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**LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS**

**ROLE PLAY AS A STRATEGY TO PROMOTE ORAL INTERACTION IN FIFTH GRADE STUDENTS OF THE INSTITUCIÓN EDUCATIVA CORAZÓN DE MARÍA IN CARTAGENA, COLOMBIA**

**FELIPE ACEVEDO MAZA**
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**CARTAGENA DE INDIAS D. T. Y C.**

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**TRABAJO DE GRADO PARA OPTAR AL TÍTULO DE**
**LICENCIADO EN EDUCACIÓN CON ÉNFASIS EN INGLÉS**

**ASESORA**
**LUZ MIREYA PELAEZ**

**CARTAGENA DE INDIAS D. T Y C.**
**2016**

**NOTA DE ACEPTACIÓN**

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**Dedication**

       We dedicate this thesis project to God almighty because without his help this one would not have been possible and who has been with us in every step, taking care of us and giving to us strength to continue. To our darling parents who throughout our lives have ensured our welfare and education being them our support at all times. Putting their whole confidence in each challenge presented. It is for them that we are what we are now. We love them with our lives. We want to thank to our thesis advisor Luz Mireya Peláez López for taking us beyond our limits to achieve the excellence and Unicolombo for giving us the opportunity to receive us.

**Abstract**

This study describes a research that we carried out in order to promote the oral interaction in English language implementing the role play activity, where fifth grade students of a public institucion Corazón de María interpreted papers staging social roles in real life contexts. Data were collected through a participatory interview, an observational checklist, field notes and audio recordings and using a type of research called Participatory action research (PAR). The results revealed that some factors affecting the oral interaction among students and the students who were involved in role play activity gained confidence, improved their oral interaction and enjoyed the activitiesa lot. The results obtained with confirm that role play strategy was meaningful.

**Key words:** Role play, English as a Foreign Language (EFL), oral interaction, participatory action research (PAR)

**Resumen**

Este estudio describe una investigación que llevamos a cabo para promover la interacción oral en el idioma inglés implementando la actividad de role play, en donde los estudiantes de quinto grado de una escuela pública llamada Corazón de María escenificando roles sociales en contextos de la vida real. La información fue recolectada a través una entrevista participativa, un registro de observación, notas de campo y grabaciones de audio y el tipo de investigación es investigación acción participativa (IAP). Los resultados revelaron que algunos factores afectan la interacción oral entre los estudiantes y que los estudiantes que estaban envueltos en la actividad

de role play ganaron confianza, mejoraron su interacción oral y disfrutaron mucho las actividades y no encontraron demasiados desafíos.

**Palabras Claves:** Juego de roles, Inglés como lengua extranjera, interacción oral, investigación acción participativa (IAP)

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**Introduction**

For many researchers and educators, oral interaction is an important part of a foreign language learning because it allows human being to interact with others and express by themselves and be sociable is a feature of every human being, not looking profession, social condition, culture, religion, race, etc.

That is why the teaching and learning process of English language should be focused on oral interaction in order to express thoughts and feelings and emotions, maintain relationships according to the real life contexts in which we are involved. (Rivers, 1987; Oliver and Philp, 2014; Mariani, 2010; Macaro, 2005).

In Colombia, the recognition of the vital importance of foreign language learning, in this particular case, English, led the Ministry of Education to develop different projects with the purpose of having citizens able to communicate in English. As part of the National Bilingual Program in 2006 the Basic Standards of English as a Foreign Language were created with the purpose of achieving the citizens in order to be able to communicate in English, so that they can insert to our country in the process of universal communication, in the global economy and cultural openness, internationally comparable standards. This objective implies a structured plan development of communication competences through the education system.

Following the goals of the National Bilingual Program, the current Colombia Very Well program, is seen as a strategy for improving the quality of English teaching in Colombia and to

promote the competitiveness of Colombians' especially in private and public school. Lots of efforts have been made to improve the English proficiency of students to achieve the objectives of the national program of bilingualism, but unfortunately the programs still have not achieved the ultimate goal of a bilingual Colombia.

Colombia is a country with a low level of English proficiency among the student population of public schools, according to a report by the researcher Andrés Sánchez of the Bank of the Republic (2013) whose study states that students do not have access to English culture, idioms expressions and everyday development of the language in the classroom.

This is the case of Institución Educativa Corazón de María  located in the San Francisco neighborhood of Cartagena-Colombia. This school counts with a population of 479 students and 15 teachers. The average age of the students is 12. This school has a library and a computer lab, but the classes always take place inside the classroom. During our internship period in this school in 2014, we had the opportunity to work with fifth grade which is constituted of 36 students belonging to low-income families. After having made a preliminary interview to the English teacher, and through some observations to the English classes of these students we could see that these students have difficulties in the oral interaction of  the target language.

Taking into account the Basic Standards of Competence in English as a Foreign Language, these students  should be able to answer basic questions such as: "How are you?", "How old are you?", "Is everything OK?", "Where are you from?", "Are you a student?", "How

do you feel?", and "Where do you live?". Instead of answering the questions, some of them try to repeat the questions back, show a lack of motivation before the class, invent words and use gestures and signs in order to be understood. They are not able to express their basic needs like Can I go to the bathroom?, Can you repeat that? or , How do you say….. in English?, also, there is not orally interaction in English, so that they prefer to use their mother tongue all the time.

In their English classes they have English notebooks and dictionaries and sometimes the teacher brings printed information or worksheets. Students do not want to participate in class in any of the activities selected by the teacher. It was also observed that students do not have sufficient supply of didactic materials such as English language workbooks, CD player, projector or internet access. In addition, the library does not have any books or magazines in English. Due to this, students have showed low performance in oral interaction as well as resistance to interact in English with teacher and partners. In order to help with this situation, this research project aims to foster the need to interact in English with the fifth grade students and contribute to the development of the English level and oral interaction of the students.

Through oral interaction the students can have a better social development, and they will assume an active role, besides being active in class. Beside this, "Communicative competence involves the ability to use language appropriate to a given sociocultural context employing various interaction strategies" (Bhatia Ritchie,2008). That is to say that the more need the students feel to communicate in a target language, the more excited and motivated they will be and their oral interaction. For this reason, it has asked the following research question: what is

the effect of the application of role play as a strategy to promote oral interaction in a group of fifth graders at Institución Educativa Corazón de María  in Cartagena?

With the purpose of giving response to this situation, this study suggests the convenience of implementing role play strategy to promote oral interaction of fifth grade students at Institución Educativa Corazón de María . In order to achieve the objective stated, it is necessary to identify  the factors that affect the oral interaction among fifth grade students in their English classes and propose activities based on role play strategy to be developed during the classes.

On the other hand, it should take into account that this project serves to improve oral interaction, being that Cartagena has a strategic location on the Caribbean coast of Colombia, making it a region of multiple contacts with various cultures of the world and bring world headquarters of tourism. English proficiency means to communicate better, open borders, explore new horizons, to understand other contexts, understand and be understood, enrich knowledge and play a leading role in the development of the country.

One way of communication is through speech. The dominance of English speaking skills is a priority for students of English as a foreign language. Students therefore tend to evaluate their learning achievement and the effectiveness of their English class, based on how well they feel they have improved their oral expression. It is important to learn how to express orally, because it is mainly through conversations the way a person is able to speak with others.

As the it is exposed in the Basic Standards on English Competence in Colombia, it is necessary that students from primary to secondary level are able to develop communicative competences in order to become citizens able to communicate in English. The Common European Framework (CEF) was adopted by the Standards and indicate that fifth grade students should be able to participate in short conversations that facilitate them the oral interaction between them, express their basic needs, answer questions about age, nationality, address, using repetition when be necessary, they should be in the  level (A2.1) according to the scale of different levels  of standard of competences (See Table 1).

**Table 1:**
English Levels According to the Common European Framework

| Niveles según el Marco Común Europeo | Nombre común del nivel en Colombia | Nivel educativo en el que se espera desarrollar cada nivel de lengua | Metas para el sector educativo a 2019 |
|---|---|---|---|
| A1 | Principiante | Grados 1 a 3 | |
| A2 | Básico | Grados 4 a 7 | |
| B1 | Pre intermedio | Grados 8 a 11 | •Nivel mínimo para el 100% de los egresados de Educación Media. |
| B2 | Intermedio | Educación Superior | •Nivel mínimo para docentes de inglés. •Nivel mínimo para profesionales de otras carreras. |
| C1 | Pre avanzado | | •Nivel mínimo para los nuevos egresados de licenciaturas en idiomas. |
| C2 | Avanzado | | |

(Estandares Básicos de Competencia guia Nª 22, MEN, 2006)

Different studies about role play as a strategy to promote oral interaction demonstrate good results with different groups of students. Quintana (2011) in the study, the impact of role play simulation, gave us many contributions about the effects of using this strategy with fifth grade students who are learning English as a foreign language. It helped students had a better acquisition of vocabulary using basic elements of the real context in the target language and their social environment and their interest in English. This strategy can cause a positive impact on the

students of Institución Educativa Corazón de María and make them feel motivated to learn a second language.

As Guanoquiza (2011) exposed in the article "Aplicación del role play como estrategia de aprendizaje de enseñanza para desarrollar la habilidad de hablar en inglés en estudiantes de enseñanza media de la Universidad Técnica de Cotopaxi, Latacunga – Ecuador",   c|Students have developed creativity and increased motivation versus communicative situations to which students faced. These results show us that role play is a strategy that can also provide opportunities for students to practice English at school and help them participate more in class.

A revision of the literature concerning the oral interaction, EFL (English as a Foreign Language)  CLT (Communicative Language Teaching) and  role play, help us support the effects of using role play as a strategy to promote oral interaction among students in the process of learning English as a Foreign Language (EFL hereafter).

First of all, oral interaction refers to "integral part of our human communication. Be it on the phone, face-to-face, or even over the internet with video links almost all of us will spend some time each day speaking and listening to others" (Oliver and Philp, 2014, p.1) and  play a significant role for the development of student's oral performance.also oral interaction offers opportunities for extended involvement in authentic classroom conversations are essential for all students and have additional benefits for students who are learning the language of instruction as a second or additional language"(Coelho, 2012, p. 228).

According to the  basic standards of English competence EFL is defined as the English that is not spoken in the immediate local environment and social conditions and therefore do not require permanent daily use for communication language different from English as a Second Language (ESL)  that is essential for government, commercial, social and educational activities, which is required for the communication of citizens of a country that the students has once outside the classroom.

The desired goal of language learning is the ability to communicate and not the ability to use language as a native speaker would do. ”Communicative language teaching is a meaning-based learner-centered approach L2 teaching were fluency is given priority over accuracy”(Cummins and Davison, 2007, p.272).

CLT is considered useful to promote classroom interaction because let students to increase acquisition of knowledge, that is why "it is widely accepted as the most appropriate instructional model within foreign language, teaching practices whose goal is foster learners' communicative competence" (Palenques, 2014, p .37).

Role play strategy is based on the staging or simulation of real contexts and social roles that allow students to play roles in order to develop oral expression through the use of dialogues. It allows oral interaction in the class where students have to interpret papers and simulate real contexts and social roles for oral interaction. ”Role play describes a range of activities

characterized by involvement participants in as if or simulated actions and circumstances" (Matwiejczuk, 1997, p. 1).

Introduce role play activities into the classroom to promote oral interaction is very important because offers opportunities to practice the oral performance and also a lot of fun being that we put ourselves in the shoes the somebody simulating a real context assuming a social role. "When students assume a role, they play a part in a specific situation. Play means that the role is taken on in a safe environment in which students are as inventive and playful as possible" (Ladousse, 1987, p.5).

Having established the situation of fifth grade students of Institución Educativa Corazón de María, with the purpose of helping them promote their oral interaction in class through the implementation of role play strategy in their English classes, together with the study of relevant theories related to the development of the communicative competence, specially the oral interaction; in the following section we will present the type of research design that we follow. Furthermore, the setting and population, in which we carried out this project, will be described. Additionally, there is an explanation of data collection, techniques and procedures that we use.

## 1. Methodology

This research project is framed in the Qualitative approach since it allow us to describe interactions among the participants and make clarifications of naturalistic social context, building knowledge, structure and recognitions. We can seek answers to the questions and we can describe the effects of the activity that we are implementing, at the same time through qualitative research we can construct data  and obtain information about the opinions of students and their behaviors. As (Fandiño, 2008 ) suggests, EFL teachers should not simply aim at doing research to create new or improve activities, practices and principles; they should do research to bring to light their rationale behind those activities, practices and principles. In particular, qualitative research should allow us to engage in critical reflection about our set of beliefs or expectations about what language learning is. Besides this, through this one we can describe, interact and reflect about how a foreign language is learned and why certain practices or activities are acceptable or not in a foreign language classroom.

In Qualitative research there is a research method that let us get involved with the students, the teacher and to identify the needs of the community, that is, Participatory Action Research (PAR hereafter). "provides opportunities for codeveloping process with people. Its emphasis on people's lived experiences, individual and social changes" (Mcintyre, 2008, p.11) and "Provides an environment through which to support long-range school reform" (Alana, Milenkiewicz and Bucknam, 2008, p. 3).

We believe that PAR is the most suitable type of research with which we can conduct our research project because it complies with the characteristics needed to develop this project. This methodology let us get into the classroom and work together with the teacher in the identification of needs of the students looking for troubles in the teaching and learning process and finding solutions to improve oral interaction among them, other thing is that nowadays is generating in the society a greater capacity to respond to the problems of the same society, being that the study is done in the community not only by a researcher who studies the problems from the outside, but is integrally involved with each of the members of the community, in this case the participants of our project are the fifth grade students.

This study involves a group of 30 elementary students in fifth grade at Institución Educativa Corazón de María, 20 girls and 10 boys. They are between 10 and 11 years old and belong to a low socioeconomic stratum. We also work with the English teacher of these students who has more than five years working in the institution. She counts with a top normalist training and lacks of competences to teach English, she does not have basic knowledge of the target language. She has one hour per week assigned to teach English in this class.

To give reliability to this research project it was important to find valid data in which we can compare the results and verify if the objectives were achieved. For this purpose, we used three techniques. The first technique was a participatory interview and the second technique were three direct observations and the third one was a participant observation, then we used an observational checklist, field notes and audio recordings as data collection Instruments.

Through a participatory interview we could invite the participant into a creative process to see her in action how she works (Stolle, 2012). We elaborated nine questions for the interview to know about the English teacher methodology and pedagogical approaches that she uses for the teaching of English and how she works oral interaction with fifth grade students (See Appendix 1.). The interview was done in Spanish because the teacher does not speak English. The audio recording was used to record all the conversation and not losing any detail during the time of the interview. "Audio recording lets participant know from the start that you wish to video the interview"(King and Horrocks, 2010, p. 46).

Next, three direct observations were done to the English classes. These type of observation provide us an opportunity as researchers to observe directly what was happening with the students  and to report these three direct observations was developed an observational checklist through which we could list quickly all the things that we could monitor, like specific behaviors, or dispositions of the students, the motivation and how students perform in their English classes and the level of English of them (See Appendixes 2, 3 and 4). We also used audio recordings to record everything that we observed and took some photos to get detail evidences.

Moreover, data obtained from the classes observation was reduced and organised in different categories that let us know the factors that mainly affect the oral interaction of fifth

grade students in their English classes. These factors were organized in a table that is presented in the results of the study (See Table 2.).

Additionally, a participant observation provided us an opportunity of interacting with students and participate in the activities created by the research team.  It was applied during the implementation of role play activities, meanwhile a member of the research team was applying role play activities, another researcher was taking notes of everything what he was watching and another one was recording all the activities.

To report what we observed during all the activities we used field notes, "the most common method of recording the data collected during observation is field notes. The researcher makes brief notes during the observation, then later expands his or her account as the observation as field notes"(Ary, Jacobs, sorensen and Walker, 2013, p. 463). It means that we wrote our impressions as researchers about the effect of role play strategy in students' interaction during the class. Furthermore, we  included our impressions about learners' actions, attitudes, and even some English words that participants used in the sessions; we also described how students interacted among themselves as they assumed role play activities. During the development of the activities, we wrote some expressions that the learners had to say and after each class we as researchers  shared our impressions  with the intention of complementing our notes and writing in a more objective perspective what we observed along the activity.

## 2. Results

The results are presented in two parts: first the results obtained from the techniques of data collection (participatory interview, three direct observations and a participatory observation) to identify which are the factors that affect oral interaction among students, and the second part corresponds to the implementation of several lesson plans using role play to promote oral interaction among students in order to describe the effects of implementing these activities.

### 2.1 Factors That Affect the Oral Interaction of Fifth Grade Students

Data obtained from the techniques mentioned above arose some factors that affect oral interaction among the students.

**Table 2. Factors That Affect the Oral Interaction of Students**

| Items | Factors | Features |
|-------|---------|----------|
| 1 | English level | ● The students do not have any previous solid bases in English language.<br>● Lack of vocabulary. |
| 2 | Type of class activities | ● Most of the activities are focused on transcriptions.<br>● No group work is organised, only individual work is assigned.<br>● The teacher does not have any solid pedagogical and didactic training in L2. |
| 3 | Students' interests and motivation | ● Students do not show interest in the class.<br>● Lot of indiscipline in the classroom is evidenced.<br>● Lack of class management and organisation. |
| 4 | Materials and resources | ● Students work with notebook, pencils, board and marker.<br>● The school does not count with supplies to teach English. |

| | | <ul><li>The library does not count with English books.</li><li>Internet is used for administration purposes.</li><li>Computer lab is used for different purposes rather than English lessons.</li></ul> |
|---|---|---|

This Table 2. show  four factors that were identified during the study. The first one is  the English level from the students. In the participatory interview  the teacher said: "los estudiantes no tienen un buen nivel de inglés" because during their elementary school they did not have any previous solid bases in teaching and learning English process. She also referred to students' lack of interest toward the language learning and we could corroborate this during the direct observation. The students do not answer personal information questions, they  do not use everyday expressions to express their basic needs, they do not understand commands, exclamations, they are not able not say "Hello" and "Goodbye". They just smiled at us when we tried to talk to them. When the teacher says hello in English, the students tend to remain in silence and they repeat what the teacher says and they answer in Spanish. Definitely  students do not understand when the teacher addresses to them.

Taking into account  basic Standards of English Competence as a foreign language, these students should have been in the level A (2.1), but in the reality is that these students do not have this level mentioned above. For this reason they do not either have enough vocabulary about the basic topics such as family,  food, clothes nor useful expressions.

The second factor has to be with the type of activities that are organized by the teacher. The teacher does not have any solid pedagogical and didactic training in teaching and learning of English language, she has a top normalist training. Most of the activities are focused on copying words, written texts, translation and no emphasis is done to speaking, they rarely perform dialogues and conversations in English neither use short sentences nor with signs and gestures. Therefore, this has limited the opportunity for students to express orally in English because of there are not any speaking activities that facilitate oral interaction.

The following factor is Student's' interests and motivation. Referring to the results of observations we could realize that the students did not pay attention to the teacher during her classes and were not enthusiastic to the English subject; they got bored soon and showed uninterested with the subject. Other thing was that some students fell asleep during the class and most of them were not motivated to participate.

Activities were mostly based on the worksheets and the teacher did not explain anything, just translated word by word, she gave them homeworks and asked the students to search the meaning of words in the dictionary. It was not possible for the students to learn English with low motivation to participate if they were inactive during the teaching English process.

Besides this, these students with low motivation were totally apathetic and showed resistance to learn English. This cause a lot of indiscipline inside the class. Some students left the classes without permission or run and scream around the classroom.

The last factor are Material and resources. It was found that the school did not count with sufficient supplies like CD players, projector, English books, etc. That support the learning-teaching process. The institution is not interested in getting materials for optimal teaching of English and students use English dictionary, notebooks, pencils for their classes.

## 2.2 Activities Based on Role Play Strategy

The first role play activity that was planned to be applied was a simulation of a TV show where the interviewed people are celebrities or famous people and an interviewer of the TV show that is going to ask some questions to the celebrities. But before of this, it was really necessary to introduce the vocabulary and the expressions that the students would use during the staging. The vocabulary and the expressions were: good morning, welcome to our program, how old are you? Where and when were you born? What is your favorite fruit? What is your favorite color? What is your favorite song? What is your favorite sport? To achieve this goal it was necessary to apply two previous sessions to introduce the vocabulary and expressions because students were not familiar with the new words and expressions and pronunciation of those words but little by little they were learning by themselves each one of the words and expressions that they had to say. They learned with so much facility all the words and all expressions that they were going to say during the staging.

The purpose of the first preparatory session, Lesson plan #1. was to introduce vocabulary in order for students to get familiar with it and that could be used during the process, we tried to do it in a significant way because the idea was to get students engaged in the activity.

**Lesson plan #1:**

| Name: FELIPE ACEVEDO BERNARDINA PEREZ ELIAS MERCADO | Date: 22/09/2015 | Subject: ENGLISH Topic : " Meeting new friends at school" | Level : 5º | Class time: 45 MINUTES |
|---|---|---|---|---|
| **Learning Objective:** To be able to ask questions in order to obtain basic personal information of my classmates. | | | | |
| **Running clock** Specify time and: Direct Instruction/Guided Practice/ Independent practice/Closure | **Teacher's Actions** | **Students' Actions** | **Resources/ICT needed** | |
| Direct Instruction 5 Minutes | -Warm-up activity" "Simon says" teacher gives some instruction using some commands according to the vocabulary which they have learned before. (feelings) -Asks learners about some things that might happen on their first day at school. - Models some answers using the vocabulary | Do the actions according to the commands, who makes the wrong action is released of the game. They will answer things like: meet new classmates, new teachers, new friends. Listen and repeat examples given by teacher | Markers, board. | |

| | | | |
|---|---|---|---|
| Guided practice 20 Minutes | Ask learners what questions might they ask to other classmates in order to obtain information about them. | They will answer the questions giving examples like:where do you live?what's your name?etc | Cardboard, photo, notebooks |
| Independent practice<br><br>10 Minutes | To the extent that students give their answers, the teacher asks them the same question (what's your name? how old are you? where do you live?) to any students with emphasis on pronunciation and in turn the teacher writes on the board the questions and the answers using the same information of the student. | Students answers the questions asked by the teacher, after that they write in their notebooks the questions and the answers using their own personal information. | Notebooks and pencil. |
| Closure 10 Minutes | teacher involve students in a game named tingo- tango. Asks student to pass an object one by one while teacher repeat tingo-tango when teacher stop, student which have the object has to choose a card with a question and picture about personal information and has | students play a game tingo- tango attending the instructions given by teachers | 1 object and some cards |

| | to ask to a classmate.

The teacher asks students to bring one-eighth of cardboard for the next class and a photo about of profession "what they want to be" or famous person and investigate about her/his personal information to work in class "personal information" | They write in their notebooks the next activity to be performed. | Cardboard, photo. |
|---|---|---|---|

**Assessment:** How will you know students have achieved the learning objectives? What evidence will you look for and/or collect?

| |
|---|
| A feedback based on the questions asked during the class through game "Tingo - Tango" |

**Standards:**

| |
|---|
| Participo en juegos y actividades siguiendo instrucciones simples |

During this section not all the ss participated, some of them laughed and said they did not understand anything about it and they tried to ask inventing a number of words, therefore, we decided to extend and take the same lesson plan in the next class.

The second preparatory session correspond to Lesson plan #2. The purpose was to increase students' vocabulary and include grammar in a functional way. Through this activity they work in groups in conducting frames about what his or her favorite professions are. Stimulating them to the interaction in the second language in an unconsciously way. We varied the section adding images, always trying to work only what the institution counts with.

**Lesson plan #2**

| Name: FELIPE ACEVEDO BERNARDINA PEREZ ELIAS MERCADO | Date: 30/09/2015 | Subject: ENGLISH Topic : Sharing personal information | Level: 5º | Class time: 45 MINUTES |
|---|---|---|---|---|
| **Learning Objective:** To be able to respond to questions in order to provide basic personal information | | | | |
| **Running clock** Specify time and: Direct Instruction/Guided Practice/ Independent practice/Closure | **Teacher's Actions** | **Students' Actions** | **Resources/ICT needed** | |
| Direct Instruction 10 Minutes | Warm up teacher show to students pictures which illustrate story about community helper using pictures about professions like a review (they have seen this topic) and asks to students to tells her professions that they know, what professions they know and what they want to be when the grow up? what is | students at first try to guess what the pictures mean, later they listen and pay attention to the teacher and tells her profession that they know. | Cardboards, pencil, markers pictures. | |

| | their favorite jobs ? what pictures mean? and after that she reads the story speaking slow and using gestures all the time | | Cardboards, markers |
|---|---|---|---|
| Guided practice 15 Minutes | Ask students to take out the materials that she asked for the last class. And asks them to stick the photo which illustrate what they want to be? or which is the person who represent their favorite profession. On the cardboard, write down her /his personal information according to what they found out. And decorate with color pencils and markers. | Make a frame using materials that they bring. | Piece of cardboard, colors, markers, photos. |
| Independent practice. 10 Minutes | Asks students to work in groups and show to their classmates their frames and give information about what they want to be when they grow up. Who is the person in the photo and his or her personal information, They have 10 minutes to get ready for the activity. | Students practice the presentation in groups during 10 minutes that teacher gave them. | |

| Closure<br>10 minutes | Teacher once again asked ss to go in front of the classmates and present their characters. | Ss give information about what they want to be. What is their favorite professions and personal information of the character on the photo. things like (name, age, favorite fruit, color) | |
|---|---|---|---|

**Assessment**: How will you know students have achieved the learning objectives? What evidence will you look for and/or collect?

Students present their frames. Through this activity teacher evaluate the language use

**Standards**:

Respondo a preguntas personales como nombre, edad, nacionalidad y dirección, con apoyo de repeticiones cuando sea necesario.

We gave them an activity that they had to do and was finding out all personal information about the character that they would imitate. Next, they had to bring cardboards, colored markers, and colored papers in order to make small posters to stick the photo of the character with all personal information to get familiar with the character before making role play activity.

During the development of this activity, students were a little more motivated, perhaps because we added something that they were not used to, as the use of images, in this way we encouraged them to interact not only with the classmate also with the teacher, and when these

needed to ask for something they did in Spanish and  we asked for them to repeat it in English with our help, then we asked them if they wanted to teach their classmates in order to  lose  their fear of speaking in front of everybody, some tried, meanwhile others  were fearful.

Lesson plan #3. After these two preparatory sessions we decided students were able to simulate about "what they want to be" and carry out the role play activity which is about professions. The purpose of this lesson plan was to apply simulation social roles with characters that catch the attention in their real life because  through  this role play they are going to start dreaming or create an ideal of what they want to be (teacher, singer, doctor, engineers, lawyers, policemen).

**Lesson plan #3:**

| **Name**: FELIPE ACEVEDO BERNARDINA PEREZ ELIAS MERCADO | **Date**: 15/10/2015 | **Subject: ENGLISH My favorite profession** | **Level**: 5º | **Class time:** 60 MINUTES |
|---|---|---|---|---|

| **Learning Objective:** Be able to keep  a simple conversation with their classmates. | | | |
|---|---|---|---|
| **Running clock** Specify time and: Direct Instruction/Guided Practice/ Independent practice/Closure | **Teacher's Actions** | **Students' Actions** | **Resources/ICT needed** |
| Direct Instruction 10 Minutes | -Warm-up activity : make a review about the last class, asking to students if they remember what they | Tell the teacher what they learned the last class. Students tell the name  of  profession | flash card |

| | learned the last class shows flashcards about professions learned before | that teacher shows | |
|---|---|---|---|
| Guided practice 10 Minutes | Ask learners who is his or her favorite what is their favorite profession and what they want to be when they grow up. What they would ask if they had that person in front. | They will answer the questions giving examples like:where do you live?what's your name? how old? | Notebooks and pencil. |
| Independent practice 20 Minutes | Teacher writes a conversation at the board and ask student to write on cheap of paper and asks to students make groups in order to write and practice a conversation based personal information in order to simulate a TV show when they can be whatever they want: a famous teacher, doctor and singer. | Students make groups write the conversation and start practicing with their panther. | |
| Closure 20 Minutes | The teacher ask group by group to simulate about What they want to be when they grow up. teacher ask to students to found out in group of tre personal information about their favorite celebrities to simulate a tv show the next class | Student simulates professions like being a teacher, doctor, singer, dentist students write down on their notebooks and make groups | |

**Assessment:** How will you know students have achieved the learning objectives? What evidence will you look for and/or collect?

Students were evaluated through the use of role play when they did it they got the opportunity to play with the language.

**Standards:**

Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula

In light of the evidence of the progress and emotion of these children, the use of the language was growing up, they asked how do you say any number of professions, they began to say in Spanish what their parents do and they wanted to be like them, all the time we were saying them new words in English and they repeated. Then we heard when some of them tried to say the same to the classmates using a mixture of English and Spanish. It is worth noting that their English was not very understandable but we began to see some interaction.

A last lesson plan #4, the staging was that the interviewer presents each one of the celebrities in the TV show that are: The famous soccer player Cristiano Ronaldo, the hip-hop singer Rihanna, Justin Bieber, the famous actor of Hollywood Sylvester Stallone and Arnold Schwarzenegger the terminator. Then, the interviewer began to ask them some questions like: How old are you? Where and when were you born? What is your favorite fruit? What is your

favorite color? What is your favorite song? What is your favorite sport? They practiced the

staging several times and presented in front of us without fear.

**Lesson plan #4:**

| **Name**: FELIPE ACEVEDO BERNARDINA PEREZ ELIAS MERCADO | **Date**: october 22 | **Subject:** ON TV | **Level:** 5º | **Class time:** 60 MINUTES |
|---|---|---|---|---|

| **Learning Objective:** to be able to respond questions about their favorite character of television. ||||
|---|---|---|---|

| **Running clock** Specify time and: Direct Instruction/Guided Practice/ Independent practice/Closure | **Teacher's Actions** | **Students' Actions** | **Resources/ICT needed** |
|---|---|---|---|
| Direct Instruction 10 Minutes | - Warm up: T. Starts the class telling students what is her favorite character of television, using a photo and giving details like name, age, nationality, favorite color, fruit and stuff like that. Then T. Make questions about what she told them, asking questions like who is my favorite celebrity? What is her name? where she live?.... and chooses ss who have to answer the question, helping them when | Ss listen and pay attention to T instructions.<br><br><br><br>SS which are chose by the teacher answer the questions, and whatever who can or wanted to give an answer, can do it. | pictures, story |

| | they don't know how to answer the question. | | |
|---|---|---|---|
| Guided practice 10 Minutes | T asks to ss to do the same with the picture of their favorite celebrity, show the photo and tell his/her personal information and T gives students the opportunity to explain only who want to do it. | Ss go to the front of the class to show the picture of their favorite celebrity to their partners and explain about his /her personal information ( Arnold Schwarzenegger sylvester stallone, Rihanna, Justin Bieber, watson twin and Cristiano Ronaldo) | Pictures. |
| Independent practice

20 Minutes | T writes a short dialogue on the board and asks students to write down on their notebooks and practice in group where have to be a celebrity, and interviewer, and some one who makes the video recording. | Ss write down the dialogue and start practicing with the group that they had chosen the last class using their favorite celebrities, some of them represent to: actors, actress, singers, soccer player etc. . | Board, markers, notebooks. |
| Closure 20 Minutes | T asks ss to simulate a Tv show where they are famous persons who are interviewed and asks the to change their uniform and where different clothes and/or customs. | Ss change their uniform , wear different clothes and make up and start to simulate the tv show group by groups. Ss simulate a real context interpreting a paper like being a public figure interviewed in front | clothes, shoes, board, markers, |

| | | of the TV, they have to express orally by themselves without fear or doubt of speaking in public. | |
|---|---|---|---|

**Assessment:** How will you know students have achieved the learning objectives? What evidence will you look for and/or collect?

| |
|---|
| Students simulate a TV show putting into practice what they have learned (vocabulary and grammar structure) |

**Standards:**

| |
|---|
| Digo un texto corto memorizado en una dramatización, ayudándome con gestos |

When we implemented the activity of role play based on the staging of a TV show, we noticed that the students were completely motivated by this dynamic strategy because they felt that they were simulating a real context interpreting a paper like being a public figure interviewed in front of the TV, they could express orally by themselves without fear or doubt of speaking in public, they learned easily the vocabulary that would be used during the staging.

We realized that students not only used new words, they used other things that took out by themselves as pragmatic aspects such as tone of voice, stress, intonation, mimic, body language, etc. Another important aspect was that with the implementation of role play, students used the language in a natural flow, developed fluency within short conversations; they also

started to ask for vocabulary and answer short questions. Likewise, when students gained confidence they used to correct their classmates mistakes and therefore the quality of the performance and vocabulary increased. On the other hand, these students expressed satisfaction because children were willing and enthusiastic towards the L2. They also showed their interest in the use of the foreign language.

According to this evidence, role play simulation is a useful tool for enhancing oral interaction in the classroom because students practice English in a practical way. Results showed that the students enjoyed the role play activity and did not find it too challenging.

**Conclusion and Recommendations**

This research was totally meaningful for us because it helped both students and we as researchers to understand the vital importance of role play activity, the students could improve not only their oral interaction but also they gained confidence to stage some papers in front of their classmates, these public school fifth graders who were not interacting orally among them spontaneously in class, began to use words and expressions.

During the development of this project  we faced a challenge to achieving our goal successfully, working with this population that  was not easy taking into account the characteristics of this group, but at the end the results were satisfactory.

We dealt with difficulties as indiscipline, low performance, low motivation in learning English  which we tried to implement  activities that were the most  attractive to students being that, during this stage they have short  attention span and  the idea was catch the attention of them. According to the implemented activities these students were motivated, participated and interacted orally among them, this was really a great achievement. When we began to do the observations that were made before starting this project the attitudes of students were completely opposite and they were completely indifferent. After these applied activities, students started to ask: how do you say in English : silla, permiso, voy al baño, que dia es hoy, buenos días, hasta mañana  and stuff like that.

As researchers and pre-service teachers we recommend that this school should focus its programs that contribute to improve the oral interaction among students with meaningful activities like role play and creating nice atmospheres in the classrooms.

First, we recommend that students should enrich vocabulary and know the students needs, waking up in them motivation towards L2. Also, we suggest the implementation of standards of competence in a foreign language, to their teachers because it is necessary to teach English in a practical way to show students the functional use of language, when and where could be useful to know the target language, and promote oral interaction among students into the classroom.

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# Appendixes

**Appendix A.**
**Interview Applied to English Teacher of Fifth Grade at Institución Educativa Corazón de María.**

**Objective:** To know the methodology of the teacher to work oral interaction in the fifth grade at Institución Educativa Corazón de María .

| DATOS GENERALES |
|---|
| EDAD: |
| SEXO: ☐HOMBRE ☐ MUJER |
| NIVEL ACADEMICO: ☐TECNICO ☐TECNOLOGO ☐PROFESIONAL ☐ESPECIALISTA ☐ MATERIA ☐DOCTORADO |
| PROFESION: |
| Años de experiencia laboral en la enseñanza del Idioma Inglés: |
| **Preguntas** |
| 1. ¿Qué enfoque pedagógico usa para la enseñanza del Idioma inglés? |
| 2. ¿Cual es el nivel de ingles de los estudiantes de quinto de primaria? |
| 3. ¿Cómo es la participación de los estudiantes en clase? |
| 4. ¿Qué actividades realiza para incentivar o motivar la participación de los estudiantes en inglés? ¿ Realiza en las clases de inglés actividades de Speaking? |
| 5. ¿Concibe usted el inglés como un medio de comunicación o una asignatura más del programa? |
| 6. ¿Qué materiales usa en actividades de speaking? |
| 7. ¿Cree usted que es necesario establecer conversaciones en inglés dentro de la clase? Si\_\_\_ No\_\_\_\_ ¿porque? |
| 8. ¿Realiza en las clases de inglés actividades de Speaking? |
| 9. ¿Conoce usted la estrategia de juego de roles?,¿ le gustaría utilizarla en sus clases? |
| 10. ¿ Considera usted que esta estrategia puede promover la interacción oral de los estudiantes? |

Gracias por su cooperación.

**Appendix B. Observational Checklist**

**Objective:** To know students' behavior and performance during the English class.

| GRADE: | | DATE: | |
|---|---|---|---|
| TIME:: | | SUBJECT : | |
| EVALUATION CRITERIA: | Always (A) Most of the times (MT) Sometimes (ST)  Never( N) | | |

| Students' behaviors in the class: | A | MT | ST | N | Comments |
|---|---|---|---|---|---|
| 1. Students participate from warm-up activities. | | | | | |
| 2. Students activate their prior knowledge with teacher support. | | | | | |
| 3. Students respond to greetings from the teacher in English. | | | | | |
| 4. Students interact with peers in English. | | | | | |
| 5. Students express basic needs in English. | | | | | |
| 6. Students understand what the teacher says in English. | | | | | |
| 7.Students work in groups or pairs. | | | | | |
| 8. Students participate in writing activities in English. | | | | | |
| 9. Students participate in listening activities in English. | | | | | |
| 10. Students participate in reading activities in English. | | | | | |
| 11. Students repeat dialogues in English. | | | | | |

| | | | | |
|---|---|---|---|---|
| 12. Students participate in oral activities using short sentences. | | | | |
| 13. Students participate with signs and / or gestures in games or play activities. | | | | |
| 14. Students receive feedback from the teacher at the end of an activity. | | | | |

**Appendix C.  Filled Observational Checklist #1.**

## OBSERVATIONAL CHECKLIST

**Objective:** To know students' behavior and performance during the English class.

| GRADE: | 501 | DATE: | 15-09-2015 |
|---|---|---|---|
| TIME:: | 2 | SUBJECT : | English |

| EVALUATION CRITERIA: | Always (A) Most of the times (MT) Sometimes (ST)  Never( N) |

| Students' behaviors in the class: | A | MT | ST | N | Comments |
|---|---|---|---|---|---|
| 1. Students participate from warm-up activities. | | | | X | the teacher doesn't Apply warm up Activities. |
| 2. Students activate their prior knowledge with teacher support. | X | | | | teacher asked the students if the Rember the last class, when they was talking About contable and incontable. |
| 3. Students respond to greetings from the teacher in English. | | | | X | teache doesn't greet student |
| 4. Students interact with peers in English. | | | | X | they used only Spanish. |
| 5. Students express basic needs in English. | | | | X | the used spanish to Express basic needs. |
| 6. Students understand what the teacher says in English. | | | | X | teacher talk to students in Spanish. |
| 7. Students work in groups or pairs. | | | | X | the activities was individual |
| 8. Students participate in writing activities in English. | | X | | | they trancribe on their notebooks |
| 9. Students participate in listening activities in English. | | | | X | there wasn't Listening Activity |
| 10. Students participate in reading activities in English. | | | X | | On Feed back teacher asked some students to read the Sentence. |
| 11. Students repeat dialogues in English. | | | | X | there wasn't Dialogues in EngliSH. |
| 12. Students participate in oral activities using short sentences. | | | | X | the was speaking all the time in spanish. |
| 13. Students participate with signs and / or gestures in games or play activities. | | | | X | there wasn't games. there wasn't Role Play Activities. |
| 14. Students receive feedback from the teacher at the end of an activity. | | | | X | She asked the students complete the Activity on the boor, read the sentence And she explaning If it was good-bad and why |

**Appendix D.  Filled Observational Checklist #2**

## OBSERVATIONAL CHECKLIST

**Objective:** To know students' behavior and performance during the English class.

| GRADE: | 501 | DATE: | 18 - 09 - 2015 |
|---|---|---|---|
| TIME:: | 2 | SUBJECT : | English |

| EVALUATION CRITERIA: | Always (A) Most of the times (MT) Sometimes (ST) Never( N) | | | | |
|---|---|---|---|---|---|
| **Students' behaviors in the class:** | A | MT | ST | N | Comments |
| 1. Students participate from warm-up activities. | | | | X | there wasn't warmup Activity |
| 2. Students activate their prior knowledge with teacher support. | X | | | | She made a review about verbs |
| 3. Students respond to greetings from the teacher in English. | | | | X | tlacher doesn't greet the student bot nobody said nothing |
| 4. Students interact with peers in English. | | | | X | teacher don't work in peer. |
| 5. Students express basic needs in English. | | | | X | no, the student speak in Spanish all the time. |
| 6. Students understand what the teacher says in English | | | | X | the teacher speak in Spanish. |
| 7. Students work in groups or pairs. | | | | X | Individual Activity. |
| 8. Students participate in writing activities in English. | X | | | | the activity was base in writing. |
| 9. Students participate in listening activities in English. | X | | | | the teacher made listen and repeat Activity |
| 10. Students participate in reading activities in English. | | | X | | theer wasn't Reading Activities. |
| 11. Students repeat dialogues in English. | | | X | | not use Dialogues |
| 12. Students participate in oral activities using short sentences. | | | | X | the teacher used different Activities to try the studen Participar in Englis, but they don't participate |
| 13. Students participate with signs and / or gestures in games or play activities. | | | | X | the teacher try to used games but they don't use gestures or sign in the Activities. |
| 14. Students receive feedback from the teacher at the end of an activity. | | | | X | |

**Appendix E.  Filled Observational Checklist #3**

## OBSERVATIONAL CHECKLIST

**Objective:** To know students' behavior and performance during the English class.

| GRADE: | 501 | DATE: | 21 - 09 - 2015 |
|---|---|---|---|
| TIME:: | 2 | SUBJECT : | English |

| EVALUATION CRITERIA: | | | | | Always (A) Most of the times (MT) Sometimes (ST)  Never( N) |
|---|---|---|---|---|---|

| Students' behaviors in the class: | A | MT | ST | N | Comments |
|---|---|---|---|---|---|
| 1. Students participate from warm-up activities. | | | | X | the teacherr doesn't Apply warm-up Activities |
| 2. Students activate their prior knowledge with teacher support. | X | | | | the teache allway made a Review |
| 3. Students respond to greetings from the teacher in English. | | | | X | the teacher Don't gretting in English to Students |
| 4. Students interact with peers in English. | | · | | X | the teache don't work in peer. |
| 5. Students express basic needs in English. | | | | X | the students Don't Express basic Needs in English |
| 6. Students understand what the teacher says in English. | | | | X | the teacher alway speak in spanish |
| 7. Students work in groups or pairs. | | X | | | For this season the teacher work in groups |
| 8. Students participate in writing activities in English. | | | | X | In this sesion the teacher Don't write in the board |
| 9. Students participate in listening activities in English. | | | X | \ | the teache used a Song for this class a use a paper to Recolect information about the song |
| 10. Students participate in reading activities in English. | | | | X | |
| 11. Students repeat dialogues in English. | | | X | | the teache used short Dialogues and the student participated in this class |
| 12. Students participate in oral activities using short sentences. | | | | X | |
| 13. Students participate with signs and / or gestures in games or play activities. | | | | X | |
| 14. Students receive feedback from the teacher at the end of an activity. | | | · | X | |