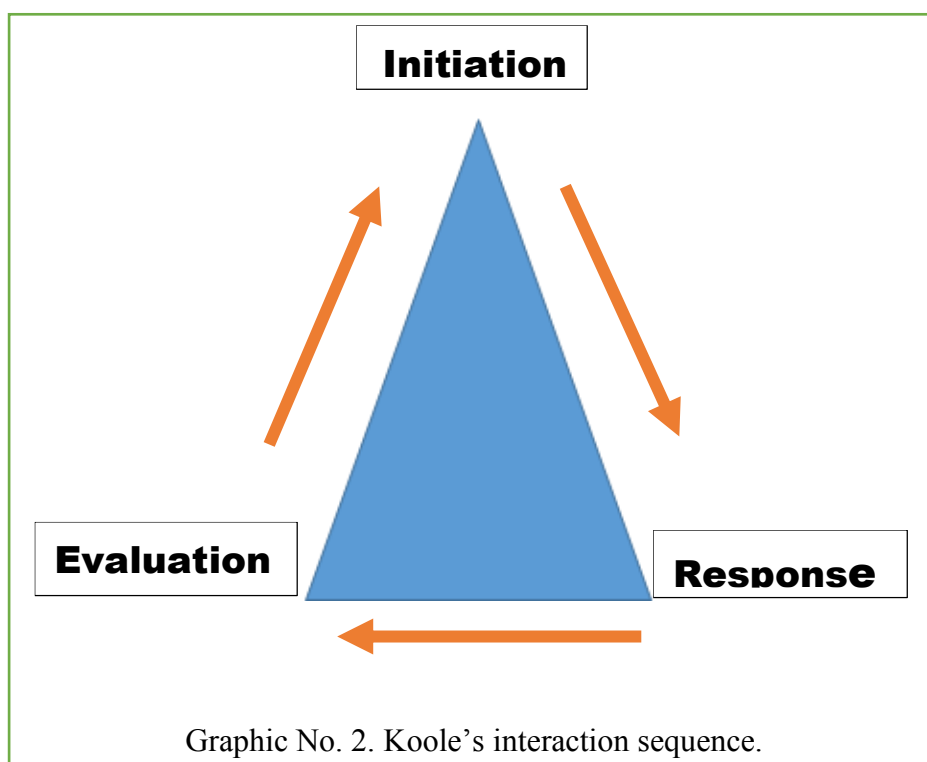
In the first place, Kumpulainen &Wray’s (2002) interaction sequence is proposed as a triadic collective meaning-making process. It is understood as a cooperative work where students learn together. In addition, this sequence makes reference to have a critical development in order to make an intellectual process through activities where students analyze and engage in topics in depth.

In the second place, the sequence proposed by Koole (2005) called Initiation-Response- evaluation is when teacher gives students a question or a problem

---

<sup>1</sup>Definition by Olenka Bilash Copyright © Olenka Bilash May 2009

(initiation); then, students should answer (response) with a solution; and the teacher gives finally the feedback and assessment for their answers (evaluation). In this way, Koole's sequence is more cognitive and instructional because it develops a needed constructive criticism in students who can be critical and conscious about content, questions, relevant topics and debates. It allows students to have a meaningful learning because students have a continuous feedback and evaluation during the process by their teacher and their peers.



In this way, this project used Koole's sequence Initiation-Response-Evaluation because when carrying out the role-plays students chose a topic and teacher explained it (Initiation). After that, students had to create a dialogue or role-play in which they had to argue and negotiate during the activity (Response). Finally, the teacher assessed students and provide feedback according to the process (Evaluation). In this order,

Koole's sequence helped to evaluate an interactive process because students could show a collective and integrated work.

According to Koole (2005) the example below shows an interaction between teacher-students, in which they take turns; there is a question with an answer; and at the end, the teacher gives the opportunity to students to correct their wrong answer and provide feedback to obtain a positive evaluation. Taking into account this example, this sequence can be used to organize properly a role-play between student-student taking turns; giving feedback; managing a position in the interaction; being respectful in a conversation and producing an oral production.

1 Teacher: *Right, what is the smallest number here?*

**Initiation**

2 Student: *Six (.) teen*

**Response**

3 Teacher: *No,*

**Evaluation**

4 Student: *Ten, ten*

**Response**

5 Teacher: *Ten*

**Evaluation**

This sequence provides a common interaction between a teacher with a student with questions and answers. However, this sequence can reflect the interaction process with role-plays in the following way: student to student make a question and the other one answer it, and together solve a doubt or a problem, share information about their interest

and help each other. This situation is about two students in the school with science subject, one of them does not understand and other helps him.

**Initiation**

Student A: what do you understand about science homework?

Student B: I do not understand anything

**Response**

Student A: I understand something, do you want an explanation?

Students B: yes, I do

Students A: we have to write a letter asking for something

**Evaluation**

Student B: okay, I have to read a letter

Student A: No, you should write down asking for something

Taking into account the interaction sequences and their explanations, now some interactive strategies will be presented. These were suggested by Kumpulainen & Wray (2002). The first one is cooperative work, when students negotiate different topics communicating with the teacher and their partners. The second one is questioning; when students and the teacher solves doubts and asks questions to do something more clearly. Finally, evaluation, that consists in permitting to have more participation in the classroom doing a communicative activity that involves negotiation or solving a problem, a debate for example in this stage the teacher provides feedback and evaluates student's performance.

Therefore, the interaction strategies mentioned previously allow teachers to notice the social interaction and relationships built in the classroom with the purpose to develop a cooperative work because it will be an interactive construction giving a final feedback in each activity. Also, the interaction in small groups makes students express personal opinions and experiences.

It is also necessary to discuss the roles that the teacher and students assume during classroom interaction. On one hand, this project narrates the student's role as participant in the classroom. Kumpulainen & Wray (2002) suggested that students as active people should assume a responsibility in the classroom building up relationships because they spend time together for a week and half-day.

On the other hand, the teacher, as a care giver during the interaction should be a guide and collaborative person (Kumpulainen & Wray 2002). They support and permit that students ask for help when they cannot control the interactive activity. In addition, teacher must monitor what students are talking about, the way they behave and the way they respect the others.

### **Types of Interaction.**

There are three types of interaction: teacher-students, peer (student-students) and content-students interactions. This study focused on peer interaction because they spent a great quantity of time sharing and communicating together. Also, one of the aims of the research was to observe and analyze how students interacted among them and developed social interpersonal relationships. Role-plays involve in different types of interaction; but in this research, role-plays develop student-student interaction to have a

conversation as they spoke in an organized way, took turns and responded for each question while they were performing the role-play.

*Peer interaction*

On one hand, Philp, Adams & Iwashita (2014) stated that peer interaction is “any communicative activity carried out between learners, where there is minimal or no participation from the teacher.” (p.3). Based on the previous definition, it could be said that peer interaction is a social interaction into the classroom which involves social responsibility because students have to learn to listen and express. Students share ideas, opinions, experiences and help working together.

As a result, peer interaction gives opportunities for learning and knowing more about classmates building cooperative and respectful social relationships. Bruce & Hansson (2011) mentioned: “everybody contributes to his/her own language input. The more verbally active a child is the more language input s/he receives from his/her interactional partner reactions, answers, new question and comments” (p.314). In other words, interactive activities help students express freely and use the language they had learnt before.

In the same way, communication is related to peer interaction, because it “entails opportunities to practice listening and language comprehension, a prerequisite for responsiveness, as well as expressing oneself, a prerequisite for assertiveness.” Bruce & Hansson (2011, p.314). It refers to practice through activities in which students can develop and interchange their knowledge and opinions. Also, the use of language and practice encourage students to achieve a goal; also, they can be themselves and be sure about what they are and what they learn.



What is more, there are two types of interaction focused on the way how students are creating and processing information through a conversation. Planned and spontaneous interactions are the two types into communication. Spontaneous interaction according to Masqrray (2018) is “shaped by individual, resources, intentions and ideas in a particular setting, within a particular time...but instead create a contest which is fluid and dynamic. Spontaneous interaction salient context for the participants to perceive, detect, process and respond.” It means spontaneous interaction is carried out in the classroom when students are creating an activity with teacher’s support and help in order to clarify doubts. On the other hand, planned interaction is defined by this research taking into account student's interaction during the role-plays. Planned interaction is communication that students do when they are presenting something to a public. It is previously designed, prepared and practiced as a guide to follow. In this case, students carried out planned interaction when they were performing their role-plays and when they prepare the role-plays, the carried out spontaneous interactions.

### **Role-plays**

A definition of role play given by Glenn (2014) says that they are an “experimental play-acting where the scenario contains more physiological and/or social theme through which personal and social understanding and/or growth can occur.” (p.3). He defined role-plays as a performance where students make social relations using a different perspective or role expressing different ideas and opinions. Taking into account the character they are playing.

A second definition of role-play was given by Van Ment cited in Huff (2012) who affirmed that it is “an activity in which students are asked to view themselves or play another person in a certain context and act out the situation...students learn about

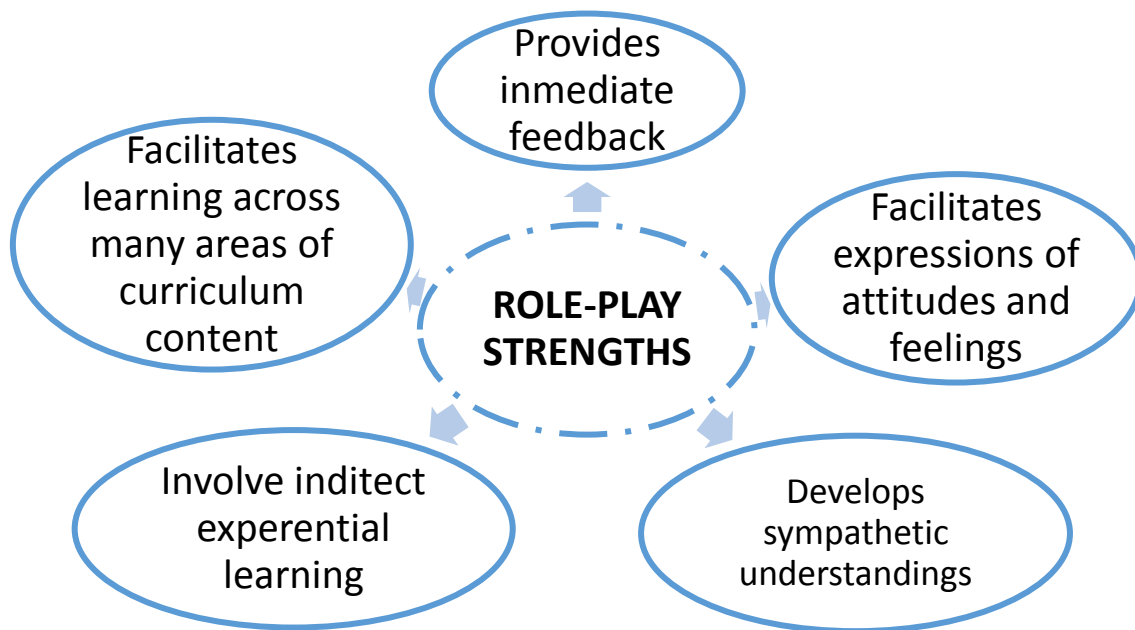
themselves, other students, and the situation provided by the role play.” (p.22). In the same way, role-plays increase English communicative skills through a performance where the context involves students’ communication and interaction freely.

In addition, Dorathy (2011) stated that role plays are “an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive...it gives students an opportunity to practice communicating in different social contexts and in different social roles.” (p.2). It means, role-plays encourages learners to learn through their interests where they can socialize from a different perspective. Besides, students develop their creativity and social skills as speaking in public and making interpretations.

Now, some advantages of using role-plays in English classes are presented. According to Dorathy (2011) a role play should be used to simulate real-life situations; and it increases the teamwork and the use of every day expressions in class. Also, vocabulary can be acquired in a more dynamic way because children can learn it and use it through role-plays design and production. Besides, students have the opportunity to interact and learn because it encourages doing different activities, these are highlighted with yellow color. For examples, game *have you ever* (ask for something have done before) in which they have to ask and another respond and change their place. Also, the teacher gives them a word and they have to create a sentence in different groups.

The following graphic shows the specific strengths and advantages that children could achieve during role-plays because they are increasing their knowledge and social relations as they develop a learning by their own when they express their feelings and emotions. They also correct mistakes to their partners or themselves; and develop a

comprehension through a dialogue, solve doubts and questions and experiment experiential learning. Finally, they take into account a content to follow so students manage a proper knowledge according to their ages and interest.



Graphic # 2. Role-plays strengths for children adapted from adult's strengths.<sup>2</sup>

In addition, role-plays allow teachers to create an environment in the classroom in which shyness is liberated because students can improve their self-confidence (Dorothy, 2011). When teaching English, role-plays help encouraging teamwork and interaction, social relations, speech, creativity, and body and language expression.

---

<sup>2</sup> Role-plays strengths for children adapted from adult's strengths. Copyright from <https://roleplayasaninstructionalmethodforadultlearners.weebly.com/key-features-of-role-play.html>

However, teacher should realize the problems role-plays may generate because they might bring personal consequences in students. Dorathy (2011) gives some difficulties that a teacher might find when applying role-plays in the classroom:

*Role playing can present in class members different kind of difficulties. Some may react negatively to participating in a specific situation which will be discussed and possibly criticized by other members of the class...Also, if the group has people from different status, they may be reluctant to become involved for fear of being humiliated before the members of the class who are smarter or more popular. (P.p.4-5)*

These difficulties emerge when students do not have a strong self-esteem or self-confidence, because they feel scared of making mistakes and their classmates can ridicule them during or after the presentation. However, role-plays are taken as a process where students are learning and correcting together; so, they collaborate, interact and participate.

Moreover, teacher should be a good counselor to students for them to have a proper process in their interaction in the role-play. Considering that, Dorathy (2011) gave three functions for role-plays to be successful in teaching English, which are the facilitator, the spectator and the participant. As she proposed, the teacher observes in role-plays how students perform and express; and teacher can help teaching unknown vocabulary that students do not know.

Finally, different types of role-play proposed by Littlewood (1981) that are used in the communication activity were chosen for this research study. In the first one, role-playing was controlled through cued dialogues, consisting on giving the complete conversation; and students have to act them out and learn it. The second, role-playing

controlled through cues and information develop questions and key words that students should use during the role-play in order to ask questions. The last one, role-playing controlled through situations and goals consists in giving the situation and the students have to develop the dialogue and solve the problem in the activity. Each type of role-play develops interaction and oral production through a situation, the creativity and responsibility that the learner has, and how the information and cues help learners create the interaction themselves.

To conclude this chapter, the literature review give different perspectives about how oral production, interaction and role-plays can be used and worked with students in the classroom in order to support the analysis of data. Besides, the theoretical framework contains the concepts of this project that support the author's point of views and definitions with the purpose to develop an own definition by the researchers taking into account the basis and examples about oral production, classroom interaction, and role-plays. Next chapter explains the methodological design used in this project.

## **Chapter 3**

### **Methodology**

This chapter aims to describe the procedures followed to identify students' interaction process and oral production development during the role-plays. This research paper uses the qualitative paradigm and action research. In addition, the setting, the participant's description and the data collection instruments such as transcripts, field notes and interview are presented. Finally, the ethic issue is described.

#### **Research Paradigm**

This study was a qualitative research in terms of the description and interpretation provided from the data-collection. Qualitative research is defined by Johnson & Christensen (2012) as the “research relying primarily on the collection of qualitative data (no numerical data, such as words and pictures) [...] study a phenomenon in an open-ended way, without prior expectations [...] based on their interpretations of what they observe” (p.376). It assumes that qualitative research provides a description of social and human characteristics in different situations with words and images in order to interpret what the researcher observes and identifies such as natural behaviors in a specific time and place, (Johnson & Christensen, 2012)

According to the interaction in the classroom and social behaviors during an activity, Johnson & Christensen (2012) mention that “qualitative researchers view human behaviors as dynamic and changing, and they advocate studying phenomena in depth and over an extended period of time.” (p. 35). It is understood that there is an analysis of student's behavior, in this case, their interaction because this qualitative research wanted to do a deep inquiry of how students could increase their oral communication

through interaction. All that information was collected in a specific time because students were changing their behaviors, and points of view through their preparation and performance of role-plays.

### **Research approach**

The approach of this study was action research. According to Burns (2010) it made a relation of “the ideas of ‘reflective practice’ and ‘the teacher as researcher’ . Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.” (p.2). It was understood as a practical process where researcher established a problem and a possible solution, with the purpose to observe, act and reflect about teaching difficulties that were found in the classroom, where the teacher could make her own reflections and start planning and acting again in order to interpret abilities, problems and improvements. (Burns, 2010)

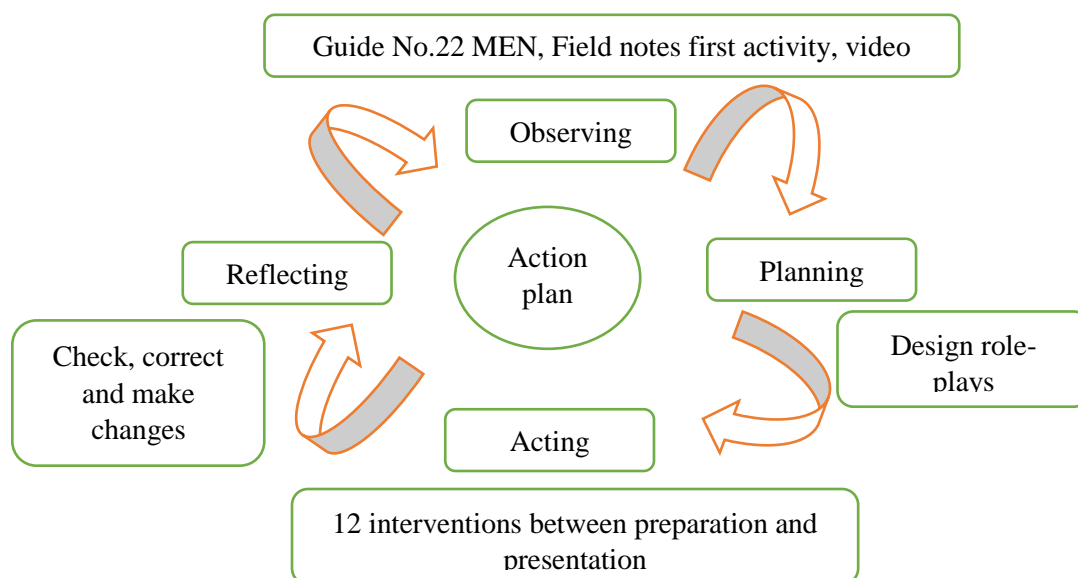
In the same way, action research looked for solving specific problems, according to Johnson & Christensen (2012) action research “based on the idea that having the ‘researcher attitude’ is helpful in dealing with your complex and changing environments.” (p.12). the researcher had a big responsibility because he constructed during the long process different learning environments with the purpose to solve problems where he could help and have a reflective moment but, in a context, where researcher and students were involved into the classroom. (Johnson & Christensen, 2012)

Moreover, in this research action research was used in real situations giving a contribution through a reflective research cycle. According to Burns (2010) this cycle involves “planning, acting, observing and reflecting” (p.4). It implied a teaching

practice in which the researcher planned an activity or a class for identifying a problem; and then she put in action that activity while she made an observation to look for a difficulty in the classroom and finally, she carried out a reflection about what she observed. (Burns, 2010)

Eventually, this project took Burn's model (2010) of action research because the project was conducted in a process in which the researcher planned and acted in order to improve and reflect in what she might have failed or in things that did not work with the purpose to adjusting them doing a reflection.

In the following graphic, the process is applied in this research. First, observations were made with the transcription of video-recordings in which students were some interacting and trying to speak English. The following step was planning in which role-plays were designed in order to review topics and standards in Guía No. 22 (Ministerio de Educación Nacional, 2016). After that, the acting process was the role-play's implementations. They were collected through field notes and video recording's. And finally, the reflecting part was an interview where students and teacher checked the activity and corrected possible pitfalls in order to start again with new modifications in each activity applying therefore an action plan research.





Graphic #. 3 Action Plan

**Setting**

Santo Toribio de Mogrovejo is a private school located in Rafael Uribe Uribe zone in San Agustín neighborhood in Bogotá. Santo Toribio School works with primary school with 450 students from pre-kinder to fifth grade in a social stratum 2. The Institutional Educational Project (PEI) of this institution was “Con excelencia integral formamos hombres y mujeres preparados para una vida de liderazgo.” (With integral excellence we form men and women prepared for a life of leadership)

In accordance to the institutional philosophy school (2015) “students are intended to grow up in values, autonomy, responsibility and respect as God as its center for the society.” (p.3) taking into account the institution philosophy, the development of writing, reading and values appeared as a part of the educative process to be an essential based on the communication and interaction for student’s learning. In addition to that, one of the purpose of the school is to improve the level of English of its students according to the Ministry of Education standards (Ministerio de Educación Nacional, 2016).

In 2017, the school provided English guides for each grade which contained vocabulary and grammatical aspects in order to practice writing and reading skills. However, most of the time, the teacher tried to use in a different method with the purpose to practice speaking and listening with songs and conversations taking into account the topic of the class. Those materials and methods helped the English class because children’s learning was meaningful through images, colorful activities and simple explanation with graphics or stories that caught their attention. For example, the verb to be guide had sentences with images that indicated the subject with verb to be

indicated. At the beginning of each class, the teacher asked about personal information, physical description in any moment of the class or sometimes in the school break with the purpose that they answered orally, when they responded in Spanish they had a penitence. In this way, teacher motivated students to practice the verb to be.

### **Participants**

The participants of this study were twenty-six students from fifth grade (5B) between nine to eleven years old; there were twelve girls and thirteen boys. They belonged to social stratum 2 and 3.

This population was chosen firstly because the researcher had permanent contact with them and they presented a speaking and oral expression problem during the English classes. Secondly, because of their age, they were able to carry out role-plays in order to interact and express ideas while they were learning a specific vocabulary and practicing it through social activities with a Basic English level. In addition, children were able to memorize the vocabulary faster and practice among their classmates as they were asking and giving examples while they interacted. This information was collected by videos through speaking activities.

### **Data collection instruments**

In order to answer the research question, this project applied three instruments: field notes, transcriptions and interviews with the objective to evidence children's interaction and oral production process through role-plays. The information was collected in two phases. The first phase was to identify the problem through national and institutional documents. The second phase was to collect data during and after the implementation.

### **Transcription.**

Transcription is defined by Jupp (2006) as “the rendering of recorded talk into a standard written form...transcription of recorded talk is done to facilitate analysis.” (p.1) it means that in this project transcription helped the researcher understand better what students said and how they behaved during an activity analyzing and describing what and how ideas were expressed. Transcription was used with the objective to analyze student’s types of interactions during the different conversations and oral activities through role-plays. This instrument collected information about student-student interaction before, during and after the role-play with specific details about questions and answers that children made and used.

Furthermore, transcriptions were taken from a video-recording as a help in which the researcher could write about the preparation and presentation of the role-play. She could notice what they were developing in their oral production during preparation and presentation of the roles play. In addition, transcripts helped notice how each person recognized and respected each other in terms of how they said and communicated ideas in the interaction between learner-learner. The transcription was written on a paper and then it was digitalized.

Twelve videos of seven groups were recorded and; then, for each video, the transcriptions were written. In total there were twelve transcriptions. Each video record took around thirty to forty-five minutes. Those transcriptions were chosen by convenience because there were some groups who participated and interacted more than other in the activity.

**Field notes.**

Field notes are defined as a written exercise by the researcher to produce meaning and an understanding of the culture, social situation or phenomenon being studied. (Cohen & Crabtree, 2006). In other words, in this research field notes were written to recognize aspects and behaviors during the activities that described and analyzed not only students' speech by in writing, but also, attitudes and student's interaction sequence. Field notes aimed to analyze interaction and oral production through students' performance during the role-plays. In addition, the information collected through field notes were about how students interacted, reacted, communicated while they prepared and presented the role plays. It was also to analyze the words they used, and how they communicated among each other.

Field notes were written down in a format; and then, they were digitalized at the end of each role-play. However, the researcher took notes while students were preparing and presenting the activity. It meant that twelve field notes, six for preparation activities and six for presentation were produced. The video-record helped also to write down aspects that were not noticed while students carried out the activities. To find the field notes format, see the appendix number 1 at the end of the research paper.

### **Interviews**

Interviews provided data in order to explain and understand how students developed their interaction through the role-plays. Interviews are defined as open-ended questions in order to collect information about a person such as thoughts, beliefs, and motivation (Johnson & Christensen, 2012, p. 202)

The semi-structured interviews were used because they were based on the analysis of the role-plays and went in depth about student's reflection and learning process. The

interview was carried out to twenty-six students, one by one, in which they could express the aspects mentioned before. Interviews provided the researcher student's perception of their interaction when they worked with different groups. These interviews were made at the end of the implementation in order to get information about how students realized their own oral production improvement in English in an interactive way. To conclude, the interview was made out with ten questions and they were tape-recorded. If there was a reason to include and ask more questions, they were included in thirty minutes at the end of the implementation.

See the interview in the appendix 2

### **Ethics**

In consideration of the ethical aspects, a consent form was destined to the principal of the school in order to ask for permission to implement this project. An important aspect to consider was that the school and students' names would not be used before getting a response from the institution. This ethical considerations and measures taken to ensure the protection of participants and the data are included in appendix 3.

To sum up this chapter, the methodology explains the research paradigm and approach in this study where students are developing their learning and interactive process. They were chosen with the purpose to know their personal ideas, opinions, behaviors and attitudes in a communicative activity while they were improving an oral skill. It also describes how this information could be collected by different instruments which provided answer the research question.

## **Chapter 4**

### **Instructional Design**

This chapter aims to describe the vision of language, learning and classroom with the purpose to implement the role-plays activities into the classroom. In addition, the pedagogical intervention is described.

#### **Vision of language.**

Language as an action performance was chosen as vision of language in the functional perspective within the community. It means, teaching a language is seen within a theoretical support where students are involved in a speech community providing their reflections and perceptions while they are expressing their learning goals. This vision is considered from the communicative functions as the “language in its social context is the medium by which members of a speech community express concepts, perception, and values which have significance to them as a member of this community.” (Tudor, 2001, p. 57). It means that in this research students were engaged in a social context in which they were sharing ideas in a specific community with the purpose of relating with others, learning and expressing ideas, feelings and stories according to their school’s experiences.

Furthermore, the vision of language as performing actions could be reflected in the activities created to increase the interaction in which students could find topics related with their social context, personal and school’s experiences interesting because those aspects helped them express and be free when they talked about them.

**Vision of learning.**

The vision of learning as classroom experience was chosen because students had the opportunity to learn through dynamic and meaningful activities. According to Tudor (2001), “the naturalistic form of learning or picking up of a language can take many forms, depending on the context in which the language is being learned and the purposes of learning.” (p.78). It led to achieve the learning of another language taking as an advantage the learning activities. Communication in English was learnt by doing. Students focused on specific messages and function; the use of material to provide a meaningful practice; and finally, the experience in context where they were involved according to their daily life experience in the school.

In the same way, the vision of learning was taken from the role-play activities because students selected special topics in which they were easily involved in their context and they were familiar to them such as the first day in the school, their teachers, the school break and sports. It was evidenced how learning was developed in a meaningful way, not only by doing writing activities in the classroom; but also speaking English with their classmates.

**Vision of classroom.**

The vision of classroom was a communicative classroom which according to Tudor (2011) “involves the rethinking of classroom learning itself so that it can better prepare students for language use outside of the classroom [...] and the exploration of the communicative potential of the classroom itself.” (p. 112). In that case, the classroom facilitated the interaction in order to simulate what and how they communicated in an

## ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

oral way with others in different situations related with their context using a framework the role-plays.

Furthermore, the “communicative classroom” concept was chosen because there was interaction as students were communicating ideas and answering questions about a topic. They had the opportunity to listen to others’ opinions and respond in the same way. In addition, the classroom was a place where they could behave in a natural way taking the advantage of the fact that they were among known people and place where they go every day.

To continue, in the next chart the role-plays activities are summarized in order to contextualize their learning objective and topic for each implementation. Also, the date and numbers of each one with their respective function are mentioned. Additionally, the Basic right learning standards (Derechos Básicos de Aprendizaje) students should develop in that grade were taken into account in each topic of the role-plays.

Date/ implementation No.	Learning objective	Role-play (see appendix A)	Function	Basic Learning Right (Derechos Básicos de Aprendizaje) in English according to Ministerio de Educacion (2016)
No. 1 April 17 <sup>th</sup> / 2017	Student will be able to ask for places in the school and describe what their favorite class is.	My first day at the school	Expressing where places are situated	Ask and answer spoken or written form questions related with who, when and where



ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

No 2 April 25 <sup>th</sup> / 2017	Student will be able to borrow and lend classroom objects.	Lending and borrowing things	Asking for lending things.	Request teacher and classmates to clarify a doubt and explain something about we talk.
No 3 May 8 <sup>th</sup> / 2017	Students will be able to ask and say what household chores they like and do not like doing	Household chores	Express likes and dislikes	Answer questions about likes and preferences.
No 4 May 16 <sup>th</sup> / 2017	Student will be able to say their abilities playing sports.	Sports	Express abilities and weakness	Use short sentences to express what I can do and cannot do.
No 5 May 26 <sup>th</sup> / 2017	Students will be able to share their favorite snack or food	School break	Showing preferences	Answer questions about likes and preferences.
No 6 June 2 <sup>nd</sup> / 2017	Students will be able to express emotions and goal for next year	Finish the school	Describing feelings and activities	Express with a word or sentence, how I feel.

**Participant Roles**

**Student's role.**

The roles of the students became the main role of the research project because they were the center of the activities. They presented the role-plays; they practiced and learned the needed vocabulary and functions to do the activity following some instructions by the teacher in order to get involved in the role-plays in a proper way. At the end, the students completed the activities carrying out the role-play in which they performed and expressed their ideas according to the topic and playing a character.

### **Teacher's role.**

The role of the teacher was a facilitator who guided and helped students with the conversation provided vocabulary and gave examples role-plays. Also, the activities helped to increase the communication of teacher-students and student-student. The teacher explained the importance to interact through created situation or a game in the real life for students to be involved in their context.

### **Pedagogical Intervention**

This section concerns about the activities that were applied to the children to achieve their learning objectives in order to improve their interaction and oral production. Those activities were implemented for data collection to explain the effectiveness of role-plays. To see the six role-plays, go to appendix No. 4. Role-plays were chosen as a communicative strategy because at this age, children can develop different abilities when they can create, imagine, act and elaborate a conversation or situation according to a giving topic, a model to follow.

Firstly, the teacher presented the needed vocabulary with some examples and asked students for the meanings that they knew. After that, the teacher implemented some

games and dynamic activities that helped them to communicate using the vocabulary learnt before. In the same way, the teacher explained the communicative function of the vocabulary in questions and the way as they are answered with the purpose that students looked into their own experiences. After that, they practiced with two activities to interact and practice the vocabulary and model the questions with answers creating dialogues. Those activities were carried out in two classes in a week.

Secondly, the teacher explained the characters and the situations of the role-plays; what each person had to do; and she showed a model to show the role-play performance. Then, students had to be organized in groups of two who took character, A or B. In the different classes the idea was to change the groups so that students did not work with the same person with the purpose to analyze how the interaction was with a different person who they did not communicate continuously; and if they could listen and understand, share and negotiate ideas during the preparation and production of the role-play. After that, they created a short conversation where they used the vocabulary and performed communicative practice. Finally, they presented the role-play in front of their partners in a class and the last group was presented alone with the teacher.

So, in this process two types of interaction were taken into account the spontaneous and the planned. The spontaneous interaction was developed when students were organized and they were creating their conversations according to the topic while they were following a sample. This spontaneous interaction was developed mostly in Spanish. This interaction was controlled and guided by the teacher considering that students asked for advice to solve doubts about questions or pronunciation. And at the end, feedback was given by teacher.

On the other hand, the planned interaction was developed when students presented the role-play after they had previously learnt and practiced it most of the time. Planned interaction favored role-plays strategy because students could demonstrate their oral production after they had created and practiced activity in English.

The pedagogical intervention was developed during twelve classes. Each topic was conducted through two sessions. The first one was for vocabulary, sample of questions and answers which they practiced with dynamics. The second one was the preparation of the role-plays reviewing first the vocabulary needed for it, which at the same time could help increase the communication and understanding of utterances.

Taking everything into account, this chapter provided the method to the project in order to describe how data was collected and implemented according to theory about design. Also, the school and students that were involved in the project as active roles. Finally, the pedagogical intervention describes the process of role-plays in the classroom. Next chapter, data collected analysis will be described.

## Chapter 5

### Data Analysis

This chapter is going to describe the processes of codification, categorization and triangulation of the information gathered in the pedagogical intervention with the purpose of answering the question to what extent role-plays improve the student's oral production through interaction in fifth grade at school Santo Toribio de Mogrovejo during first semester 2017? Besides this chapter shows the analysis of the results after the implementation. To have a guide of the analysis the researcher made a checklist in order to confirm standards worked with children according to Guide No. 22 from MEN (Ministerio de Educación Nacional, 2016) (this chart maintain the accuracy of the translation from the original text).

DBA (Derechos Básicos de Aprendizaje) (Ministerio de Educación Nacional, 2016)	Before Implementation		After Implementation	
	Yes	No	Yes	No
Comprende la idea general y algunos detalles de un texto corto y sencillo sobre temas conocidos.		✓	✓	
Pregunta y responde de forma oral y escrita quien, cuando y donde después de leer o escuchar algo de su interés.		✓	✓	
Intercambiar opiniones sencillas sobre un tema de su interés a través de oraciones simples y cortas.		✓	✓	
Compara características básicas de personas, objetos y lugares de la escuela y comunidad.	✓		✓	

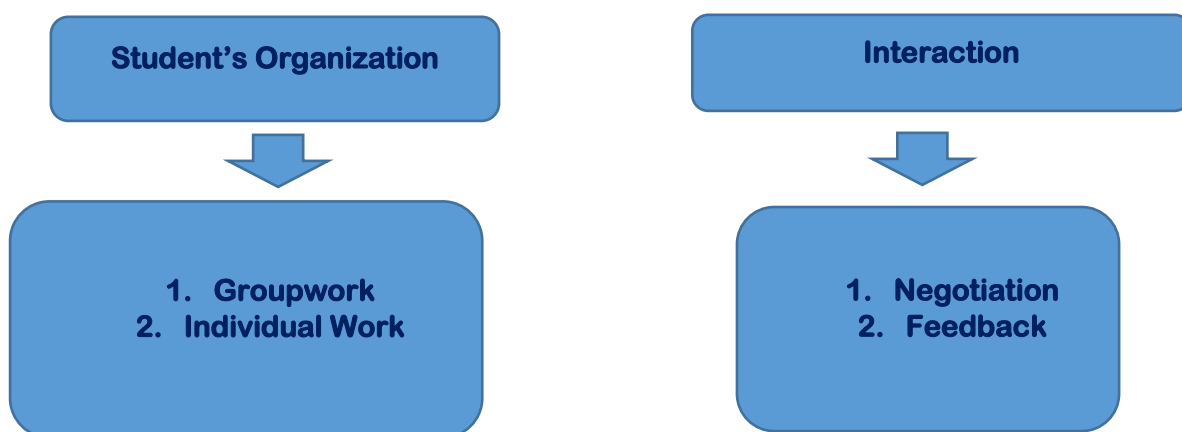
ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

Me describo a mi o a otra persona según la edad y características físicas.	✓		✓	
Usa oraciones cortas para decir que puedo y que no hacer.		✓	✓	
Expreso en una palabra o frase como me siento.	✓		✓	
Habla de las actividades diarias.		✓	✓	
Describe con oraciones el clima y la ropa según corresponda.		✓	✓	
Respondo a preguntas personales nombre, edad y nacionalidad.	✓		✓	
Puedo saludar de acuerdo a la hora del día de forma natural.	✓		✓	
Solicito a mi profesor y compañeros que me aclaren dudas o expliquen que no entiendo y sobre lo que hablamos		✓	✓	
Pido y acepto disculpas de forma simple		✓	✓	
Mantengo una conversación simple en inglés con mis compañeros		✓	✓	
Respondo preguntas sobre mis gustos y preferencias		✓	✓	

The type of analysis carried out was a priori because as Saldaña (2009) stated a “list of codes should be determined beforehand to harmonize with your study’s conceptual framework or paradigm.” (p. 49) it means; the analysis came from the theory which was

explained in the theoretical framework chapter. The categories that emerged were strategy and problem as interaction, types of interaction, role-plays and oral production.

The analysis began with the transcription of videos and interviews recorded in each class while students were preparing and presenting the role-play. When the transcriptions were ready and based on the elements of the interaction (see graphic 1, interaction sequence) that were established in the theoretical framework, color coding was used to identify common topics in each instrument. After that, the information was reread, classified and grouped into two categories. The graphic below shows the categories and subcategories found in the implementation.



Graphic # 4. Categories

### **Student's organization**

The organization is to plan different activities and plans such as taking turns during the speech and interaction with the purpose to make a selection; create a sentence and give an idea or argument. Also, student's organization was done in groups as it provides the opportunity to exchange opinions and ideas in a more orderly and joint manner. This was reflected in the classroom in the way students followed instructions and took turns when they wanted to express something during the class or in a conversation.

## ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

Children built up their own organization in the classroom while they were interacting and making decisions through a dialogue because they took time to listen and choose ideas and opinions in order to arrange the topic of the conversation. For that reason, having a good organization in a conversation, students improved their oral production in the way that it involved interaction providing listening and understanding when they were speaking to express something and made closer relations in a groupwork giving the opportunity to talk about something, discuss and create new ideas. For example, they imagined problems and stories in which they were the characters and the ways they could solve them through interaction while they were developing oral and listening skills.

However, some arguments appeared when children did not listen among themselves and did not understand ideas to answer a question or decide the best opinion in the dialogue because they did not know how to express or create a question in oral form and in the same way answering and pronouncing it property. In that way, a bad student's organization involved that they did not produce speaking properly because they did not recognize the needed vocabulary or principal ideas that they needed to know for the role-play. However, oral organization permitted that children improved their hearing to understand something and their interaction increased in speaking and sharing ideas in order to make a choice.

In this category, student's organization, two subcategories emerged, groupwork and individual work which were part of oral production and interaction taking into account communication in class. Groupwork is part of this category because it shows the way students interacted in a group, organized ideas and shared opinions. Individual work described how a person took their time to prepare by his own and learnt by himself.



**Groupwork.**

Groupwork means a group of people who develop some activities or action in which each member of the group helps and share their ideas and opinions in order to provide communication and interaction. To support the previous definition, according to Forslund & Hammar (2012) define groupwork as “a teaching strategy that promote academic achievement and socialization.” (p.2)

Groupwork improved the oral production through interaction because at the beginning students did not have a good command of their speech. However, with those activities, students tried to speak more, got organized in a better way when they chose a leader and listened to each other in order to develop the purpose of role-plays. Also, when students interacted, they helped each other to organize their ideas, opinions and learned to respect turns.

During the implementation, when students were working with their close friends, the interaction improved, because they understood each other, respected opinions and gave ideas. For example, in transcription number two, which was about school supplies it shows how they asked for school supplies:

S2: Can you lend me a book

S1: yes (.)

S2: hágale, le toca a usted (it is your turn)

Oh, you have a pencil

S1: no, I no have a pencil

## ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

In this example the companionship was reflected contributing to the oral production in different activities like the previous one, in which students could share small opinions with simple sentences as a way to improve their speaking in each role-play's preparation and production because students were involved in the interaction to create and immersed in an imaginary experience that is the role-play activity. Also, when children built up a dialogue, they could ask and answer questions that they understood when they listened in a better way as a groupwork. However, sometimes children felt insecure because they were shy. They did not know how to ask some questions and answer them in other language in front of their partners. Therefore, their speech was very low by their insecurity.

When a partner did not have a good idea, the others tried to discuss other ones because they looked to find something that the majority preferred. For example, in transcription No 2

S2: yo voy a preguntar que si tiene un borrador (I am going to ask if you have an eraser)

S1: yo escribí el pencil, toca un lápiz (I write the pencil, it has to be a pencil)

S2: (look another place)

S1: yo voy a responder (I am going to answer)

S2: no?

When the pairs were organized, some of them could not decide the topic or idea for the role-play. For example, in the first role play about the first day at the school, old students had to help new students to find the teacher and show school's places.

(see annex A. transcription one and annex B. field note one)

Due to the increasing need to improve oral production, at the beginning, children found it difficult to understand and carry out a proper development in the activity because they were performing their first English activity creating a conversation in which they had to speak in English in front to their classmates. However, they had first an explanation that involved an interaction between teacher and student in order to involve students to the context and make them understand what they had to do. This was so stressful for them because they did not have the knowledge about how present a big activity as it was new for them. However, they showed their interest about it in the first activity when they were exploring ideas and opinion in another language.

However, sometimes their actions were completely different from an active and participative class. In field note No. 1, this was written. “When they were preparing the role-play, there were a lot of lapses of silent, because they were thinking about how to say a part of the conversation or how to decide and organize the person for each character in the presentation. They took a lot of time to write and check the meaning of words that they wanted to include in the conversation. At the end, they tried not to feel embarrassed and gave opinions in a group.”

Therefore, groupwork’s organization was being developed in a proper way because they were leaving behind their fears to speak in English. For this reason, students were encouraged to participate and work in groups in order to change their ordinary classes as they could share and listen to other classmates. Those purposes were worked in each role-play. In this way, role-plays were compared between the first activity and the fifth one. Field note number five was related to the previous one. It was about abilities with sports. It said “The interaction has been better developed in a groupwork in a discussion where conversations were about sharing ideas in English, and oral communication was

always supported by examples of the real life.” taking into account the different changes children showed their oral skill’s improvement from the beginning until the end. (annex E. field note five.)

Besides, the groupwork with classmates increased their communication because when there is confidence in a group the speech can be fluent and understood. For example, in the role play 2, about lending school supplies, it was observed that among the students who were friends, the interaction did not have problems because they respected their opinions and listened to each other. In that order, the reflection about the previous observation was “I could say when a person has a close friend in the group, the conversation is easier because they know better each other, and sometimes they have the same idea. It means, if a group of people have a good relationship, the interaction can be closer and differences can be solved easily.” This is found in the second field note. On one hand, the previous field note refers to how a person can interact in an easy way, taking into account that the close relationship allows students to feel confident and free to express his/her opinions and feelings when they tried to use English language. According to Forslund & Hammar (2012) “by interacting with others students learn to inquire, share ideas, clarify differences and construct new understanding.” (p.2)

In conclusion, groupwork increased the interaction where students increased their oral communication and constructed a better relationship taking time to know each other, respecting others’ opinions and taking into account personalities and ideas. According to Koole (2015) “those participating talk in turns to be able to listen and respond to each other.” (p.1). for example, when children mentioned something about sports, they wanted to give their point of view in that moment, during the interaction they took turns to listen to each other.

**Individual work.**

Individual work is defined when a single person can organize, select, decide on his own and be prepared according to their personal opinions and interest. Sometimes students did not need help to make their own actions because some activities did not require cooperation or groupwork. Besides, the way to work alone involved feedback, initiative, thinking the most proper idea, expression and creativity in oral production making it an independent learning. Taking into account this definition, students tried to be organized and develop their own oral practice individually in order to later cooperate and give into the group a good interaction.

To illustrate the way they worked individually in a part of the interview students had the initiative and motivation to help others. Additionally, they wanted to help to their group which had difficulties. That was expressed in the interview No 2 by a volunteer student who had motivation and was sure about his English knowledge. According to Bryson (2007) when students “work individually, most of students tend to complete their work, or they will come ask for help if they cannot continue.” (p.3)

T: ¿quién era el que daba más ideas para los diálogos? (Who was giving more ideas for dialogues)

S: yo soy el que siempre ha dado más ideas para los diálogos (I am who always given ideas for dialogues)

T: ¿por qué? (why)

S: porque siempre que me ha tocado, me ha tocado con compañeros que no son tan buenos en inglés, pero me ayudaban, y yo les ayudo y nos ayudábamos uno al otro.

## ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

(because, I always was with classmates who are not good at English, but I helped them and together)

Having a process in oral production through interaction, a student shared his knowledge taking into account their previous ideas or practice on their own. It was relevant because there were other students who were better at English. It was seen during the process because there were other students who worked together and finished faster because it was easy for them to create a dialogue, learn and practice the oral presentation and then, they helped other groups by giving explanations and correcting together.

In contrast, pronunciation could have influenced the understanding of the individual work because sometimes students did not understand the message as the pronunciation of some words was difficult in their speaking. According to an interview a student expressed that some partners had a bad pronunciation and for that reason, role-plays had problems to create and understand ideas in English.

A child expressed in interview number 4 (see complete interview annex G.):

T: ¿en algún momento no entendías lo que tu compañero te decía? (in which moment you did not understand your partner was saying to you?)

S: depende de las cosas que me decía, porque a veces pronunciaba mal no le entendía.

(it depends on things he told me, because sometimes he pronounced wrong and I did not understand him)

T: ¿y el que actitud tomaba y que te decía? (what did the attitude take and what did he said?)

S: él me decía que porque no entendía que él estaba hablando en inglés y que yo le decía que lo estaba diciendo mal.

(he told me that because he did not understand that he was speaking in English and I said him that he was saying it wrong)

T: ¿y qué actitud tomaba?

(which attitude did he take?)

S: se ponía bravo y a veces se ponía hablar y no trabajaba”

(he would get angry and sometimes he told and did not work)

This example shows, the attitude that some students perceived from their partners and how they tried correcting them in the best way; but there were people who did not like it. For that reason, they responded in a bad way because some students did not understand and in the same way they did not like to be corrected. Considering that example, a good pronunciation was a big factor to take into account in oral production because it is the way to be understood and have a fluent interaction. In view of that, interviews like this referred how students saw their process as individual and group work after a process with role-plays where they were worked those parts in the preparation and presentation in order to develop how each student prepared by himself and then how interaction helped and joined with the oral production.

Furthermore, children prepared and delegated functions in the task. For example, in transcription No 5, they talked about their favorite food: preparing role-plays helped students to make decisions and take initiative when each one thought in his own first. This was evident when they expressed their intention to be one of the characters and

## ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

how they were interested in assuming a role they liked: (annex D. complete transcription five)

S2: quien inicia (who start)

S1: yo (me)

S2: what is your favorite food?

S1: entonces yo soy el último (so, i am last)

S1: what is your favorite color?

S3: yo soy el último (I am last)

S2: quien de los dos inicia (who of us start)

S1: yo (me)

As stated above, making decisions and showing initiative as an individual work were a support for interaction because a person was preparing his knowledge first to prepare a better conversation and choose the correct decision. Also, when students had intentions, they had proper elements for oral production through role-plays because they tried using English to express ideas and ask questions in order to increase their oral skill as an encouragement to talk and express about something that they liked. It was a function to the role-play sharing their likes and dislikes through interaction.

Considering the analysis of student's individual work, it is a support for an interaction as an objective for social interaction. According to Bryson (2007) "for individuals to achieve as a result of being a part of a group...the group can only benefit



when the individuals of the group are successful.” (p.7) it provided that each student had to afford knowledge and own ideas making the interaction satisfactory.

To conclude this category, student’s organization to create and present a role-play involved a groupwork and individual work to improve oral production in order to increase social and individual work with the purpose to develop communication and organization in a conversation because of the previous analysis students improved their oral production taking into account close relationships, showing initiative, previous knowledge from some students, making decisions, interaction between teacher-students for explanations. All these were taken from a reflecting process in order to students work in those subcategories.

### **Interaction**

Interaction is defined as a social communication with two or more people where they can exchange and listen ideas and opinions about a common topic. It is when people understand and can debate in order to make the interaction interesting and bring fluency in a social group. During an interaction some negotiations, discussions, opinions together can take place through speech; in this case children try solving a problem or choosing an opinion together. Also, they listen and discuss about it in order to get a final decision without problems during speaking. (Kumpulainen & Wray, 2002)

Moreover, interaction involves giving feedback during the conversation in order to keep a clear understanding. Sometimes a couple correct each other and however, they do it by themselves because they realize that there is a mistake in the speech. Taking into account children carry out those speaking mistakes, they are able to correct and help each other in order to make interaction more understandable.

**Negotiation.**

Negotiation is a communicative function when two or more people reach to an agreement about something specific; and each one gives opinions and ideas to achieve a unique point, (Lazaro & Azpilicueta, 2014). Besides, negotiation searches for a beneficial solution for a peer or group of people because they work toward a mutual goal listening and paying attention to their partners' comments and ideas.

Taking into account negotiation definition, in this example students negotiated meaning to reach to a solution to a problem, (annex C. transcription four):

S1: Noo, era No (No, it was No)

S1- S3: era I cannot play football

S2: pero yo dije yes (but I said yes)

S3: pero así está en el tablero yes o not (but on the board it said yes or not)

S1: usted dice cannot (you say cannot)

S2: empecemos otra vez (start again)

This example shows how students tried to decide the answer; it means, student 1 did not impose his opinion. On the contrary, he asked for other's opinion. Also, negotiation was carried out while they were interacting and listening to other's ideas together producing an oral communication, taking into account decisions they listened and shared through interaction. In view of that, children's processes were observed from third to sixth role-plays because they showed that they had lost their insecurity and started to participate more, speaking and trying to use English words and sentences in negotiations. Also, children started to spend less time to prepare their role-plays because

they knew the way to start working in that. Also, it happened when groups were changed realizing how in different groups they equally used oral production while they were negotiating.

In order to support an example, in field note number 3, in an activity that students did not know, how to organize their ideas and, what to express according to household chores, they took into account a personal aspect that it was in accordance with their age. “During the planning, students showed a lot of interest in the topic because they discussed aspects like who was the oldest and the youngest. Also, they looked in their own ages, such as: S3: pero yo soy el mayor, porque usted tiene ocho años. Although, they had a problem because S1 did not say anything, having an angry attitude, they discussed and then, they could work without any problem.”

Besides, when there was an interesting topic in which children wanted to speak in English, their personalities blocked their interaction because each one saw themselves in each character in order to express what they normally did at home. Under these circumstances, interaction process was supported in each role-play with personalities comments considering what they thought in their life and experiences. These aspects were involved in the characters and the context of the role-play. At the beginning they showed their motivation to work and speak in English together and present the role-play because there were aspects that they enjoyed and they actually imagined themselves in those situations.

Negotiation could be seen in the previous example in different moments. First, when they decided the answer of the question they were asking. Second, when they decided who was going to talk first, and how they negotiated to practice their conversation and correct oral mistakes. This can be reflected in transcription number 4:

## ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

S1: yo soy el A (I am A)

S2: bueno (ok)

S1: es can, es can, hágale que es la ultima (it is can, it is can, this is the last)

S2: entonces can you (so, can you)

S1: play football

S2: can (write)

S1: ahora usted me responde (now, you answer)

S1 – S2: no no

S2: I cannot play football

S1: mire como se escribe (look how it is written)

S2: hagamos 5 preguntas, hagamos la última (we do 5 question, do the last)

Based on that, it can be said that negotiation occurred in different moments of the conversation and planning where they negotiated their lines for the presentation and deciding what thing each one was going to say. Also, all aspects that they organized, they corrected together and made that oral production had to be clear in their presentation. Additionally, in their negotiation into their interaction, it could be seen that they listened and agreed together with opinions and ideas. This leads to say that role-plays preparation and rehearsal developed negotiation as they created questions and answers and then, they produced them in oral way taking into account their planning and process in each group. According to Lazaro & Azpilicueta (2014) negotiation happened when “two people taking part in a conversation do not understand each

other...they need to repeat something, rephrase ideas in different ways, ask their conversational partners to repeat or clarify something.” (p.2)

Such variables were all conducive to have better oral production through interaction because questions and answers were increased and constructed in the preparation for each role-play after they practiced the vocabulary and question's examples, looking up at the dictionary for new words. Because of a good communication, they provided a negotiation with another tool in which they agreed and comprehended what they wanted to know and understand.

To support negotiation in oral production and interaction taking into account children's personalities, they wanted to express and decide what was going to happen with their partner in the role-play when they could not decide the character because of their age or because both wanted to be student A in the role-play. It was evidenced in interview number 7:

T: ¿te acuerdas un dialogo con Samuel que toco cambiarlos? (did you remember a dialogue with Samuel that you changed)

S: si (yes)

T: ¿qué paso? (what happened?)

S: ahí fue que comenzamos a decir, ósea que los dos queríamos ser el estudiante A y pues no podíamos elegir el estudiante A o B (that's when we started to say, so we both wanted to be student A and we could not choose student A or B)

This example illustrates even though students' opinions differ how students could interact and have a discussion without problems. Negotiation makes it possible to

select or decide something that two people want to choose, it as a decision cannot be made by two people at the same time. For that reason, making a decision is important in the communication act. It also tells us how a child clarifies some words or gives solutions with others in a conversation.

Making decisions through interaction development with role-play's preparation when they saw the role for each one allowed student's interaction while they were preparing their oral production part. In first and second role-play, the teacher was a guide and supported students with some decisions while they were learning to listen and understand in another language. For that reason, after three role-plays, students negotiated and made decisions on their own without problems. Also, oral production was about writing questions and answers in the dialogue.

Regarding negotiation, oral production was developed through interaction because students spoke in order to make decisions making reference to their interest and opinions. So, they listened and got organized with the purpose to get a beneficial output. According to Fujii & Mackey (2009) interaction provides "the opportunities for important process...of negotiation for meaning, an aspect of interaction in which the provision of feedback and the production of modified output." (p. 267). In other words, the negotiation in the interaction afforded in students to get an agreed product in order to develop a communication to have a proper product in the role-plays presentation.

### **Feedback.**

Feedback is when a person corrects mistakes in the best way for another person in order to improve their performance. In this case, feedback is a correcting method in oral production because it is about improving students' speech during interaction. Also, it is

a correcting method for listening taking into account that the person listens to the mistake and provides feedback asking for repetition in order to help each other in their oral production. In order to support the researcher's definition, Akkuzu (2014) defines feedback as "a door for students and teachers to open in order to obtain a variety of data about themselves...feedback involves making the experiences and actions of students and teacher visible and comprehensible." (p.38)

Taking into account the previous definition, sometimes students realized that they committed a mistake but they did not know how to correct it. So, they asked for a student who was "good" at English or asked to teacher. It was evidenced with a video in which they corrected a bad pronunciation and repeated the right one. Also, they played a fundamental role in providing the necessary feedback because they corrected each other and helped their partners to understand each other's oral production. However, there was something curious because some of them accepted feedback. However, others felt angry when they were corrected. In the following transcription (number 1) there is a clear example of a feedback that was accepted which showed how students corrected each other to have a better interaction and improve their oral production:

S2: usted me dijo hola niño, what is your name? (you said me, hello boy, what is your name?)

S2: hagámoslo todo desde el inicio (let's do everything from the beginning)

S2: hi, god morning

S1: GOOD (correct pronunciation)

S2: I need a I need sharpener. (S1 corrected the all sentence)

S1: SHARPENER

S1: I need a sharpener

This leads to say that role-plays workshops improved students' oral production through giving feedback in oral practice and preparation because there was a motivation to create something perfect having a good pronunciation. Feedback was positively accepted in the interaction because students realized that a mistake sometimes was not a problem during the practice for presentation as long as feedback was provided. That is why feedback was useful in the oral skills because students improved their listening and speaking while they were interacting and correcting each other.

In order to support the previous example, feedback is considered from another perspective. It means, how a student sees a correction from another person and how it improves their oral communication and interaction because feedback is taken in a conversation in a better and productive way. According to Akkuzu (2014) "feedback involves making the experience and actions of students visible and comprehensible" (p. 38). This part of interview shows it.

T: ¿Qué decía tu compañero cuando te equivocabas? (what did your partner say when you make a mistake?)

S: me decía (5) cuando me equivocaba mi compañero me decía o yo le decía no es así o es tal cosa. (when I was wrong, my partner said or I said him it is not like that or it is another thing)

Therefore, the previous example shows how feedback was confirmed as a positive aspect because if both listened their mistakes, they corrected each other. They listened a bad pronunciation they corrected and they improved by giving a feedback. Also, it



fostered interaction taking into account that they knew how to pay attention to each other and gave clear explanation about their opinions and corrections at the same time. according to Akkuzu (2014) “giving clear and coherent explanations that students can understand and use to construct their own knowledge in the classroom.” (p.38).

Feedback’s process was seen from the first activity specially in the interaction between teacher to students in order to correct pronunciation. So, students repeated and they could remember some words for their role-play.

What is more, feedback was also perceived in the groupwork because all members had to pay attention in order to listen a good speaker their feedback in other to help others. In the same way, when some students finished to prepare their role-play, they make the decision to help other groups to correct their pronunciation and organize the dialogues. Field note 5 was about school break role-play in which students had to express what they liked to eat in break.

“In that time, students supported others in reading and sometimes they corrected themselves. Besides, there were groups that finished and presented; and after they went to help other groups to solve doubts about vocabulary or questions. In this point, it was perceived that repetition and feedback was continued because students were interested to have a good presentation carrying out a group work and helping others. Those aspects were reflected in their communication because children are learning together. That is why, students have a preparation before as it helps them to make corrections, provide feedback and improve oral production before, during and after the role-play.”

Taking into account this analysis, students showed an initiative to help others and it made that oral production improved in the interaction because they wanted to learn together and helped those who needed help. In view of that, feedback contributed to

have a good understanding, negotiation by giving a clear message through oral production. In other words, feedback was a proper way to increase students' knowledge because there were people who helped to correct information that other people did not have clear.

According to the research process, this analysis was from oral communication, understanding, negotiation and feedback in role-play production and presentation. Besides it shows how children had a social and learning process in order to improve their oral production through interpersonal relations, knowledge about vocabulary and how they expressed their feelings and emotions. It means, students could interact having an understandable speaking from topics about their interest and personalities that resulted in a good oral communication and interaction.

Students involve in a learning discussion with feedback when they want to solve a doubt or clarify something specific in order to get a clear knowledge while students are acquiring their own knowledge as a group or individual taking into account they interact and share together. According to Akkuzu (2014) "giving clear and coherent explanations that students can understand and use to construct their own knowledge in the classroom." (p. 39)

All things considered, data-collected was reflected and analyzed in each activity with the purpose to improve each part of the activity was done in a bad way. For example, to finish each role-play, videos were watched three times taking notes, and a transcription was written down. After that, some role-plays were compared and the process was analyzed in order to see differences and similarities; even, if there was or no information where children showed an improvement. Therefore, students showed some strengths in oral production when they provided feedback together and sometimes

individually. That was changed in order that each group helped each other to correct their oral production and increase their interaction. Also, when there were problems to organize their role-plays, students had to listen the teacher; and then each one had to reflect alone; and then they listened together and apologized. Taking into account those reflections, children had relevant changes in their role-plays and group work as they could interact with new different classmates in other order to be more interactive in the conversation when they felt secure and confident in themselves when they spoke in English.

## **Conclusions and pedagogical implications**

### **Relevant findings**

Role-play activities were taken as a strategy in the classroom with the purpose that students improved their oral production as involving them in different simulations of social situations in real life. In that way, the main findings of this project evidenced that students were able to express information, likes, habits, dislikes, and abilities in a spontaneous and prepared way in English. Taking into account their vocabulary, it increased as they used it during the preparation and performance of the role-plays. They enjoyed the activities because they listened; shared ideas among friends; increased relationships; took turns; followed instructions and were disciplined during the activities.

The elements of interaction reflected in sequence activities was analyzed as; first an initiation element when students listened the explanation of the topic; they made a choice for characters and started sharing ideas and opinions about role-play's production and presentation. Second, the response element involved the role-play's preparation through questions and answer creating dialogues practicing their speaking and repeating together, looking for new words and asking their pronunciation feedback in order to check what they were saying in the conversation. Finally, the evaluation element that was the presentation of the role-play when students had to perform the conversation. Sometimes they needed notes as a help to follow the conversation. Also, the feedback that they provided and received before and during the role-play in English was cooperative because they listened a mistake and others immediately corrected and then they repeated during the dialogue. Therefore, the interaction was social because they communicated and helped each other. (see Graphic No. 2).

As it can be seen, role-plays were a proper pedagogical strategy helping students feel less stressed when they were involved as active people in the activities. They listened each other respectfully; took turns to talk and gave their own opinions in which their social relations improved because before the implementation they did not use to listen and make choice about something in a groupwork. Besides, role-plays made students improved their oral production in the way that students created short conversations by themselves as they had to be organized in groups. An each had an individual task in order to contribute to the group to have a good presentation and at the end they presented a speaking product.

Considering that, role-plays were implemented as a tool with the purpose to increase interaction through listening, speaking, sharing and respecting each other. One of the other advantages was that children closed relationships during the preparation because they had at the end confidence in each other. In that way, role-plays strengthen relationships and encouraged communication that permitted to have oral interaction because they understood each other when talking about topics related with something it was easy and familiar for them, they communicated their experience without insecurity and fears while they were enjoying the activities.

At the beginning, students showed insecurity in their presentation because they did not know whether the conversation or pronunciation was good or bad for the teacher. They did not speak maintaining eye contact with their partner because they saw their papers and spoke very low. However, in the process, they started to show motivation and confidence; their conversations were more interactive and spontaneous. Therefore, their oral production was being achieved as students used complete questions and

answers in English. Although, they committed oral mistakes before and during the role-play presentation and they corrected themselves as a group or asking to the teacher.

In that process, the elements of interaction, initiation, response and evaluation were useful taking into account the appropriate topics for role-plays which were chosen from Guía No. 22 from MEN (Ministerio de Educación Nacional, 2016) that manage policies that children have to achieve in a specific grade. It states the topics used in role-plays and these were: first day at the school in terms of the classroom and subjects; sports abilities, in which they could or could not do regarding their favorite sport; and household chore to explain house's jobs like and dislikes. Those topics permitted that students carried out the interaction and expressed their ideas in a simple way through an oral production according to standards like asking and answering questions about preferences, likes and dislikes, abilities; asking and answering for explanation the classroom and exchanging information in short ideas.

Regarding some national policies in EFL according to Guía No. 22, the oral production improvement was achieved according to the standards for fifth grade which students mostly did not produce in class before six implementations (see table No.2). However, after that, there were different abilities that were practiced and improved such as listening, reading and writing with role-plays used. Also, the indiscipline was reduced at the moment to apply and developed the role-play activities in class time. First, they listened instructions and then, they followed them in order to be organized and understand what they had to do. However, this result would have been more satisfactory if there more than six implementations were applied as students could have had the opportunity to keep practicing.

One problem from school was that the teacher who was responsible to teach English before was not professional in that subject as she was graduated from Basic Primary Programs without English training. For the institution and the class, the experience to work with an English teacher was an impact and meaningful in pedagogy in students because they showed a great interest and expectative with English class every day. For that reason, the director of the school showed initiative to increase activities and strategies in the English classes and other subjects to improve their communicative skills in that language. Also, director had the purpose to involve parents with students to learn a foreign language in a different way in which students could teach them what they had learnt at English class.

In that view, this experience was shared with other teachers with the purpose to apply those kinds of activities in others subjects or classes in which role-plays could develop students' coexistence as it facilitates the learning of organization, following instructions, taking turns and respecting each other. In light of this, teachers gave their points of view about interaction and communication that could be developed with this strategy in different subjects and classes. Teachers commented that this strategy was useful because there were students who need to know and interact with other and the disciplined was difficult to manage in an activity.

### **Pedagogical implications**

As it can be observed in this research, the pedagogical process in students was satisfactorily achieved in order to get a meaningful improvement through a strategy that they could use in the classroom with the opportunity in their school to practice with those role-plays activities that afforded them having a different perspective to get close

to other language through role-plays about their interests, likes and dislikes with the purpose to encourage learning and interaction in English.

Furthermore, the teacher can take advantages about social communication by using other language because they can encourage students to improve their English skills. This improvement can be developed by providing values through listening, following instruction, sharing with different people, trying to do things, solving problems and communicating ideas and opinions through role-plays as a strategy for communication. Also, for students and the teacher, they can increase social relationships and values in order to involve experiences, ideas, activities and personal opinions about life, education and advices making English classed participative and interactive while they are learning.

### **Limitations**

There were some limitations that affected the results of this pedagogical intervention due to the methodology and pedagogical reflections. With regards to the methodology, the classroom was small and narrow to organize all students to play the activities speaking and preparing the role-play. The difficulty was that classmates sometimes could not listen and understand what their mates said because some groups spoke loud. However, it was not major obstacle to do activities.

Some difficulties were presented because students did not have the level of English required for their grade and it did not help them to understand and follow the instruction of the activity. At the beginning the lack of vocabulary had to be overcome with other activity in order to get a proper conversation with that vocabulary. For that reason, teacher had to repeat and explain the instructions more than twice for each activity and



sometimes she had to model examples. After four or five times repeating the instructions and providing examples, students got an idea and carried out the activities in each class.

Additionally, some students complained that some partners did not want to create the dialogue; so, this affected their role-play's presentations because they did not present anything. It is believed that these students did not participate and interact because they did not like the English class; and they did not like to get involved in the activities. These made them insecure as they had to present something that they did not know how to do in a correct way. Also, researcher observed that some participants sometimes did not attend classes, so they were left behind in the process because they did not understand and could not follow the instructions after being absent in previous classes.

Finally, the classes were short because they had four hours in the week and one block was not enough to apply a required activity to get the needed knowledge for preparing, practicing; and presenting the role-play. Also, the teacher had to follow the curriculum when designing the role-plays workshops because the school did not have an English program and the teacher could not omit topics because children had to continue with their school process as well.

### **Further research**

With the experience and knowledge that the researcher acquired from this study, it is believed that the research gave her a social sense in student's life and its purpose to get education for teachers who educate children in which we all learn to know them and how they feel and develop skills in class. We as teachers feel secure and complete helping children with lack of competences using this kind of strategies.

In that way, the direction for future studies as some recommendations are: first, a comfortable place where student's voice cannot be interrupted by car's or animal's noise because it is a distraction for them; then, they cannot concentrate. Besides, twelve sessions to apply explanation, warm up, preparation and presentation of role-plays are not enough because two hours per class is too little time to work with children. If there is the opportunity to take more time to work this strategy with the purpose to get a higher improvement in student's English oral communicative skills.

Additionally, researchers can think in topics around student's context and environment through activities that involve songs, family, games and technology that are themes that they listen to and speak all time. Additionally, this study suggests doing a revision for thematic axis of the English curriculum because those are not in the axis. (see appendix G.)

Furthermore, other researchers can follow this topic taking into account the skills and communicative competences to improve and work with role-plays as a tool in teaching and learning a foreign language. Role-plays provide not only oral skills, but also it contributes to integrate the four English skills as listening, reading and writing in the process to create and present this activity.

Researchers should focus on the way to use role-plays with students' needs because they can use it in different situations where they share and provide a body language, act as another person, and create their own character. For example, with the purpose to encourage student's change behaviors, increase relations, values, give advices and listen to others.

## ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

Research projects can be carried out speaking fluency or dialogues improvised through role-plays because it provides the opportunity to create and use imagination taking into account a story or a dramatic situation in which they can develop their skills and natural speech during a presentation because this activity increase communication, social relations, values and interaction in a dynamic way.

**References**

- Aamer, I. (n.y) The importance of speaking skills for EFL learners. Alama Iqbal Open university, Pakistan.
- Akkuzu, N. (2014) The role of different type of feedback in the reciprocal interaction of teaching performance and self-efficacy belief. Australian Journal of teacher education, 39 (3).
- Bilash, G. (2009) Improving second language education. Copyright.
- Bryson, E. (2007) Effectiveness of working individually versus cooperative groups: a classroom-based research project. University of Pennsylvania.
- Bruce & Hansson (2011) Promoting peer interaction. Sweden
- Burns, A. (2012) Doing action research in English language teaching. New York: Taylor & Francis.
- Bygate, M. (1997) Speaking. Oxford university press. New York
- Cohen, D & Cabtree, B (2006) qualitative research guidelines project. Princeton. RWJF. Taken from <http://www.qualres.org/HomeFiel-3650.html>
- Dorathy, A. (2011) Second language acquisition through task-based approach- Role-play in English language teaching. English for specific purposes world. 11
- Fattah, T. (2006) The effectiveness of a task-based instruction program in developing the English language speaking skills of secondary stage students. Ph.D. Degree in education.
- Forslund, K. & Hammar, E. (2012) Group work management in the classroom. Scandinavian Journal of Educational Research, (56), 5, 1-13. Copyright: Taylor and Francis.

- Fujji, A & Mackey, A. (2009) Interaction feedback in learner-learner interaction in task-based EFL classroom. *IRAL* 47 267-357. DOI: 10.1515/iral.2009.012
- Glenn, C. (2015) Role plays and creative skills and self-understanding. United States: Rowan & Littlefield.
- Harni, A. (2007) "Using role play in teaching speaking". Jarkarta-Indonesia.
- Huff, C. (2012) Action Research on using role play activity in an adult ESL level-one class- Saint Paul.
- Johnson, B & Christensen, L (2012) Education research: quantitative, qualitative and mixed approaches. United States of America: SAGE publications Inc.
- Jupp, V. (2006) Transcription. Sage. <http://dx.doi.org/10.4135/9780857020116.n210>
- Koole, T. (2015) Classroom interaction. University of Groningen. DOI: 10.1002/9781118611463.wbielsi092
- Kumpulainen, K. & Wray, D. (2002) "Classroom interaction and social learning. From theory to practice". London and New York: Routledge Flamer
- Kusnierek, A. (2015) "Developing students' speaking skills through role-plays". *World Scientific News*. Poland.
- Lazaro, A. & Azpilicueta, R. (2014) Investigating negotiation of meaning in EFL children with very low levels of proficiency. Universidad de Murcia. All rights reserved. *IJES*, vol. 15 (1), 2015, pp. 1-21
- Littlewood, W. (1981) Communicative language teaching, an introduction. Cambridge University Press. United Kingdom.

Lyvtochenko, I. (2009) How to make-upper level university English classes more interactive.

Number 2 English teaching fórum.

Masqrray (2018) Spontaneous interaction. Social media. Privacy policy.

Ministerio de Educación general (2016) Currículo sugerido de inglés para sexto a undécimo y derechos básicos de aprendizaje. Colombia.

Philp, J. Adams, R & Iwashita, N (2014) Peer interaction and second language learning. New York and London: Routledge.

Phillips, B. (1994) "Role-plays games in the English as a foreign language classroom"  
Interactive drama. China.

Prieto, C. (2017) Improving eleventh graders oral production in English class through cooperative learning strategies. Bogota.

Saldaña, J. (2009) The coding manual for qualitative researchers. London. Sage publications

Tuddor, I. (2001) The dynamic of the language classroom. London, editorial: illustrate, reprint.

**Annexes**

**Annex A. Transcription one**

*My first day at the school*

**Learning objective:** Student will be able to ask for places in the school and describe what favorite class is.

<b>Group 1 Steven (S1), Juan C (S2), Juan A (S3).</b>	
<b>Initiation</b>	<b>Role-play</b>
S1: usted dice, donde este dance class	S1: hello
S2: dance class?	S2: it is the dance class
S1: wh (where) dance class	S1: it dance class and get the bathroom
S2: it is dance class	S2: thank you
(4)	S3: hello
S2: diga una hay algo	S2: hello teacher
S2: it is the dance class	S3: hello student
S1: hello, it is a dance class	S2: it is word in class
S2: hello teacher	S1: hello teacher
S3: what time is it?	S3: hello student
S1: ahora usted?	S3: what time is it?
S2: it is dance class is (where)	S1: it is five nine
S3: it is dan (dance)	S3: thank you
S1: hello	
S3: hello	
1: it is five nine	
S1- s2: ^1^ (.)	
S2: después decimos thank you thank you y ya	

<b>Group 2 Keneth (S1), Samuel (S2)</b>	
<b>Initiation</b>	<b>Role-play</b>
S1: yo le digo cual es el nombre de él y él me contesta, y él me pregunta cuál es mi nombre	S1: your name is?
? my name is	S2: my name is David
My name is Samuel	Your name is
S2: (.) no ^shakes head^, your name is	S1: my name is Keneth
S1: your name is	S2: ^nod with his mouth^
S2: your name is Samuel	S1: I do, where are you an?
S1: Keneth	S2: where is the English classroom?
S2: where is the classroom?	S1: English classroom is in the (floor)
(5)	S2: thank you
S2: your class is in four second	

ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

S1: the classroom is in the four floor	
--	--

**Annex B. Field note one**

Field note session # 1		Date: 14 th april 2017	
<b>Learning objective:</b> Student will be able to ask for places in the school and describe what favorite class is.			
Interaction sequence		What was observed	My reflection
	Initiation	<p>Students decide the characters easily and started to look for meanings and words unknown to create the dialogues.</p> <p><b>Group #3.</b>  <b>S1: yo soy la alumna nueva</b>  <b>S2: yo soy la alumna vieja...antigua</b>  <b>S1- S2: ^el salón de clases ^</b>  <b>S1: where is</b>  <b>S2: primero what's your name</b></p> <p>Children correct themselves the pronunciation, but some of them did not believe it.</p> <p>Some children spoke very slow and it was difficult to understand and be reliability identified it.</p> <p><b>Group #2. S1: yo le digo cual es el nombre de él y él me contesta, y él me pregunta cuál es mi nombre ? my name is</b>  <b>My name is Samuel</b>  <b>S2: (.) no ^shakes head^, your name is</b>  <b>S1: your name is</b>  <b>S2: your name is Samuel</b></p>	<p>During we began to create the conversation when I explain the roles, they started to discuss who they were. That first time was easy because they were in accordance together.</p> <p>While they interacted, there were a lot misunderstanding because they cannot organize, then after they start to write down on the notebook and check meaning. It made that the interaction fall down in some cases because S1 said, you said that and S2 accepted and repeat.</p> <p>While they were preparing the role-play, there were a lot of lapses of silent because they thought about how told that part of the conversation.</p> <p>In addition, they created small conversations where they made two questions with its answers and they did not take into account some questions and vocabulary.</p> <p>Besides, I notice that the group with three students, two of them did not ask to S3, they just said what they told during the conversation and when they practiced it, before the presentation.</p>



ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

	Response	In the role-play, they learnt their dialogues but they looked very nervous but their interaction was responded and understood	During the role-plays it was very neutral because some of them read it, and correct words that the other one could not say anything, they made gestures with the purpose that the other say anything.  Also, when they started speaking, they had an inconstant visual contact and lapses of silent.
	Evaluation	The use the vocabulary and function were used a bit.  <b>Group #4. S2: usted me dijo hola niño, what is your name?</b> <b>S1: he wrote down</b> <b>S2: hagámoslo todo desde el inicio</b>  There were three students that have a good pronunciation and they helped their partner to correct mistakes.	After they interacted, they assessed themselves and together because they said things like “le falto decir new student”.  Sometimes, they could not organize the dialogue because they thought in how pronounced it and how the partner could help when the other one was in silent by times.
Negotiation (feedback)	What was observed	My reflection	
	They repeat the pronunciation to check and both read the same thing.  <b>Group #4. S2: where-re- is the system classroom</b> <b>S1: the classroom- the system classroom in the floor</b>	In this case, negotiation was understood because when they wrote down and practiced it, although, one of them did not understand, with one or two words that the other said, they immediately reminded and response.  One interesting thing as that between them, when one of them took more time to answer the other move the lips in order to help him.	

**Annex C. Transcription four**

*Sports*

**Learning objective:** Student will be able to say their abilities playing sports.

<b>Group 1 Juan C (S1), Juan A (S2) and Keneth (S3)</b>	
Initiation	Role-play
S1: Hello S2 – S3: Hello S1: can you play football? S3: I can play football S2: yes, can play football S1: Noo, era No S1- S3: era I cannot play football S2: pero yo dije yes S3: pero así está en el tablero yes o not S1: usted dice cannot S2: empecemos otra vez S1: can you play football? S3: I can play football S2: I can play football S1 – S3: I cannot @ @ @ S2: (3) S1: otra vez @ @ S3: no otra vez no, Armero pongase serio S1: can you play football? S3: I can play football S2: I cannot play football S1 – S2: <applauds> por fin S3: i cannot play basketball S2: can play basketball	S1: Hello S2: Hello S3: Hello S1: can you play football? S3: can play (.) S2: I cannot play football S1: can (2) no S2: can S1: can you play basketball? S3: I cannot play basketball S2: I can play basketball S1: can you play skateboard? S3: yes, no I cannot play skateboard S2: I can play skateboard S1: can you play swim? S3: yes, I can play swim S2: yes, can play swim

<b>Group 2 Jhon (S1) Samuel (S2)</b>	
Initiation	Role-play
S1: yo soy el A S2: bueno S1: es can, es can, hagale que es la ultima S2: entonces can you S1: play football	S1: Hello Samuel S2: Hello trainer S1: (2) can you swim? S2: yes, can you swim S1: can you ride bicycle? S2: yes, can you ride bicycle

<p>S2: can (write)                  S1: ahora usted me responde                  S1 – S2: no no                  S2: I cannot play football                  S1: mire como se escribe                  S2: hagamos 5 preguntas, hagamos la ultima                  S1: una cosa que usted no pueda hacer                  S2: montar patin                  S1: entonces escribamos can you ride skateboard                  S2: not can you (.) ah yes can you play football?                  S1: yes, can you play football?                  S2: no cannot play football                  S1: can you ride skateboard?                  S2: no cannot skateboard                  S1: bye Samuel                  S2: bye</p>	<p>S1: can you play basketball?                  S2: yes, can play basketball                  S1: can you (2) ride skateboard?                  S2: yes, no cannot ride skateboard                  S1: Ahh can you football                  S2: no, cannot play football                  S1: bye Samuel                  S2: bye trainer</p>
---	--

<b>Group 3 Saray (S1) Mateo (S2) Paula (S3)</b>	
Initiation	Role-play
<p>S2: I can play basketball                  S1: yes, can you                  S3: no es yes, I can play “yo se jugar nadar”                  Luego Mateo contesta                  S1: yes, can                  S3: yes, I can play volleyball                  S1: say to Mateo yes, I can play volleyball                  S3: yes, I can play volleyball.</p>	<p>S3: Good morning students                  S2: Good morning trainer                  S1: good morning trainer                  S3: ehh know (10)                  I want to do your abilities &lt;sneeze&gt;                  S2: I can run                  S1: I can swim                  S3: Mateo can you play volleyball?                  S2: yes, I can volleyball                  S3: play volleyball                  S2: play volleyball                  S3: Saray can you play basketball?                  S1: yes, I can <b>I can</b> play basketball                  S3: Mateo can you play basketball?                  S2: no, I cannot play basketball                  S3: Saray can you play football?                  S1: eh no, I cannot play football                  S3: ok thanks</p>

**Annex D. Transcription five**

<b>Group 3 Andres (S1) Thomas (S2) Javier (S3)</b>	
<b>Initiation</b>	<b>Role-play</b>
S1: what is your favorite food? <b>what is your favorite food?</b>	S3: empieza Marin
S2: quien inicia	(2) venga Marin
S1: yo	S1: what is your favorite play?
S2: what is your favorite food?	S3: my favorite play is soccer
S1: entonces yo soy el ultimo	S2: hellos partners
S1: what is your favorite color?	S1: hello, what is your name?
S3: yo soy el ultimo	< Reading > @ @ @
S2: quien de los dos inicia	S2: my name is Thomas
S1: yo	S3: my name is Javier
S3: mouth gesture	S1: my name is Andres
S2: color, mire el tablero	S2: do @ @
S1: what is your favorite play?	S1: do you play soccer in school break?
Osea cuál es tu juego favorito en el descanso	S2: no, a play soser
S2: ahora le toca a Javier	S3: play soccer
S1 – S2: what is your favorite play?	S1: yes, play soccer
S3: soccer	S2: what do play?
S1: you	(4) @ @ @
S2: favorite play	S1: yes, go a play soccer
S1: el responde my favorite play	
S2: no	
S1: is football	
Usted responde my favorite play is football	
S3: football	
S1: football es igual que soccer	

**Annex E. Field note five**

Field note session # 5		Date: 26th May 2017	
<b>Learning objective:</b> Student will be able to say their abilities playing sports.			
Interaction sequence		What was observed	My reflection
	Initiation	<p>Children negotiated with the person who began in the conversation and discussed about each character. They thought in who spoke more or less because in that way students organized the question and answers, also, they checked words and created the dialogues.</p> <p>In addition, students worked and tried to do the conversation with greetings and followed instructions and teacher's examples.</p> <p>Another thing was the combination of vocabulary, how children analyzed meaning and gave real examples of their daily routine. Children told about favorite food and what they did not like. When they only had to discuss about their favorite food.</p>	<p>The interaction has been developing in a groupwork in a discussion where conversations were to share ideas in English, and oral communication was always supporting by examples of real life Besides, the organization is a factor where students can do a connection in order to create a conversation while they followed instructions</p> <p>Also, the negotiation is part of communication where students looked for understanding where they give ideas and solve problems in order to be in accordance with a dialogue.</p> <p>Besides, the interesting by meaning is important because children were going to know more about the topic or search for new words in order to increase the knowledge and interest in a conversation while the discussion is about real experiences.</p>
	Response	<p>There was a student who is very shy but it was his first time to present a role-play. He tried creating the conversation with his partners but he did not give some ideas for that. In the</p>	<p>When there is a shy person who do the sacrifice to speak in English and be in front of a camera. While, a person who does not participate or help to create a dialogue where in a group interaction, other students ask</p>

ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

		<p>presentation, he was very nervous, he did not have visual contact, and he read but a lot of laughing with his classmates. Also, how they were supported in the reading or partners when they did not remember something of the role-play.</p>	<p>but that person did not interact, he only follows instruction's partners. In addition, I could say that the interaction is incomplete in those situations because there are not ideas with people who debate or give different points of view.</p>
	Evaluation	<p>In that time, students supported in reading and sometimes they corrected themselves. Besides, there were groups that finished and presented, and went to help other groups or solve doubts about vocabulary or questions.</p>	<p>In this point, I analyze that the repetition and feedback are continued because students are interested to have a good presentation doing a group work and help together. Those things effort in the communication because children are learning together.</p>
Negotiation (feedback)	What was observed	My reflection	
	<p>While children were practicing the dialogue, they had been correcting words pronunciation and question order. In addition, students saw and followed classmates or teacher's examples.</p> <p>When students said some food, immediately, they thought if it is favorite or not.</p>	<p>During the negotiation, students can recognize different things that they see or listen in classes and initiation because they are constructing meaning with a simple word they think and give an idea with it in order to write sentences and question following the examples. That is why, students have a preparation before and it helps them to correct, give feedback and construct meaning before, during and after.</p>	

**Annex F. Interview one**

<p>Student 1</p> <p>T: ¿cuál es tu nombre y cuántos años tienes?</p> <p>S: mi nombre es Samuel Machado Suarez y tengo 9 años</p> <p>T: a continuación, vamos hablar de los diálogos y las conversaciones que hicieron en grupos en clase de inglés. ¿Te acuerdas cual fue el que más te gusto?</p> <p>S: el de deportes</p> <p>T: te acuerdas como se pusieron de acuerdo para los personajes, quien era el estudiante A o el estudiante B.</p> <p>S: yo era B y Jhon era el A</p> <p>T: ¿qué fue lo más difícil de trabajar con tu compañero y organizar el dialogo?</p> <p>S: nada</p> <p>T: ¿no hubo problemas, nada?</p> <p>S: no (shakes head)</p> <p>T: ¿cómo organizaron el dialogo?</p> <p>S: nos pusimos de acuerdo quien era el entrenador y quien era el estudiante</p> <p>T: ¿quién daba más ideas para los diálogos?</p> <p>S: yo</p> <p>T: ¿por qué?</p> <p>S: porque yo le decía a Jon cuales podíamos escoger</p> <p>T: ¿quién era el que tomaba más la iniciativa del grupo?</p> <p>S: Jhon</p> <p>T: ¿por qué?</p> <p>S: porque él hablaba más cosas, yo hablaba menos</p> <p>T: ¿y porque hablabas menos?</p> <p>S: porque el estudiante le tenía que prestar más atención al entrenador</p> <p>T: ¿en algún momento no entendías lo que tu compañero te decía?</p> <p>S: no (shakes head)</p> <p>T: ¿qué actitud tomaba y que te decía, cuando tú no entendías?</p> <p>S: como el favor, pero me explicaba otra vez</p> <p>T: ¿cómo te hacías entender?</p> <p>S: hablando</p> <p>T: hablando en inglés</p> <p>S: mirábamos el tablero o el cuaderno</p> <p>T: ¿cómo te sentías haciendo la presentación del dialogo?</p> <p>S: me sentía emocionado y con pena</p> <p>T: ¿Por qué?</p> <p>S: porque casi no hablaba en ingles</p> <p>T: ¿cuándo notabas que tu compañero se sentía nervioso, inseguro o seguro?</p> <p>S: cuando ya nos ibas hacer el video</p>
--

**Annex G. Interview four**

<p>Student 4</p> <p>T: ¿cuál es tu nombre y cuántos años tienes?</p> <p>S: mi nombre es Edgar Stiven Prada Orjuela</p> <p>T: a continuación, vamos hablar de los diálogos y las conversaciones que hicieron en grupos en clase de inglés. ¿Te acuerdas cual fue el que más te gusto?</p> <p>S: el de (2) cuando hicimos el del entrenador y el estudiante, porque se trataba de deportes y que nos hacía aprender más inglés.</p> <p>T: ¿cómo se pusieron de acuerdo para los personajes?</p> <p>S: eh decidiendo quien era el que tenía más años escogía el A o el B</p> <p>T: ¿qué fue lo más difícil de trabajar con tu compañero y organizar los diálogos?</p> <p>S: que a veces se paraba hablar y no trabajaba</p> <p>T: y para organizar el dialogo</p> <p>S: yo le decía que fuéramos a sentarnos a trabajar y organizar el dialogo para sacar buena nota en inglés.</p> <p>T: ¿quién iniciaba la organización de los papeles?</p> <p>S: el compañero con el que casi siempre trabaje, él era el que organizaba cuál era el A o el B.</p> <p>T: por qué elegía el A o el B</p> <p>S: porque a mí no me gustaba tomar decisiones así, digamos si yo decía algo se ponía bravo entonces dejaba que el decidiera</p> <p>T: ¿quién daba ideas para los diálogos?</p> <p>S: yo prácticamente ;, fue yo porque yo daba casis todos los temas para los diálogos</p> <p>T: ¿quién era el que tomaba más la iniciativa del grupo?</p> <p>S: mi compañero</p> <p>T: ¿en algún momento no entendías lo que tu compañero te decía?</p> <p>S: depende de las cosas que me decía, porque a veces pronunciaba mal no le entendía</p> <p>T: ¿y el que actitud tomaba y que te decía?</p> <p>S: él me decía que porque no entendía que él estaba hablando en inglés y que yo le decía que lo estaba diciendo mal</p> <p>T: y que actitud tomaba</p> <p>S: se ponía bravo y a veces se ponía hablar y no trabajaba</p> <p>T: ¿Qué hacía tu compañero cuando te equivocabas?</p> <p>S: cuando yo me equivocaba, él me decía que buscara en el diccionario de inglés para ver si estaba bien la palabra</p> <p>T: ¿Cómo te sentías haciendo la presentación del dialogo?</p> <p>S: me sentía bien, no me sentía nervioso ni nada</p> <p>T: ¿Cuándo notabas que tu compañero se sentía nervioso, seguro o confiado?</p> <p>S: cuando se ponía a sudar</p>
--


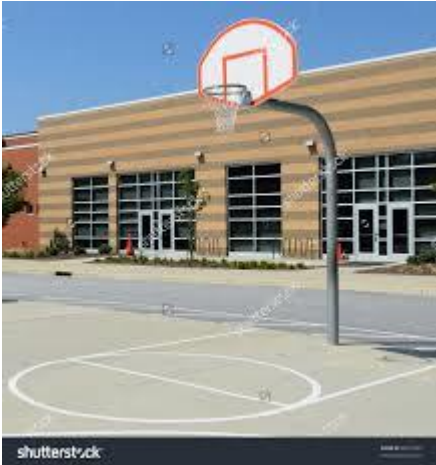


**Appendixes**

**Appendix A. Pedagogical intervention (role-plays)**

Type of Role-play 1	Controlled through cues and information	
Topic	My first day at school	
Learning Objective	Student will be able to ask for places in the school and describe what favorite class is.	
Function	Where is the classroom/system classroom? What is your favorite subject? Where is the dance class? The room is... It is.... My favorite subject is	
Vocabulary	Classroom English System Classroom Dance class Yard	
Situation	There are two students, one of them is new in the school and the other one is not. The New student is looking for the school rooms. Help the new student to find the room	
Introducing the vocabulary	I show them a big picture about the school, they have to highlight with different colors the school's rooms. Then, they listen a recording with the vocabulary to check pronunciation. Finally, they have to move to the board and match the picture and word.	
Practicing the function	I am going to explain the structure of the questions with examples. I show a poster with questions and examples. Then, they organize in peers and prepare a performance where a student guides the other in the school.	
Role play	<b>Student A</b>	<b>Student B</b>

ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

	<p>-you are a new student in the school. You have to ask the following.</p> <p>-Where are the classrooms?</p> <p>-what is your favorite class?</p> <p>-what are the school's parts?</p> <p>-Who is my teacher?</p>	<p>-you are an old student. You want to help student A Answer his questions about.</p> <p>- The system Classroom is....</p> <p>-The dance class is.....</p> <p>-The classrooms are in the second floor....</p> <p>- My Favorite class are/is....</p> <p>-It is....</p> <p>-Our teacher is....</p>
<p>Attaches:</p>	<p><b>Match</b></p>  <p><b>English</b></p>  <p><b>Classroom</b></p>	



**Yard**



**Dance class**



**System classroom**

**Activity**




you have to order the sentences and answer the question



1. My/ where/ is/ dance class?
2. Your/ favorite/ what/ is / subject?
3. Is/ where/ dance class/ the?
4. Who/ teacher/ is / the?
5. System classroom/ where/ is/ the?

ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

Topic	Lending and borrowing things	
Learning Objective	Student will be able to borrow and lend classroom objects.	
Function	Can you lend me...? Do you have...? I have.... I need....	
Vocabulary	School supplies: Pencil, Eraser, Book, Colors, Sharpener and scissors.	
Situation	There are two students in class, one of them does not bring his school supplies for art class. He needs to borrow some school supplies	
Introducing the vocabulary	<p>I am going to show a video with the vocabulary: Pencil, Eraser, Book, Colors, Sharpener, and scissors, and its pronunciation.</p> <p>They are going to watch the video three times, and then on a piece of paper write the objects that they remember and describe them.</p> <p>Then, I do a memory game where they have to choose the correct word with the picture and finally, I ask them for examples with the vocabulary.</p>	
Practicing the function	<p>I am going to do an example asking for something using CAN YOU BORROW A PEN? Then, I ask them what function I did.</p> <p>Then, I give examples using the school supplies. After that, I give some question and they have to answer using I CAN and I NEED...</p> <p>Finally, in groups of four, they create questions and each one is going to ask for someone different in the group, and the other students answer the question.</p>	
Role play	<b>Student A</b>	<b>Student B</b>

ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

	<p>-Hi, _____ (use your partner name)</p> <p>-are/ How/ you?</p> <p>-help/ you/Can / me/?</p> <p>-</p> <p>-you/ lend/ Can/ a/ me/ color?</p> <p>-need/ I / the/ color/ blue.</p> <p>-you/ lend/ can/ me/ the/ red / color/?</p> <p>-thanks, you friend</p>	<p>-Good morning, _____ (use your partner name)</p> <p>- thanks/ fine</p> <p>-Tell/ what/ you/ me/ need/ do/?</p> <p>-Yes/ I/ of, course/ bring/ school supplies/ my.</p> <p>- Have/ different/ I / colors. What/ need/ you/ do/?</p> <p>-have/ I / do not/ the/ blue/ color.</p> <p>-yes, take it (you lend him the red color).</p> <p>-your welcome.</p>
<p>Attaches: Mental game</p>	<div style="text-align: center;">  <p><b>Pencil</b></p>  <p><b>Eraser</b></p>  <p><b>sharpener</b></p> </div>	

	 <p><b>colors</b></p>
	 <p><b>book</b></p>
	<p><b>Activity</b></p> <p>They have to arrange sentences practicing the vocabulary and functions.</p> <p>For example:</p> <p>You / lend / pencil / can / me ?</p>

Type of Role-play 3	Controlled through cues and information
Topic	Household chores
Learning Objective	Students will be able to ask and say what household chores they like and do not like doing
Function	Do you like...? I like... I do not like
Vocabulary	Household chores vocabulary Make the bed Sweep the floor Wash the dishes Set the table Do the shopping Tidy the room

ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

<p>Situation</p>	<p>There are two brothers. Student A is the oldest and student B is the YOUNGEST. They have to discuss what household chores they like and do not like doing.</p>	
<p>Introducing the vocabulary</p>	<p>I describe one of the pictures shown and ask them to guess the name of pictures. Then, I give them a word search and they have to find the vocabulary explain.</p> <p>See attach 1.</p>	
<p>Practicing the function</p>	<p>First of all, I show household's pictures and I give an example about what I like and do not like doing in my house.</p> <p>I give them five sentences and they have to complete with the verb LIKE and DO NOT LIKE with the vocabulary according with themselves</p> <p>-I _____ the bed every morning</p> <p>-I ____ like _____ the floor because the dog plays with it.</p> <p>-I do not _____ tidy the _____ on weekends.</p> <p>-I _____ the dishes</p> <p>Then, they are going to ask among them what they like doing in household chores after they arrived at the school and make a presentation using the function and vocabulary.</p>	
<p>Role play</p>	<p><b>Student A</b></p> <p>You are the oldest brother and you are very lazy. Ask your younger brother what he/she likes to do. Then answer his/her questions</p> <p>-Do you like make...?</p> <p>- I do not like do make.</p>	<p><b>Student B</b></p> <p>You are the youngest brother and you want to know what your older brother likes and does not like to do at home. Then answer his/her questions</p> <p>-I do not like tidy.....</p> <p>-I like go to.....</p>

ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

	-I like go...	-I always sweep the.... -What do you do?
--	---------------	---

Type of Role-play 4	Controlled through situation and goals	
Topic	Sports	
Learning Objective	Student will be able to say their abilities playing sports.	
Function	I can ... I cannot do... Can you...?	
Vocabulary	Sports: Play football, play volleyball, ride skateboard, swim	
Situation	There are a group of friends, and Student A is a trainer goes to ask what abilities they have playing sports. Student B explains what he can do and cannot too.	
Introducing the vocabulary	They are going to watch a video about sport vocabulary. They have to remember eight sports without seeing the notebook.  Then, they draw on the board one sport and make the mimic.	
Practicing the function	I show a picture where I explain what things we can and cannot do while playing volleyball, I give the rules and say that I can jump in volleyball, I cannot use my foot, I can use my hands and I cannot push my partners.  Then, I ask what sports they practice and like/do not like.  According to that, they have to complete an activity and then, prepare what they can and cannot do with their favorite sport.	
Role play	<b>Student A</b> You are the trainer and you are looking for some	<b>Student B, C and D</b> You are students that practice some sports, each of you are



ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

	<p>students that have some abilities playing sports.</p> <p>You have to ask...</p> <p>-What is your favorite sport?</p> <p>-what can you do?</p> <p>-can you run fast?</p> <p>-can you jump?</p>	<p>going to answer some questions and say what abilities you have developed.</p> <p>-I can play....</p> <p>-I can swim...</p> <p>- I can ride....</p> <p>-I can run very fast.</p>
Attach:	<p>Sport vocabulary:</p> <p><a href="https://www.youtube.com/watch?v=UiF7S_tdZIk">https://www.youtube.com/watch?v=UiF7S_tdZIk</a></p> <p><a href="https://www.youtube.com/watch?v=tgUSHk6JaTY">https://www.youtube.com/watch?v=tgUSHk6JaTY</a></p>	

Type of Role-play 5	Controlled through situation and goal
Topic	School break
Learning Objective	Students will be able to share their favorite snake or food
Function	<p>What is your favorite food/snake?</p> <p>My favorite snake/food is...</p> <p>What do you want to eat? I want to eat....</p>
Vocabulary	Chips Yogurt Ice cream Chocolate bar Sandwich Candies
Situation	There are two classmates and they have time to take a snack break. Student A brings his favorite snack every day, he asks his friend Student B what his favorite snack is. Student B say their favorite food.
Introducing the vocabulary	I am going to give flashcards and meanings but it is divided in two parts. They organize by groups of five people and they look for completing the flashcards. They have to ask WHO DO YOU HAVE AN __ (say the food)___?

ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

	After they find the complete pictures, I give them an incomplete comic, they have to complete it with the vocabulary practice.	
Practicing the function	<p>I write on the board a sentence with favorite things such as food, colors and toys. It is to express something that we like so much.</p> <p>I ask them what your favorite food, color and toy is, and they answer MY FAVORITE ... IS....</p> <p>After that, they are going to ask five classmates what your favorite food is and write it in their notebook it. Then, they say what the classmates' favorite food is.</p>	
Role play	<p><b>Student A</b></p> <p>You are the shop school seller in the school, you have asked:</p> <p>-what is your favorite food?</p> <p>-Do you like the ships?</p> <p>-What do you like to eat?</p>	<p><b>Student B</b></p> <p>You are a student and you go to shop school break. You ask your partner what favorite food he likes. Answer:</p> <p>-My favorite food is...</p> <p>-I like to eat</p> <p>-I want...</p>

Type of Role-play 6	Controlled through cues and information
Topic	Finish the primary school
Learning Objective	Students will be able to describe their emotions in the final day in the school.
Function	<p>What do you feel?</p> <p>I feel...</p> <p>Who do you miss?</p> <p>I miss my...</p> <p>What do you do next year?</p>

ORAL PRODUCTION THROUGH INTERACTION WITH ROLE-PLAYS IN EFL CLASSES

	I study in....	
Vocabulary	Happy Sad Excited Worried Nervous Tired My teacher the school the school break my friends	
Situation	There are a group of students in the school, student A feels very happy because he finished his primary school, he wants to know how their classmates feel and what they do after school. Student B feels very tired and he does not want to study more. These students talk about their emotions and things to do after the school.	
Introducing the vocabulary	I am going to hide faces with different emotions and its name in English and Spanish inside of the school. By groups, they have to share the face with its two meanings. After that, I give to each student an emotion and a thing, they have to guess describing what emotions the other person has in peers.	
Practicing the function	I give some examples where they have to identify the vocabulary and explain what it means writing on the board. Then, in groups, they have to imagine that they are in their graduation ceremony and teacher and known ones ask them how they feel, what they are going to miss.	
Role-play	<p><b>Student A</b></p> <ul style="list-style-type: none"> <li>- You are a student and you have in your final day in the school. You feel very happy and you want to know how their classmates feel and what they do after school. You ask...</li> <li>-What do you feel today?</li> <li>-Who do you miss?</li> <li>-I feel very excited</li> <li>-I miss my teachers and the school</li> <li>-what do you do after the school?</li> </ul>	<p><b>Student B</b></p> <ul style="list-style-type: none"> <li>- You are a student and you feel very tired and you do not want to study more. You say to your classmate</li> <li>-I feel very tired and worried</li> <li>- I do not want to study</li> <li>-I miss my friends and school break</li> </ul>

**Appendix B. Field notes sample**

Field note session # 1		Date:	
<p><b>Learning objective</b> Students will be able to describe people using adjectives</p>			
Interaction sequence		What was observed	My reflection
	Initiation		
	Response		
	Evaluation		
Negotiation (feedback)	What was observed		My reflection

**Appendix C. Interview questions sample**

<b>Interview</b>	
<b>Preguntas</b>	
¿Cuál es su nombre y cuántos años tiene?	
1. Vamos hablar de los diálogos que realizamos y que hicieron en grupo, te acuerdas cual fue el que más te gusto?	
2. ¿Cómo se pusieron de acuerdo para los personajes?	
3. ¿Qué fue lo más difícil de trabajar con tu compañero y organizar el dialogo?	
4. ¿Quién iniciaba la organización de los papeles? ¿Por qué elegías ese?	
5. ¿Quién daba ideas para los diálogos?	
6. ¿Quién era el que más tomaba la iniciativa en el grupo?	
7. ¿En algún momento no entendías lo que tu compañero decía? ¿Qué actitud tomaba y que te decía?	
8. ¿Cómo te hacías entender?	
9. ¿Qué hacía tu compañero cuando te equivocabas?	
10. ¿Si tu decías una palabra, tu compañero captaba el mensaje fácilmente o preguntaba si no entendía?	
11. ¿Como te sentías haciendo la presentación del dialogo?	
12. ¿Cuándo notabas que tu compañero se sentía nervioso, seguro o confiado?	

**Appendix D. Transcription sample**

<b>Group 1 Steven (S1), Juan C (S2), Juan A (S3).</b>	
Initiation	Role-play
S1:	S1:
S2:	S2:
S1:	S1

**Appendix E. Consent letter for the institution (Santo Toribio de Mogrovejo)**



**Consentimiento Informado para participar en un estudio de Investigación**

**Investigador:** Angie Dianit Hernández Rodríguez

Dirigido a la Institución Colegio Santo Toribio de Mogrovejo

Apreciados Directivos

La presente comunicación tiene como objetivo solicitar su autorización para realizar la implementación del proyecto de investigación con estudiantes del grado quinto (5o) por parte de la estudiante de último semestre de la Universidad Minuto de Dios Angie Dianit Hernández Rodríguez. A continuación, las actividades que serán realizadas para la implementación del proyecto se presentan a continuación.

**Nombre Del Proyecto:** oral production through interaction with Role-plays in EFL classes

**Objetivo:** Mejorar la producción oral a través de la interacción con juegos de roles.

**Actividades:** el propósito de este proyecto es implementar una serie de actividades en este caso los juegos de roles en ingles que permitan la interacción y comunicación entre los estudiantes.

**Instrumentos:** los instrumentos utilizados por el investigador, se describirán a continuación:

1. Diario de campo de cada clase.
2. Grabación durante las actividades de juegos de roles.
3. Entrevista grupal al finalizar los juegos de roles.

**Los participantes**

1. Podrán hacer preguntas sobre el proyecto cuando lo deseen
2. Podrán retirarse del proyecto cuando lo deseen
3. No se usará el nombre real del estudiante

Este proyecto les brindara los estudiantes la oportunidad de incrementar sus relaciones interpersonales y su comunicación, además de aprender inglés a través de actividades dinámicas, integradoras y trabajos en equipo. Por lo tanto, la identidad del estudiante y la institución será de total discreción y confidencial. Así mismo, las evidencias y resultados estarán en un lugar seguro y solo el investigador tendrá acceso a ello.

Sin otro particular, el nombre de Uniminuto agradece a los padres de familia y al colegio Santo Toribio de Mogrovejo su valiosa colaboración en pro de la mejor información de los licenciados en inglés.

Atentamente.

Angie Dianit Hernández

Contacto: Correo Electrónico: [angie\\_h\\_r\\_2307@hotmail.com](mailto:angie_h_r_2307@hotmail.com)

#### Appendix F. Consent letter for parents



#### Consentimiento Informado para participar en un estudio de Investigación

**Investigador:** Angie Dianit Hernández Rodríguez

Dirigidos para padres de familia

Apreciados Padres de Familia,

La presente comunicación tiene como objetivo solicitar su autorización para que algunos de los estudiantes participen en el proyecto de investigación a cargo de la estudiante de último semestre de la Universidad Minuto de Dios Angie Dianit Hernández Rodríguez.

Las actividades que serán realizadas para la implementación del proyecto se presentan a continuación.

**Nombre Del Proyecto:** Oral production through interaction with Role-plays in EFL classes

**Objetivo:** Mejorar la producción oral a través de la interacción con juegos de roles en estudiantes de quinto grado en inglés con Lengua Extranjera.

**Actividades:** el propósito de este proyecto es implementar una serie de actividades en este caso los juegos de roles en inglés que permitan la interacción y comunicación entre los estudiantes.

**Instrumentos:** los instrumentos utilizados por el investigador, se describirán a continuación:

4. Diario de campo de cada clase.
5. Grabación durante las actividades de juegos de roles.
6. Entrevista grupal e individual al finalizar los juegos de roles.

**Los participantes**

4. Podrán hacer preguntas sobre el proyecto cuando lo deseen
5. Podrán retirarse del proyecto cuando lo deseen
6. No se usará el nombre real del estudiante

Este proyecto les brindara a sus hijos la oportunidad de incrementar las relaciones interpersonales y su comunicación, además de aprender inglés a través de actividades dinámicas, integradoras y trabajos en equipo. Por lo tanto, la identidad de su hijo será de total discreción y confidencial. Así mismo, las evidencias y resultados estarán en un lugar seguro y solo el investigador tendrá acceso a ello.

La participación es voluntaria y la decisión es del padre de familia correspondiente a que su hijo participe del proyecto, si usted da el consentimiento, estará libremente de llevarse a su hijo en el tiempo que lo vea necesario sin ninguna consecuencia. Finalmente, si usted padre de familia está dispuesto a participar y su hijo quiere participar, por favor firmar en la parte final de este consentimiento. Si tiene preguntas o dudas, estas serán resueltas cada vez que sea necesario.

Sin otro particular, el nombre de Uniminuto agradece a los padres de familia y al colegio Santo Toribio de Mogrovejo su valiosa colaboración en pro de la mejor información de los licenciados en inglés.

Atentamente.



Angie Dianit Hernández

Contacto: Correo Electrónico: [angie\\_h\\_r\\_2307@hotmail.com](mailto:angie_h_r_2307@hotmail.com)

Firma de Aceptación

Yo \_\_\_\_\_ padre de familia permito la participación de del estudiante  
\_\_\_\_\_ en el proyecto de investigación.

Firma acudiente \_\_\_\_\_

**Appendix G. English curriculum for fifth grade**

**Participants**

