

Speaking Activity: Simulated OPI Roleplays

Attendees: Bogota (A-chan and Lala Absent) 11/21/19	
Materials: <ol style="list-style-type: none"> 1. OPI-style roleplay scenarios written on index cards <ol style="list-style-type: none"> a. 2 Intermediate (Warm-Up) b. 3 Advanced (Main) c. 1 Superior (Challenge) 	Reminders: <ul style="list-style-type: none"> • Adjust roleplay difficulty to fit the proficiency of your learner(s): try to include a few from below their level as warm-up and a few from above their level as a challenge; this activity was for an Advanced speaker, so Int-Adv-Sup were selected • Check which learners will be in attendance in advance
Activity Objective(s): <ul style="list-style-type: none"> • Practice the following linguistic functions: <ul style="list-style-type: none"> ○ Asking wh- questions for a specific, transactional purpose ○ Narrating using the simple past and past perfect as necessary to express meaning/order of events ○ Negotiate a complicated situation/transaction with an interlocutor who may not be agreeable ○ Outline an opinion, support it, and discuss abstract ideas beyond the self 	

Time	Procedures
N/A, general notes	<ul style="list-style-type: none"> • Provide implicit corrective feedback when necessary, but try to avoid interrupting the flow of conversation in a way that a non-instructor interlocutor would not • i.e. do not pause for explicit explanations of grammar or linguistic phenomena until after roleplay has concluded
5-7 minutes	<ul style="list-style-type: none"> • Do 2 roleplays that are below the learner's proficiency level as a warm-up (using self as the other party in the roleplay; this procedure would look different if other learners had been able to attend) • For the first roleplay, play the role of the one asking the questions and allow learner to respond • For the second, switch roles and prompts, and allow them to be the respondent to the prompt, i.e. the party responsible for asking the questions and getting information from the interlocutor
2-3 minutes	<ul style="list-style-type: none"> • Ask learner how they feel they performed and talk about any problems in their ability to successfully negotiate the interaction
10-15 minutes	<ul style="list-style-type: none"> • Do 3 roleplays at the learner's proficiency level • As in prior segment, allow the learner to play the role of the one being negotiated with or having an event explained to <i>first</i> for modeling purposes • Switch and allow the learner to be the one describing and negotiating
3-5 minutes	<ul style="list-style-type: none"> • Ask learner how they feel they performed and talk about any problems in their ability to successfully negotiate the interaction

7-10 minutes	<ul style="list-style-type: none">• Finally, select a prompt for a roleplay or other type of interactional speech act (Superior tasks are not technically “roleplays”) that is above the learner’s proficiency level as a challenge• Since only one prompt will be used, allow the learner to be the one tasked with explaining their stance on a topic from the beginning (for Superior)
Total: 27-40 minutes	Wrap-Up <ul style="list-style-type: none">• Make sure learner understands that the last task chosen was meant to be more difficult on purpose and that even if they cannot handle it now, they will grow with time and become capable of tasks that are difficult now