
THE USE OF ROLE-PLAYS AND REAL LIFE-LIKE INTERACTION IN CLASS TO HELP STUDENTS DEVELOP EFFECTIVE COMMUNICATIVE SKILLS.

Mariela Garzón Puello, Ernesto Serje Díaz

Corporación Universitaria Colombo Internacional
Cartagena, Colombia

Abstract

This pedagogical project aims at helping students improve their speaking skills through the use of real life-like interaction and role plays in L2, these have a socio cultural perspective in which learning is socially constructed by means of face-to-face contact among students and the context around them (Appel & Lantolf, 1994)

Both practices are supported in Vygotsky's Socio cultural theory, which states that the language is to be learned through interaction between peers one of them more capable than the others, since language acquisition is enhanced in environments where scaffolding can take place.

This research project was applied at an institute in Cartagena where people go to learn English as a foreign language. Throughout the presentation of this project you will find all the information regarding the obstacles found along the way, as well as the solutions given to those problems. As you read it you will also notice how the Vygotskian theory of scaffolding and ZPD (Zone of proximal development) raises awareness of the importance of interaction in class. Especially when comes to helping students go beyond their actual scope of knowledge and competence in L2. The results of the work are visible in the final outcomes of those students that were part of this project from the beginning.

Key words: Scaffolding, ZPD, peer interaction.

Introduction

Centro Colombo Americano is a bi-national and non-profit institute located in Cartagena (Bolívar-Colombia). Most of the teachers working in this institute are Colombians and some others are from overseas, all of them with a high profile in teaching.



With the purpose of collecting information about the surroundings of the institution where we intended to conduct this research, a visit to the community was necessary in order to collect graphic images. We took some pictures of what can be seen inside and around CCCA (Centro Cultural Colombo Americano de Cartagena) in Cuatro Vientos.

The Institution has two libraries that also facilitate the students' learning process.



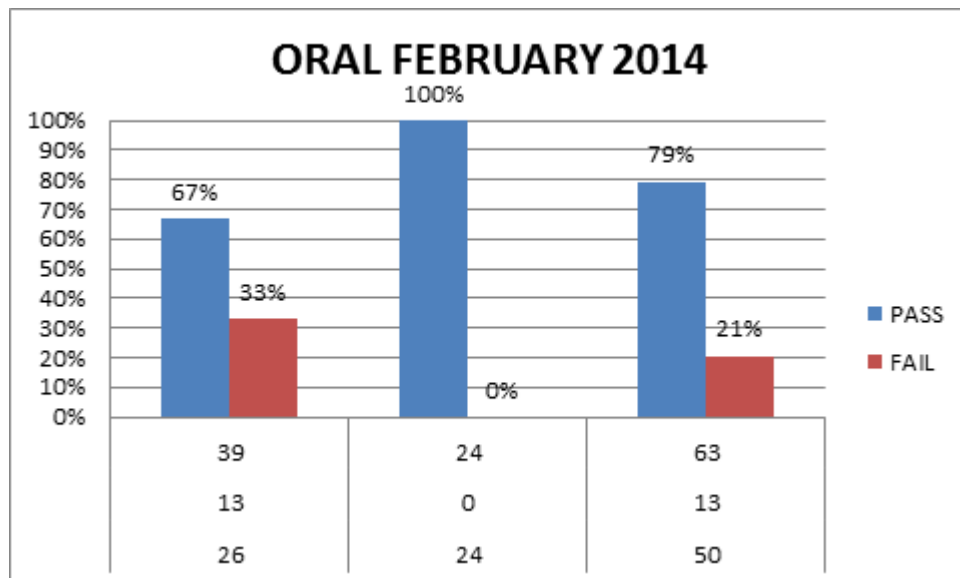
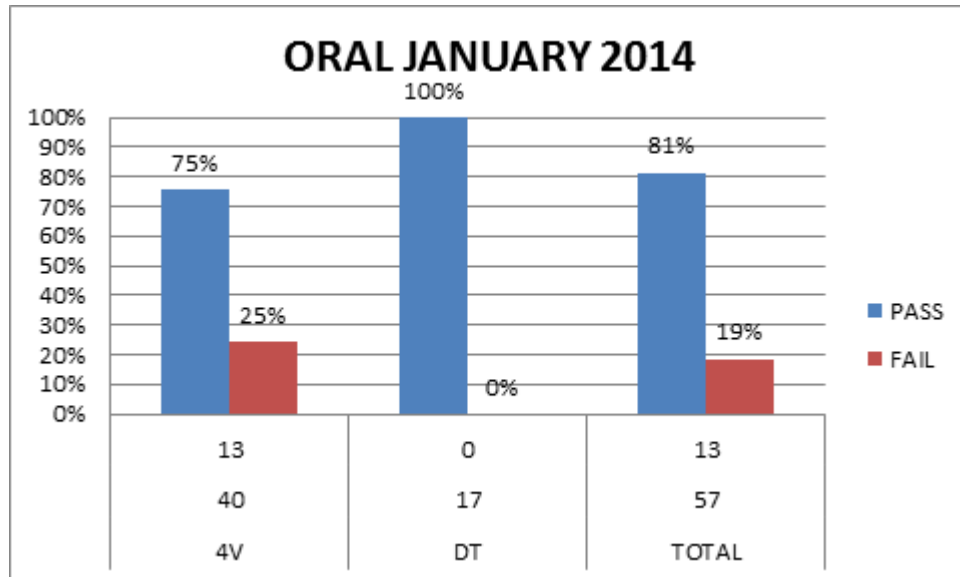
Here you can see pictures of the institution from the outside and its surroundings.



The students come from different social classes; low, medium and medium high, and with diverse interests, like high school, university students, and professionals in different areas, but they all share the necessity of learning English due to current demands in Colombian education.



A problem that has been consistent is the fact that once these students enroll in the English program, they learn some grammatical aspects of the language, but when it comes to speaking it they have difficulties and this is evidenced in the following tables.



Note: This information was provided by the Academic office and it is based on oral proficiency exam results.

These graphics show the tendency of students failing the exit oral proficiency exam. Students in Cuatro Vientos branch are the ones failing the most.

Since the main problem observed in the evidence was that these students find it difficult to express their ideas orally when using the second language, we came up with the following research question: How can role-plays and real life-like interaction help students improve their proficiency in L2 use?

The objective of this small-scale research project is to identify and then describe those aspects of role-plays and real life-like interaction that can help students improve their proficiency in L2 use.

Given the centrality of this issue, it is necessary to provide some support regarding the importance of interaction among students. Vygotsky's theory offers support to this research project as he focuses his theory on the interaction between tutors and tutees as well as among tutees. This interaction occurs inside what Vygotsky called The Zone of Proximal Development, which is the distance between the actual developmental levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky, 1978:86).

Although people have been doing research on how to take students from a low proficiency level to a more fluent management of a foreign language, they have not been able to get to any consensus. This research is aimed at finding and understanding all the aspects related to role-plays and real life-like interaction in class that can help students overcome some of the obstacles they find when it comes to speaking not only in class, but also outside the classroom due to the fact that most of our students use English at their workplace as Cartagena is a touristic city.

According to Krashen, teachers are providers of comprehensible input, and this input should be a little bit above the students' actual level, as opportunities for second

language acquisition are maximized when learners are exposed to language, which is just a little beyond the scope of their current level of competence (Krashen, 1981, 1982). How successful a foreign language acquisition process is, depends on the extent to which students are exposed to understandable language. Although he claims this input comes directly from teachers, he admits that peer work is also helpful to develop students' self-confidence, and thus, enhance their communicative skills. Therefore; it might be said that students are also responsible of building their own knowledge, and this can be achieved through role-plays and interaction in class.

Interaction between students and their peers through good communicative tasks provides students with the right motivation to speak in the classroom and outside the classroom. It is thus more than a list of topics and lists of key facts and skills (the "input"). It is a map of how to achieve the "outputs" of desired student performance, in which appropriate learning activities and assessments are suggested to make it more likely that students achieve the desired results (Wiggins and McTighe, 2006: 6).

Understanding the different variables that affect the foreign language acquisition process is crucial when learners interact with teachers and peers within their ZPD. Krashen's comprehensible input is similar to the ZPD theory proposed by Vygotsky. Both of them agree on the fact that learners must be exposed to knowledge that is beyond their actual level, all this in view of creating the right environment for learners to forge ahead. If the input students receive is not beyond their scope of competence, then there is no scaffolding at all. On the contrary, this is one of the causes of fossilization. Teachers and students must work together in order to overcome the different obstacles they find along the way, and the best way to do this is by implementing cooperative learning. Interaction enables the learners to better comprehend the new information before they move to the next stage of acquiring the

new input (Gass, 1997). According to this, students should internalize new information before they move to a different learning stage.

Theoretical Framework

We live in an ever- changing society and the use of a second language has become more and more vital, thus many people are forced to learn what is considered a lingua franca which works as a bridge between two cultures that do not share the same language. The current lingua franca is English. However, there are a lot of users of this language that have some kinds of difficulties to get across some messages or in the worst case they cannot communicate at all.

One of the key steps to improve this problem is the classroom interaction with the help of both teachers and students to create what Vygotsky called the Zone of proximal development, which is the distance between the actual developmental level as determined through problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky, 1987,:86).

We have to understand that this zone of proximal development is not restricted to a classroom. When children interact with their parents or their friends, they create their own zone of proximal development as they are scaffolded by other people whose knowledge is a little bit beyond them. When it comes to helping our student be a little more independent when interacting with other people not only in the classroom, but also outside it, scaffolding plays an important role because as students are being scaffolded, they become more independent. It is been proved that when students are well-guided through good task- based activities, in the long run they will be able to do all these tasks independently and successfully. Scaffolding refers to the particular kind of help, assistance and support that enables a child to do a task which they cannot quite manage

on their own and which brings them closer to a state of competence that will enable them to carry out other similar tasks independently in the future. (Maybin, Mercer & Stierer, 1992).

The reason why interaction helps students improve their communicative skills is basically because we need language to interact with others, it is impossible that interaction occurs without language, and without interaction language would not exist. So one is the complement of the other, but what is language? And how is it acquired? Under a general point of view language is regarded as a set of symbols used to get messages across among different entities and this is what we call interaction.

The setting, together with all those internal and external factors that surround us, ends up forming not only our personality, but also equips us with the most important tool that allows people interact with others. (Language). Every human being is provided with the capacity to learn language. Noam Chomsky referred to it as The Language Acquisition Device. In other words, the environment is not the only factor responsible for human beings developing language. Being understood by this that once children start interacting with everything their senses perceive, language starts building up inside their brains unconsciously. In this regard, Piaget said, “Language is a number of symbol systems that are developed in childhood and it is used to represent the knowledge that children acquire through interaction with the environment.” (Lightbown and Spada, 2006, p 20).

At this point, let us take for granted that what Noam Chomsky said about the innate ability that human beings possess to learn language is true. Then, what is that thing that triggers the acquisition process? Is it only nature or nurture? Or is it both? According to Vygotsky’s theory, learning takes place through the method of ‘genetic explanation’,

where all the physical actions are processed by the human brain through their analysis from the perspective of their cultural variables (Donato and McCormick 1994). Piaget based his ideas on how a child manages to represent his knowledge of the environment, or how he expresses what he sees, hears, smells or tastes. For Vygotsky, language is developed through socio-interaction. Therefore, language is the result of 3 factors (Environment, social-interaction, and The LAD or Language Acquisition Device). When these are put together, learners are provided with the right conditions, and the necessary elements to learn and speak a new language, and hence be able to interact with others in a more natural way.

The use of role plays in ELT classrooms has been used for a long time for many reasons, the main reason is because it allows students to be in someone else's shoes, which might facilitate a more free participation in interactional activities. Not to mention how much fun they can have by doing this kind of activities. As stated by Gillian Porter Ladousse, 1987,

“Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. However, if the teacher isn't convinced about the validity of using role-play the activity "will fall flat on its face just as you expected it to".

Methodology

The community that converges at CCCA is very diverse. However, all of them have something in common; they are hardworking people and willing to succeed. This gives way to a richer interaction and consequently to a better teaching and learning process, as each one of the participants can contribute with something at the moment of building knowledge.

The regular English courses can be taken by students aged from sixteen on, and some of them with limited education and null instruction in a foreign language learning, this population is a mixture of male and female students whose main interest is to learn how to communicate in English.

On the other hand, we teachers at CCCA cannot choose the class we are going to teach, this is why we had some difficulties at the beginning of our project. For the first stage, we started with a sample population that was assigned by the institution, but then it was changed. In the end, all we had done regarding our research project collapsed, and we had to reformulate everything again. This time with a steady group, we did not want to have the same problems we had at first so we asked the academic director to give us the same group to do a follow-up to the same sample population to the end.

The second stage consisted of a questionnaire that we used in order to collect information regarding the possible reasons some students were not doing well.

The questionnaire consisted of ten questions that are as follows:

1. Do you think the English language is important in your professional life? Yes ___ No___ Why? ¿Piensas que el inglés es importante para tu vida profesional? Si _____ no_____ porque?
2. Do you have time to study English? Yes___ No___ Why?

¿Tienes tiempo para estudiar inglés? Sí____ No____ por qué?
3. How much time do you devote to studying English? ¿Cuánto tiempo le dedicas al estudio del inglés?
4. Are you a full time student? If not, what else do you do? ¿Eres un estudiante de tiempo completo? Si no, ¿qué otra cosa haces?
5. Do you have an appropriate place to study at home? If not, where do you study? ¿Tienes un espacio en tu casa adecuado para el estudio? Si no, ¿dónde estudias?
6. Why are you studying English? ¿Por qué estas estudiando inglés?
7. Do you think your English classes are interesting? Yes____ No____ Why? ¿Piensas que las clases son interesantes? Sí____ No____ ¿Por qué?
8. Do your English classes meet your expectations? Yes____ No____ Why? ¿Las clases llenan tus expectativas? Sí____ No____ ¿Por qué?
9. When do you usually study English? In the morning____ In the afternoon____ In the evening____ ¿Cuándo estudias usualmente? En la mañana____ En la tarde____ En la noche____

Once we were assigned the group we conducted this research project with, we started our third stage by implementing a series of activities. The first activity we used was an interactional activity which we called “Find someone who...” In this activity students had to talk about their experiences which reflected the topic studied in class. We recorded a video to evidence it. Unfortunately, we were not able to transcribe the content of this video, since we did not focus on a conversation in particular and the fact that everyone was talking at the same time, made it difficult to understand. Even though, we can use it as an evidence of interaction among students. What we did observe while recording this video was that some students had difficulties finding the right words to express their ideas; while their peers were trying to help them come up with them. In the appendix 1 you will see written evidence of this activity as an example of what the students wrote while they were doing it.

Something else we observed in the videos was all the body gestures and facial signals that somehow show how the students react when interacting with others, especially when they have to improvise conversations. (For evidence see appendix).

Once we started our fourth stage, we had to tackle another issue; it was the fact that other students were added to the group and whose English was not as good as the English of the students that had been part of the project from the beginning. To know more about this, we implemented a second activity that consisted of a role-play. In the video of this role-play, we evidence their difficulties, so for the record, we transcribed its content. (See appendix 3).

The idea of using a video was because by having recorded materials that contains the students' performance we could have a better idea of what our students actually needed, and thus, look for possible solutions.

To follow up students, we used field notes, in which we stated the aspects that needed more attention and we had to work on more. (See *TABLE 1 1 in the Data Analysis*).

Since this project is based on interaction, we proceeded with our fifth stage, another role-play to check students' progress, and we used the same rubric to make sure, that students had made progress regarding all those aspects that needed improving in the previous role-play. You can see this in table 2 showed in the data analysis.

DATA ANALYSIS:

Something that has to be mentioned at this point is that this data analysis corresponds to our second sample population, since the first one was taken away from us.

With the purpose of gathering information and data, several instruments were used. These instruments showed some impressions that the students had regarding the different activities done during our pedagogical intervention as well as some weaknesses they had when interacting with other students. The instruments used for data collection are described as follows:

Pictures:

In order for would-be readers and ourselves to have a better understanding of the context and the students, we included some pictures where you can see them in the classroom. It is a back up to the information stated in the introduction. There are also photos of the institution from the outside, and its surroundings, as well as pictures of the libraries the institution possesses.

Field Notes:

We started our intervention by observing the students' performance in class and thus, have a broader idea of what the students really needed. The first day of our intervention we had the students interact with each other in pairs; meanwhile we took notes on their production. Something that is worth mentioning is the fact that most of the students intervened were reluctant to participate in class at first, and we focused on those students so that we could help them become more participative.

All the students were sitting in semi-circles in order to improve the students' interaction. And we continued like that until the end of our intervention except when they had to interact in pairs or in groups. We started our intervention with a sample population of 23 students, 2 of which failed the course, but then we received 2 more students that came from other schedules.

These are the impressions we got on our first day of intervention:

1. There was low interaction among students, especially when they had to use their L2.
2. Some students were afraid of speaking in class.
3. Their proficiency level was not even. That is, some students had a better command of the language than others.
4. Some students limited themselves to respond with short answers.
5. Some students had difficulties to express their ideas in English.

All these impressions sort of gave us some insights into what was happening in that classroom. So we decided to apply our first survey to go deeper into this matter.

We continued our pedagogical intervention by having them interact with each other, and we videotaped them.

In the first activity we videotaped, called "Find someone who..." we could notice the students were willing to talk one with each other, even though some of them had certain difficulties to express their own thoughts. They showed interest in getting to know more about their peers' activities. They were supporting one to each other and they took notes of it in the activity sheet they were given.

Video Tapes:

In order to have recorded data, and devote more time to analyzing it, we video recorded our students while they were interacting in class. All these video recordings provided us with the necessary tools to best follow-up our students and thus, make all necessary arrangements to achieve our goals. The first activity done in class was “Find someone who...” Since this activity consisted of talking about their experiences, they showed more willingness to exchange personal information with the other students. However, it was impossible to extract spoken information from this first video because everybody was talking at the same time and it was difficult to understand. Due to this, we decided to register in the field notes the impressions regarding body gestures and facial expressions which showed the students’ attitude that we could observe while they were interacting. And as prove of the activity done by the students we attached a sample of the notes they had to take while doing it. (See Appendix 1 1). You can also read the students opinions of this activity depicted in the survey about the same activity. The second activity was a role-play, the students had to act out a situation given by the teacher, they had to talk about things they had to do the previous week, but they did not, and also they had to use some story telling strategies, whereas they were doing the role-play, we took notes on their performance. The idea was to have the students interact in a natural way.

(You can see the transcription of this role-play in the appendix).

To collect more information, we focus on different aspects of role-plays just to identify them during the students’ performance. These aspects will be described in detail in the result section. The rubric we followed to identify those aspects was the following. In there you also find the notes regarding such observation.

First role-play: Class reunion.

The students had to improvise a conversation in which they had to be in a class reunion and they would talk about the things they were supposed to do and the things they are supposed to be doing, also they had to imagine that in the place they are, there are some appliances that are not working well. They had to talk about these situations.

Table 1

Aspects to be observed during the role-plays	Totally agree	partially agree	totally disagree	partially agree
The students show spontaneity.		X		
The conversation is consistent with the directions given by the teacher.		X		
The group works in a way that shows coherence and cooperation in the conversation, real team work.		X		
Students show confidence at the moment of speaking.		X		
The activity is real life-like.	X			
The students show appropriateness of their characters.		X		
It is easy for students to improvise.		X		
The students show a positive attitude towards the activity.		X		

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Second role-play: Story telling

In this activity students had to think they were at a park talking about personal anecdotes, including some story telling strategies learned in class.

Table 2

Aspects to be observed during the role-plays	Totally agree	partially agree	totally disagree	partially agree
The students show spontaneity.	X			
The conversation is consistent with the directions given by the teacher.	X			
The group works in a way that shows coherence and cooperation in the conversation, real team work.		X		
Students show confidence at the moment of speaking.	X			
The activity is real life-like.	X			
The students show appropriateness of their characters.	X			

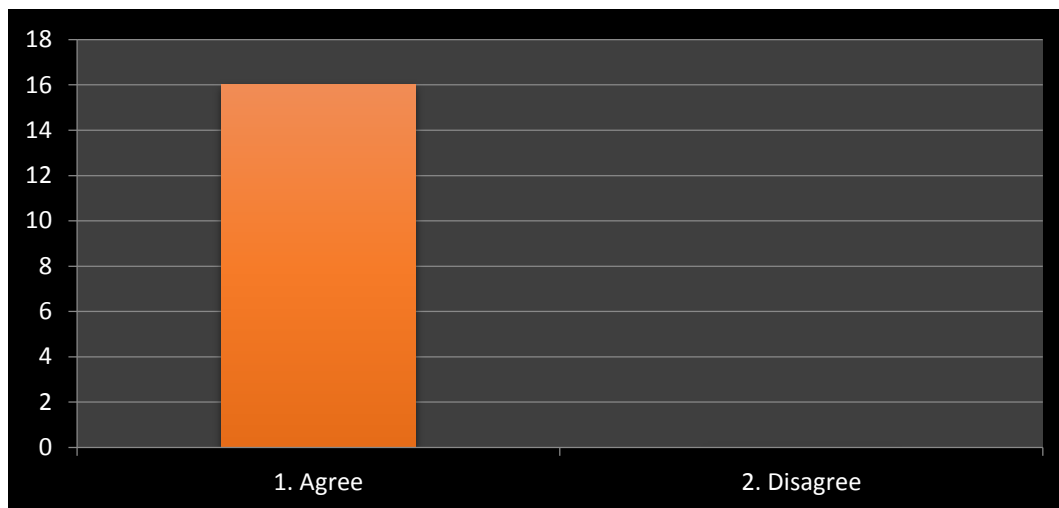
It is easy for students to improvise.	X			
The students show a positive attitude towards the activity.	X			

Surveys:

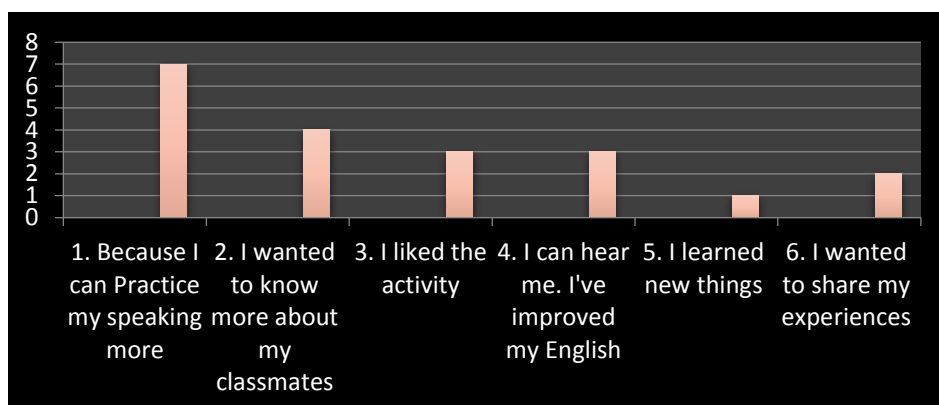
After having done these activities, we applied a survey to get some impressions from the students on how real life like interaction in class could help them improve their speaking performance. The results of this survey are shown in the following graphics:

Survey find someone who

1. When I was exchanging information with my classmates, I felt motivated to speak.

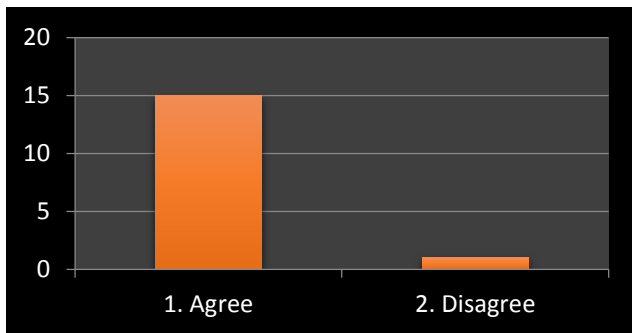


By the time this survey was applied the sample population was sixteen students, and all of them agreed with the fact that they felt motivated to speak with their peers, and they gave the following reasons illustrated below.



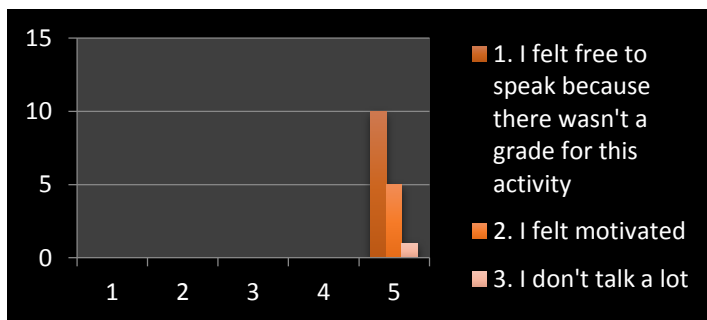
The numbers on the left side of the graphic correspond to the number of opinions given by the students answering this survey. This numbers do not depict the total number of students, but the time an answer was repeated.

2. I could overcome my fears to use the language when doing this activity.



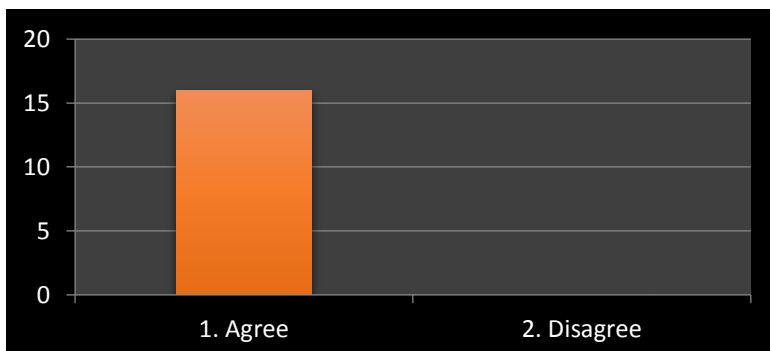
The numbers on the left side of the graphic depict the number of students interviewed. And out of sixteen students, fifteen said that they could overcome their fears to interact orally, and one of them stated to be afraid of making mistakes in class.

These are the reasons given by the students:



Ten students out of sixteen claimed that they felt motivated because there was no grade, five students said that they just felt motivated, and only one student stated that he did not talk a lot; however, he took part in the activity.

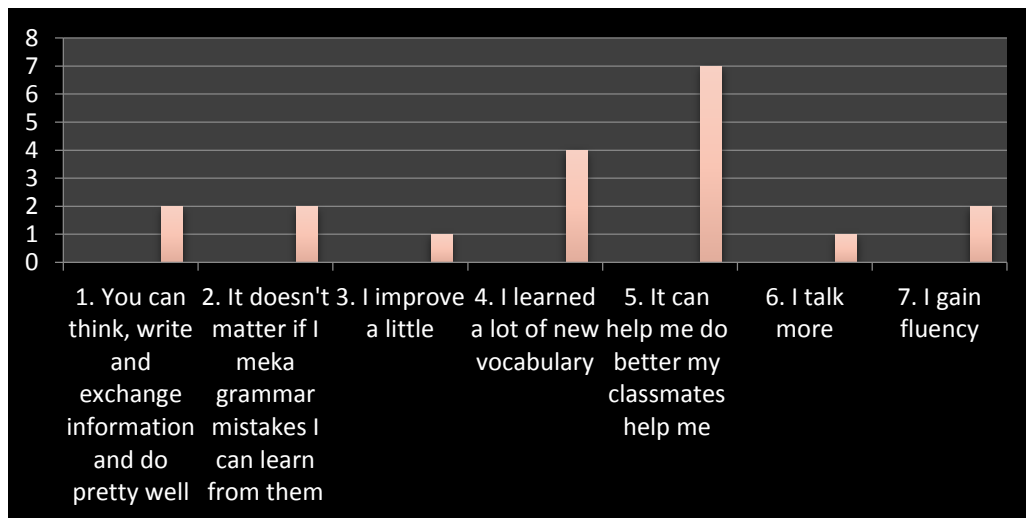
3. I feel this type of activities can help me improve my speaking.



To know if the activity we were implementing was useful, we added this question to the survey, and all the students being intervened said that this type of activities should be done more often. All of them found it useful.

Why?

The following graphic shows the students' opinions.



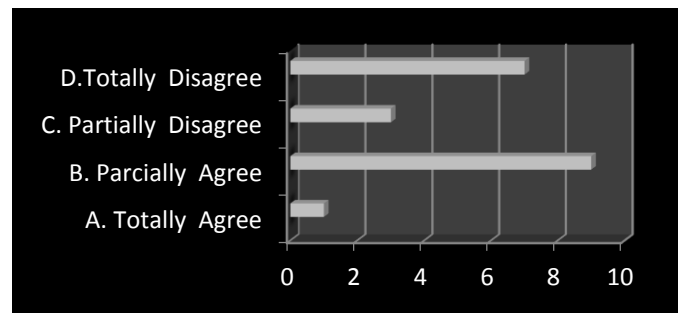
The numbers on the left side of the graphic do not depict the number of students intervened, they illustrate the number of coincidences students had in the same answers; some students said more than one reason, that is why the number of answers does not match the number of students.

With the purpose of following up our students better, another survey was applied. This survey allowed us to keep track of our students' progress. We have to take into account that four new students were added to the sample population and others dropped out.

The total of students that took the survey was twenty.

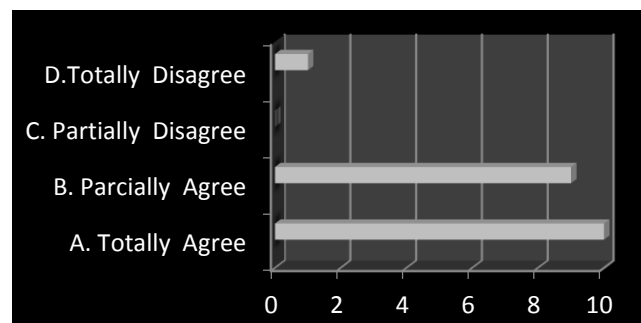
Second survey

1. During the activities in class, I find difficult to express my own ideas orally.



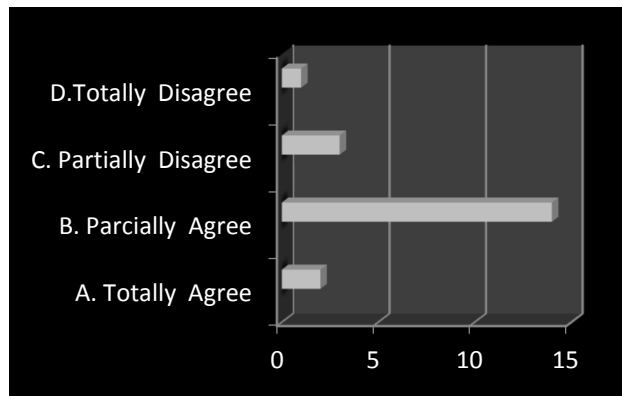
This graphic shows that seven students do not feel it is difficult to express their own ideas orally; three students partially disagree with this statement. We can see that nine students find some difficulties, and one student finds it difficult. We can see that at this point, there is a total of ten students who find some degree of difficulty to express their own ideas orally.

2. When interacting orally with my partners, I feel comfortable.



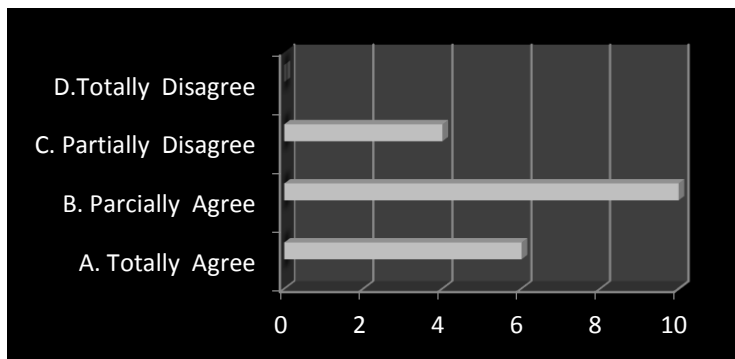
Only one student stated that he did not feel comfortable when it comes to interacting with other students. No students agreed with this statement, whereas 19 students, 10 of which, totally agreed, and 9 students partially agreed, for a total of 20 students.

3. It is easy for me to establish a conversation with other people in English.



When students were asked if it was easy for them to establish a conversation with other people in English, 15 students said they partially agreed with this statement.

4. I feel confident enough to start a conversation and keep it going.



This graphic shows that 10 students partially agreed with this statement, six state that they totally agreed with this statement.

Conclusions

All this process was useful not only for students, but also for us in the sense that it gave us some insights into what should be done in order to help students go beyond their actual level of proficiency in terms of interaction and speaking. As we went deeper into what was happening in our class and got more involved in this process, we realized that even though there were very good students in this class, there were some others that lacked the capacity to start and keep a conversation going; this is why they were reluctant at first.

Based on all this, we came up with our research question to identify possible solutions to this problem. Our research question was:

How can role-plays and real life like interaction help students improve their proficiency in L2 use?

Once we had our research question we started our intervention with our first activity by giving the students the opportunity to interact among themselves in a very natural way. That is friendly conversations about their experiences. The first positive finding came from one of the students that had the most difficulties to hold a conversation, “I felt free to speak because there was no grade.” Surprisingly, the same reason was given by nine other students, which proves that the most interaction there is among students without pressure, the more willing they are to participate in oral activities. This is supported by the videos we made in class where you can see the students interacting freely.

As it was mentioned before, there were some students that were reluctant to take part in oral activities, but as we started our intervention something crucial happened, the students’ motivation increased at a rate of 100%. Although our research is not about

motivation, we have to state that by having students interact in class their motivation increases, as you can see in table 1 for the activity “Find someone who.”

Being afraid of making mistakes is very common among students. Doing this research project shedded light on the importance of real life-like interaction and how we can increase interaction among students. In the middle of our intervention after we did our first activity, something really important that arose from question 2 of the same survey was that 15 out of 16 students stated that they could overcome their fear to speak when interacting with other students. (See table 3 in the survey find someone who.) This somehow backs up Vygotsky’s theory of scaffolding, since those students with better command of the language helped the weaker students.

The response we got from students gave us more reasons to believe that these types of activities are useful when it comes to helping students feel more confident and improve their English. (This is illustrated in table 5 of the survey find someone who.) Other important findings are listed below:

1. This type of interaction can make students think, write and exchange information which facilitates communication.
2. When interacting with other classmates students feel free to make mistakes.
3. Students can improve their communication skills.
4. Students learn new vocabulary in context.
5. Students acquire fluency.

When we were in the middle of our intervention, some new students were added to the group and others dropped out, so it was like a new start. That is why we applied a second survey just to see what this new population was like.

A problem that persisted was that nine of the students intervened still presented some difficulties to express their ideas orally. To solve this problem we did our second activity that consisted of a role-play. (Class reunion, described in the data analysis)

This role- play was aimed at finding out how well students interacted with others when they had to improvise and talk about a real situation. In the first chart we depicted what we observed in this activity. Even though students showed spontaneity when doing this activity, they faced some difficulties related to aspects that a good conversation should have; for example:

1. Students could partially stick to the directions given by the teacher.
2. Students partially showed appropriateness of their characters.
3. The students showed difficulties to keep a natural conversation.
4. Students were partially positive towards the activity, since it was not 100 % real life-like. The transition between this first role play and the second one showed great improvement on part of the students as showed in the second chart for the second role-play (Story telling) that consisted of talking about real anecdotes based on the topic taught in class. This allowed students to go beyond their proficiency level and what they were able to do before. In the first role play they showed problems in terms of motivation, attitude, participation and appropriateness. As the activity was about real life experiences, they knew the situation and what they had to talk about. This also facilitated their interaction with their peers.
5. Another aspect we discovered during the process was that by doing activities where there is interaction, students can improve their interpersonal skills, as showed below.

Verbal Communication: What we say and how we say it. As showed in the videos, you can see that the students made great progress in this regard, especially those

students that were with us from the very beginning of the intervention, as opposed to those who were added afterwards. The students with whom we started this process showed more confidence, more creativity and more spontaneity although they knew they were being videotaped.

Based on what we observed during the videos we can say that all the students that started this process with us made quite a big progress in terms of language production.

Non-Verbal Communication: What we communicate without words. Body language is an example of it.

Listening Skills: How we interpret both the verbal and non-verbal messages sent by others. As you can see in the videos, there was no problem understanding each other's messages, and communication was not affected by the lack of this skill.

Negotiation of meaning: Working with others to find a mutually agreeable outcome.

Problem Solving: Working with others to identify, define and solve problems.

Decision Making: Exploring and analyzing options to make decisions at the moment of speaking. Students analyzed what the other students said and made decisions about what and how to respond to the situation presented.

Assertiveness: Communicating messages freely. Students felt no pressure when interacting with their peers.

Based on all this we can say that we learned that real life-like interaction in class is crucial when it comes to creating the right English environment where students can feel at ease. At the beginning of our intervention, students regarded the classroom as a place where academic issues were dealt, but as they started to talk about their real experiences they started to participate more actively.

At the beginning of the activities, we let students know about what they were for, and they showed a lot of enthusiasm towards them. This was crucial for the good development of our project, since the active participation of the students was required to be able to achieve any goals as we were expecting.

Appendix 1

Appendix 1 1

ACTIVITY

Interview your classmates and find someone who...
what, who, how often, etc.

Also ask for some details of the activities like where, when,

	NAME	DETAILS
1. Has been to three different Colombian cities.	Paola	I've been to Bogotá, Medellín, Bucaramanga. Around 3 years ago with my family.
2. Has eaten something unusual.	Enrique	I've eaten "chapulines" It's a snack from Mexico.
3. Has traveled abroad.	Carlos	He was in Maracaibo Venezuela. last June / Many times
4. Has won a contest or competition.	Enrique	He won a soccer competition
5. Has gone scuba diving.	Enrique	NO never.
6. Has done yoga.	Carlos	He met Jairo Martinez last year at Caribe plaza
7. Has spoken to someone famous.	No	Never.
8. Has read a book in English.	Enrique	Never.
9. Has broken something valuable.	Paola	A beautiful piece of art from my mom that was awful
10. Has forgotten an important appointment.	Paola	An interview for college! Can you believe it!

Appendix 2

Appendix 2

SURVEY

Answer these questions about the activity "find someone who" you did last class.

Agree

Disagree

1. When I was exchanging information with my classmates, I felt motivated to speak.

Explain why? because, when I'm explaining sth

I can hear me that I speak more and more,
and it's the best way for practice more you speak.

2. I could overcome my fear to use the language when doing this activity.

Explain why? Sometimes I feel so fear when I'm

doing activities in class for make some mistakes
and stuff, it's stupid because in the real
life you could make the same mistake

3. I feel this type of activities can help me improve my speaking.

Explain why? because, you can write, think pretty

much, and do your activities very well, you
can exchanging information and ideas with your
teacher and classmates.

Appendix 3

ROLEPLAY No.1

T: Well, we're going to do the role-plays. Remember the paper that we gave you the other day in class. Well the idea is that you follow the directions. In the role-plays you don't have to say the things by memory, I mean, try to improvise, but the important thing is that you keep in mind the directions. That's it. So, what group is going to start?

Situation: At an old classmates' reunion.

GROUP 1

S1: Hey Carlos, I haven't seen you in ages. What have you been doing? Once I saw you downtown in a military uniform. Weren't you supposed to be a teacher?

S2: Yes, I am. That is my new teacher uniform. I look like a sailor. Remember that I work in a militar school.

S1: Oh yes.

S2: Hey Jason, what about you? You were supposed to be the best architect of Cartagena...

S3: Yes. I remember you spent a lot of time making great sculptures.

S4: Yes. Things like gyms, houses, parks, gardens... What about that thing?

S5: Yes, actually, I don't want to talk about it.

S1: Why? Wasn't it supposed to be your dream?

S5: Yeah. It fools. Ehh, but I really couldn't stand...ehh... getting home late every nights, and... ehh, you know, ehh, and having, you know, ehh, to get up early. You know, It's so hard for me. So I decide to stop and try another thing. What about you girls?

S1: Well, I was supposed to be a dentist, but now I'm a housewife. I got married with a doctor.

S2: Oh. So, now you are a rich person.

S4: I got married. I have two kids.

S3: Yes? Did you finally get married that **sure boss**?

S2: The electrician.

S4: Oh yes, I did. I got somebody to repair things at home.

S2: Oh, my air conditioner needs repairing. Why don't you get your husband to repair it?

S4: Ok. I'll ask it to him.

S5: Sorry buddies. So, I have to leave because I have a meeting now. So, but I think it's necessary to keep in touch more often.

S2: Sure. It's true. That's right. Good bye. See you.

S5: See you.

GROUP 2

S1: Hello my fiend. How are you?

S2: Hello my friend. It was a lot of time we didn't see. You look beautiful.

S1: Thank you my friend. Tell me about your life.

S2: I am chef.

S1: Oh my god. Are you kidding?

S2: No, I'm not kidding.

S1: Really? Oh my god. You are supposed to be... ehh to become a doctor. What happened?

S2: Oh no. I discovered my vocation is the foods.

S1: Oh my god. It's good.

S2: Oh yeah. Well, tell me about your life.

S1: Well, I'm a teacher.

S2: Oh really? Well, weren't you supposed to be a...

S1: Yeah. I know, I know. Well, I like teaching.

S2: Really? Tell me about... What happened? Where do you work?

S1: Well, I work in Soledad Román de Núñez.

S2: Really? It's a big school...

S1: I know, I know. But now the college have a problem.

S2: Yeah? What happen?

S1: Well, you know the Cartagena is very hot.

S2: Yeah. Very, very hot.

S1: Yeah. Imagine. My room is very hot. The air conditioner need to change.

S2: Really? I have a restaurant in Cartagena. In Bocagrande.

S1: Really?

S2: On San Martin avenue.

S1: Oh you are not kidding?

S2: No, I'm not kidding. I work at difference place. I travel to difference country. Right now I has my own restaurant in Cartagena.

S1: Oh my god. My friend you are famous.

S2: A little. Can you give me your number cell phone?

S1: It's a long history.

S2: Oh my god. What happen?

S1: Oh my god, my friend. My cell phone is not working well.

S2: Really? I have the seis problem.

S1: Really?

S2: Yeah. I got a professional to fix my cell phone.

S1: Oh my god, I remember. Your brother.

S2: Ay no, my brother is lives in another country.

S1: That's terrible.

S2: Ay, don't worry.

S1: You recommend another person?

S2: Oh my god. Could I recommendate a good professional?

S1: Oh my god. Sorry it's late. I have to go.

S2: Oh my god. Vámonos.

GROUP 3

S1: Hello Isabel.

S2: Hi Diana. How are you?

S1: What date is today?

S2: Today is June five.

S1: Oh, do you remember? Today's Leonardo birthday. Do you remember he is our old classmate from school.

S2: No, no no.

S1: Do you remember he is the guy with...

S2: Oh oh, yeah, yeah. Leonardo. Yes, of course. Yeah, yeah. Let's call to him... Hi Leonardo. How are you, Leonardo? ... No. It's no calling.

S3: Someone's calling me. Hello. How are you?

S1,S2: Fine. Happy birthday to you. (singing)

S3: Oh, that's nice. You're welcome. How's it going?

S2: Fine, baby. How are you?

S3: Fine. Why are you calling me?

S2: Yeah. Because today is your birthday. I'm staying here with Diana. She could congratulate you.

S1: Hi Leo.

S3: Hi Diana. How are you?

S1: Fine. And you?

S3: I'm fine. What are you doing right now?

S1: Ahh, I stay with Isabel.

S3: Ok. Would you like to come to my home today?

S1: Ok. See you later.

S3: See you.

Knocking at the door...

S3: Go ahead.

S1,S2: Hi. How are you? Happy birthday.

S3: Thanks. What is this?

S2: Your present.

S3: Let me see it.

S2: Tell me Leonardo. How old are you now?

S3: I'm 24.

S2: Oh, you are so old.

S3: Oh are you kidding? This is my best age. I bought this cake. Would you like?

S1: Would you for your birthday?

S2: Ummm, it's so delicious.

S3: Right now I'm studying law.

S2: Law? I'm supposed to be studying business management?

S3: I didn't do it. It's another college.

S2: And me? I'm studying Business Management now. I'm studying eleven semester.

S1: I'm studying Tourism.

S3: What's about your degree? It's so long?

S1: Oh yeah... Leo, you can turn on the stereo?

S3: Yes, yes. But there is something. It doesn't work right now. Because do you remember the last earthquake? The last month?

S2: Oh yeah. What happened it?

S3: It fell down. It needs fixing. There are some problems with the music.

S2: What about you? Diana. What happened in your house?

S1: The last earthquake my --- was damaged completely. I need to be check in.

S3: Yes, it was awful.

S2: Yes, it was awful. In my house all the roof fell in the floor. We need, ehh, we moved to another apartment. That was awful.

S3: Oh girls, let's go the...

S2: The pizza arrived? Bye.

Appendix 4

ANECDOTES GROUP 1

Victor:

From my school and then I was walking with a friend, and a guy was walking behind us; and when we get the corner, when we were at the corner, they had...the two guys had a pencils or pens, I don't remember exactly; and they had pens and they told us, "You have to give me your chain, and if you don't give me your chain, I'm gonna punch you, I'm gonna hit you, we stock(stab) you with the pencils and I talk to my friend, "men we have to give the all our things." and he told me, "We have to run, we have to run." And immediately we run and the guy was running behind us.

Alvaro: Follow you? Did you call the police?

Victor: No, in that moment you don't know how can you react. In that moment it's kind of difficult to do that.

Alvaro: That's true. You've got to be careful.

Eddi: Something similar happened to me once.

Alvaro: Really?

Eddi: Yes. Once in front of my house, in front of my place we are...were with a bunch of friends, ehh talking and chatting and a friend of us received a cell phone call. He walked a little off us, he separated of the group. And we are sitting here, like we are here now and we couldn't saw him in the moment they were speaking...

Alvaro: He was speaking, talking on the phone.

Eddi: ...And two guys in a motorcycle say to him, "Hey." Like he was a friend...And we continue talking.

Alvaro: The robber said hello to him...The robber said hello to him.

Eddi: Exactly, he was talking... Hey and he's wearing helmets. The motorcycle stopped in front of him, and we all see it lovely like friends and a minute later he come to us and say; "Hey, I got robbed."

People: Oh, men...Oh see...

Eddi: Everybody was surprised. Hey, why? You don't know the guys? No. They tell me," give me the phone." "ok."That was really funny but scary.

Daniela: Well, I've never been robbed; but that reminds me of the time I came here to Cartagena, I was waiting for the bus and I was there at the corner and a guy looked at my silver necklace and then I was talking..."Oh my god..." and he was walking toward me.. And I was Oh God what am I do now? I was scared. Well, thanks God the bus was coming, I took the bus.

Alvaro: You were lucky.

Eddi: Hey men, I've gotta go.

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