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ABSTRACT

The content of this project is based on the study of role play as a technique used to achieve communicative competence in an EFL classroom. First, Piaget's constructivist theory is briefly analyzed to give an idea of the importance of methodologies that include real situations in the process of learning a language. The themes of Second Language Acquisition and Communicative Competence are treated, too. The first one refers to the process of learning an additional language after we have learned the mother tongue. The second one has to do with the management of a second language in a significant way: Learners achieve the target language according to the circumstances in a natural manner. The central part of this work is role play: What role play is, the reasons to use it, how to choose the appropriate one, what to do before, during, and after it, its classification as well as the advantages and limitations. Finally, the analysis of the theory and the authors' experiences as teachers have resulted in a series of suitable role play activities for high school students.

KEY WORDS

Cognitivism, Constructivism, Communicative Competence, Second Language Acquisition, Role play, Strategic Interaction.

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SCHOOL OF PHILOSOPHY

GRADUATION COURSE IN ENGLISH LANGUAGE AND LITERATURE

TOPIC:

**“ROLE PLAY: ITS ADVANTAGES AND LIMITATIONS TO ACHIEVE
COMMUNICATIVE COMPETENCE IN AN EFL CLASSROOM”**

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obtaining the degree of BACHELOR IN
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AUTHORSHIP

All the content of this thesis is the exclusive responsibility of its authors.

A handwritten signature in blue ink, appearing to be 'M. Calderón', on a light-colored background.

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A handwritten signature in blue ink, appearing to be 'R. Quito', on a light-colored background.

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Sincerely,

Ma. Cristina Calderón

Rosalva Quito Gutiérrez

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I'm deeply grateful to God who gives me the strength everyday to believe deeply in Him. My mother "Marina" who is the best mother in the whole world and the reason why I'm getting this degree

Ma. Cristina

First of all, my sincere gratitude to **God** who has always been with me. I dedicate this project to Him and to the beings that have supported and accompanied me through all this large way, my **parents, brothers, and sisters**. You are the reason I am who I am and I am where I am. I love you sincerely and really appreciate your presence in my life. Finally, thanks to all the special people that have been with me from the beginning of my career. From the bottom of my heart,

Isabel Rosalva

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INTRODUCTION

As English teachers, we are always trying to use the best methodologies in the classrooms in order to encourage our students to speak the language. However, most of the students feel ashamed to speak in front of their classmates, and when they do speak, it is only a mechanical repetition. They do it because of obligation without really feeling it and many times without understanding what they are saying. We make them speak the language but not in a significant manner for them. Because of these situations, it is important to bring into the classroom situations that draw our students' attention and engage them to use English with a purpose. What we intend with the present research is to analyze a technique called "role play". Surely, most of teachers have used it in their EFL classrooms but maybe without a deep knowledge about it. And when they have gotten poor results, these teachers decide to discard this technique as a useful one. However, through the development of this project we are making a contribution on the real implications of role play in the EFL classroom.

The first chapter gives a short and concise theoretical background about Cognitivism and Constructivism, Acquisition of a Second Language and Communicative Competence. These first themes give us the support to claim that the use of role play in the classroom can help our students use the target language appropriately. In the second chapter role play as a technique is described. The answers to the questions "What is it?" "Why to use it?" "How to choose the best one for my students?" "What to do before, during, and after it?" are given. Of course the advantages and limitations of this technique are discussed, as well. In addition, the

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classification of role play is given since the third chapter is based on it. In the third chapter of the project lies our contribution with regards to role play. Based on this theory and our experience as teachers, we have elaborated suitable role play activities for high school students, taking into consideration a topic of interest for students of this level and also including appropriate and real material for them to familiarize themselves with the use of the target language by role playing.

In this way, it is our intention to contribute a deeper knowledge of role play as a useful technique for the achievement of a communicative competence in our students because the knowledge of theory must go beyond and enable students (and teachers) to be competent at facing the challenges of the real world.

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CHAPTER 1. “MAIN THEORIES AND CONCEPTS”

1.1 COGNITIVISM AND CONSTRUCTIVISM

According to Jean Piaget’s experimental results on teenagers’ minds, they can build understanding through channels like reading, listening, writing and exploring their environment. Piaget analyzed cognitive growth as an extension of biological growth and as a being ruled by the same principles and laws (Hoover). He believes teenagers think and act distinctly at different periods in their lives. As our project will help students from high school levels, we think his theory can contribute to a better learning process. Jean Piaget believes they can think logically and hypothetically and become concerned with their future at that stage of their lives.

Piaget also indicates there are important facts for the learning process like “**Assimilation** and **Accommodation**” through which the outside world is internalized. Although one fact may predominate at any particular moment, these facts work together and are in a strong dialectical relationship. The terms are also used to describe ways of knowledge in the elaboration of tips or resources for experimental learning. In **assimilation**, the EFLs perceive the outside world according to their environment and culture incorporated into the internal world, but

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“SQUEEZING” the external world perceptions as much as they could to fit their perceptions precisely and correctly (Harryman).

Piaget believes everybody’s mind has a database already built in with categories already formed, so that it is easy for teenagers to assimilate the target language better. Then if the mind comes across new information which fits into these fields, this information can be assimilated without any kind of problems. In **accommodation**, their internal world has to be accommodated to the evidence with which it is confronted and thus adapted to it, which may be a hard and complicated process (Harryman). What happens in the database analogy is when you are trying to put into your brain information which does not fit the information that is already there in the pre-existent fields and categories, these get scrambled and then you have to develop new strategies in order to assimilate and accommodate the new information into a new field or into a pre- existent one.

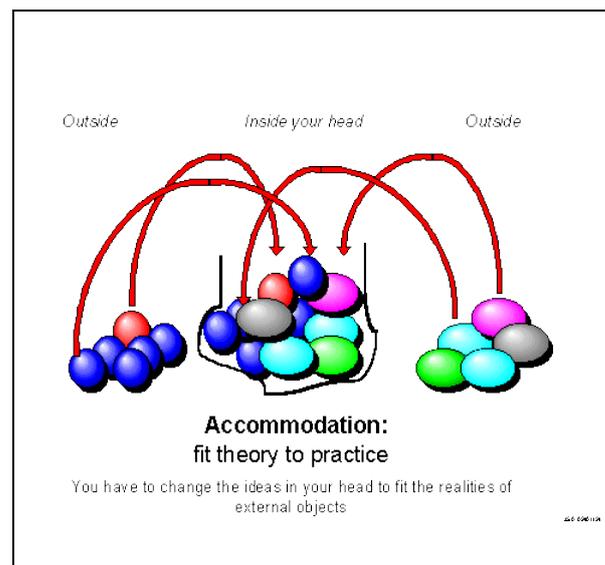


Fig. 1. This chart shows how Accommodation occurs (Harryman).

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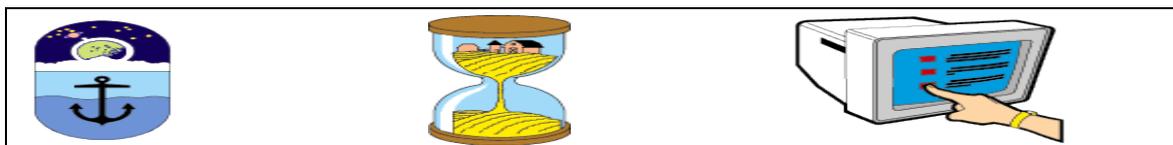


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Piaget helps us to understand that “meaning” is constructed as teenagers interact with powerful forms from the outside world. That means, for example, with isolated exercises that try to teach something like long division or end-of-sentence punctuation for example. EFLs learn these things easily, according to Piagetian theories, but they learn more if they are engaged in exposed activities (for example going to the supermarket or store, writing and editing a class newspaper, etc) (Chen). Whole activities, as opposed to isolated exercises, and particularly touchable activities are interesting and important to the students, and real activities that result in something other than a grade or a "Good, well done".

According to a Piagetian classroom, students should get the same opportunities to know through their own experiences and opinions. They cannot be told how to get the knowledge by the teacher who applied directly teaching specific skills and more emphasis on learning in a context (Chen).

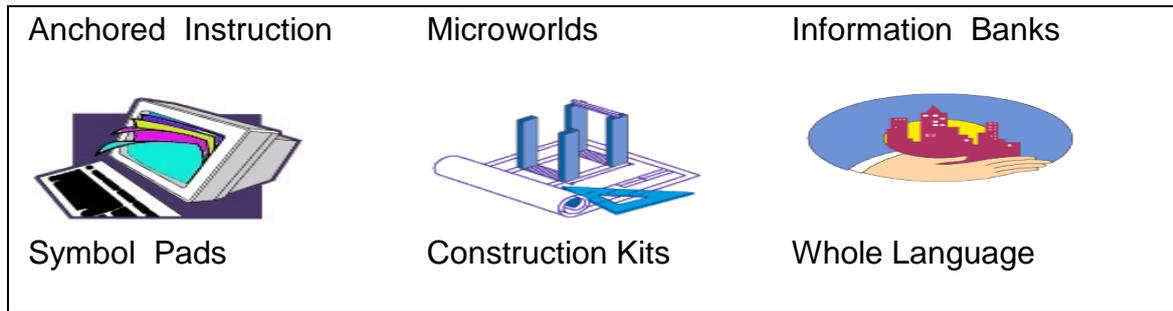
In this chapter, we explore several types of cognitive constructivist learning processes. For example, in the following graphics you read only part of a description of an instructional approach, but you also have an opportunity to explore some of the material through multimedia so the students can see the information and assimilate it easily.



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1.1.1 Fig. 2. Examples of Constructivist Classroom Activities (Chen).

Piaget's constructivism theory gives three different perspectives: Continuum, Radical and Social (Huitt).

Continuum constructivism describes the mind in terms of the individual, restricting its domain to the individual's head. This part of theory approaches learning and knowing from the perspective of each student individually. Constructed knowledge is first of all a process of building mental graphics or structures within the mind. However, cognitive-constructivism, is associated with processed historical information ending with a significant empirical findings related with memory, cognition, working memory models of the brain function. Thus, while the cognitive constructivist perspective has proved to be beneficial to the understanding of learning, however, constructivist community does not include a subjective nature of knowledge.

Radical Constructivism "on the other hand represents the opposite of the continuum constructivism from this perspective the knowledge acquisition is an adaptive process that results from active cognizing by the learner based on his/her inside

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mind, not in his/her mind that just shows some external reality. This radical constructivism recognizes social interaction as a source of knowledge” (Lachorelle, Bernardz, and Garrison). This particular perspective defines principles that maintain the internal nature of knowledge and the main idea of the external reality that may exist but that is unknowable to the individual. Reality is unknown since our experience with the external world is mediated by our senses, and our senses are not adapted to representations of the external forms only. (e.g. objects, social interactions). So, knowledge is constructed from experience not in any discernible form, but in a representation of the external reality. Radical Constructivism involves two sides of construction: **the structure** (the complex composition of knowledge as elements and their combinations) and **the meaning** (the message that is intended or expressed or signified).

Social Constructivism lies between the transmission of reality and the construction of a personal and coherent reality of the individual student that maintains the social nature of knowledge and the result of social interaction of the language usage of their own experience. This social interaction happens within a socio-cultural environment in a specific time and place constructed in cultural practices. This perspective is considered very strong and is more concerned with meaning than structure.

To sum up, Constructivism Pedagogy is a link between theory and practice. Many theorists and practitioners have generated constructivism pedagogies with results, sharing a set of designed principles and practical results that tend to vary widely.

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Indeed, all of these principles or perspectives are proposed to help the learning process at all times, and they contribute to education what makes this “constructivism” the assemblage of these specific principles and the basis for students’ inclusion.

1.2 SECOND LANGUAGE ACQUISITION

Second Language Acquisition (SLA) is the product of many factors pertaining to the learner on one hand and the learning situation on the other. It is very important to start by recognizing the SLA which is very complex and is the result of the interaction of different factors. Different learners learn in different ways, so it is relevant to identify aspects that are stable and general, if not to all learners, at least to large groups of EFLs. SLA is used to refer to these general aspects. SLA is the study of how learners learn an additional language after they have acquired their first language or mother tongue, and second language acquisition tends to follow the footsteps of first language acquisition, so therefore they have similar or different processes in the learning methodology.

The term “acquisition” is used to refer to picking up a second language through exposure, whereas the term “learning” is used to refer to the conscious study of a second language (Lado 12). So, SLA refers to the subconscious or conscious processes by which a language other than the first language is learned in a natural or guided setting, this process of learning shows variable and invariable features according to the learner’s competence with an empirical investigation using a second language. EFLs vary on a number of dimensions according to their motivation, age, Ma. Cristina Calderón – Rosalva Quito G.



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aptitude, style, etc. but they all are related at some point, and it is important to know the nature of this relationship. These different factors influence only the rate and the ultimate success of SLA. However, to claim that individual differences influence the order in which linguistic knowledge is acquired is far away from controversial. As Fillmore points out, “On one hand individual differences are seen as an all important factor, while on the other they account for differences in the proficiency levels of learners which has tended to emphasize the importance of individual learner’s factors” (O’Malley 11).

As we mentioned before we should analyze, a little, the general factors which we consider influence on SLA: age, cognitive style, motivation.

AGE. - This variable is considered in discussions of individual differences in SLA. This is doubtlessly due in part to the ease with which it can be measured unlike all the other factors; it can be described reliably and precisely. However, there has been a need to investigate the commonly held belief that children are better learners than adults. The route of acquisition is not influenced by age. If innate abilities account for the acquisition of primary levels, no differences in routes between children and adults are observed. Adults will acquire first levels more rapidly because of the greater cognitive structures. But on the other hand, children are more successful learners, because they are strongly motivated to become part of the language community, and they are likely to receive more years’ exposure to the SLA process.

COGNITIVE STYLE. - Refers to the manner in which learners perceive, organize, and recall the given information. Each person has a more and less consistent mode

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of cognitive functioning and this cognitive style may interact with other learner's factors. There has been not research into the effects of cognitive style on route of acquisition. However, that cognitive style of learners may eventually turn out to be an important factor determining rate of development.

MOTIVATION. - We can identify three forms of motivation to help to understand better how they can influence in SLA:

- GLOBAL MOTIVATION
- SITUATIONAL MOTIVATION
- TASK MOTIVATION

Global Motivation, which consists in a general orientation to the goal of learning.

Situational Motivation, according to the situation in which the learning process takes place.

Task Motivation, which is the motivation for performing particular learning tasks.

Teachers will realize success easily if the students show more interest using these types of motivation or if they need a different kind of motivation for a better assimilation.

Motivation is a really important factor, which helps to determine the level of proficiency achieved by different learners. The most successful learners will be those who have a high level of motivation for learning.

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To sum up, the level and type of motivation is strongly influenced by the society or by social contexts in which the learning process takes place, and it is important to choose the correct motivation and the correct environment to have better results in the develop of the SLA.

1.3 COMMUNICATIVE COMPETENCE

The ability to use the language in a safe and correct way to accomplish communication goals is well known as COMMUNICATIVE COMPETENCE, and it is not the desire to use the language exactly as a native person does. Communicative competence is compounded of competence areas: linguistic, sociolinguistic, socio cultural, discourse, and strategic (Hynes).

LINGUISTIC COMPETENCE: How to use the grammar rules, morphology, syntax, and vocabulary of a language. Linguistic competence asks, for instance, what words can I use? , How do I put them into a sentence or in a context?

SOCIOLINGUISTIC COMPETENCE: How to use and answer to the language in the correct way, given the topic, the setting, the relationships among the people communication. The common question used by this sociolinguistic competence will be, for example, Which words and phrases fit this setting and this topic? How can I express a specific attitude (respect, friendliness, authority, etc) .How do I know what attitude another person expresses?

SOCIO-CULTURAL COMPETENCE: Every single language is situated in a socio-cultural environment and implies the use of a particular reference frame which is

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partly different from that of the foreign language learner, socio-cultural competence presupposes a certain degree of familiarity with that situation or context to be learned.

DISCOURSE COMPETENCE: How to interpret the larger context and how to build longer links of language so that the parts make up an understandable whole. Discourse competence is words, phrases and sentences joined together to create conversations, speeches, messages, essays or newspaper articles, for example.

STRATEGIC COMPETENCE: How do I recognize and repair communication features, How can I learn more about the language in a sentence or context? Strategic Competence answers for example the following. How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?

In the first steps of language learning, teachers and students want to keep in mind a goal of communicative efficiency. Students may be able to make themselves understood better, using their own current proficiency to the fullest. Students must try to avoid misunderstandings in the message due to faulty grammar, pronunciation, or vocabulary, to avoid offending communication partners due to social inappropriate style, and use the best strategies to recognize and manage communication breakdowns. Moreover, communication competence is the ability to choose a communication behavior for a certain given situation; we are going to emphasize also the two more important components: knowledge and skills.

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KNOWLEDGE as we know it simply means knowing what behavior is best suited for a certain given situation.

SKILLS as well are having the ability to apply that knowledge or behavior in the given situation or context of course all these aspects have a strong relationship with motivation, the desire to communicate in a competent way.

To conclude, in order to be a competent communicator and a good learner, he/she must be able to recognize which skills are important in a specific situation, to have those skills, and be properly motivated to use those skills to have the best results in the learning process.

CHAPTER 2. “ROLE PLAY TECHNIQUE”

2.1 ROLE-PLAY

2.1.1 UNDERSTANDING ITS CONCEPT

Role play is a technique belonging to the communicative approach. It is used to encourage learners to speak the target language. Different real situations given by the teacher provide learners the opportunity to talk to their partners. Learners develop both their communicative and social skills by using the new language and interacting with the teacher and partners in the classroom.

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The main author we have chosen to write about role play is Gillian Porter Ladousse (1944 – 2002). She was a teacher and a teacher trainer who spent her working life in France. She taught at the British Institute in Paris and universities in Bordeaux, Paris and Brest. She was also an innovative and creative writer who wrote the book called *Role Play* which is original and full of practical ideas (“Gillian”). Let us examine the words that made up the term “role play” in order to understand it deeply. A “role” is an individual part played by a student in a given situation. The student can be himself/herself or somebody else. “Play” means to take on the role in the safe environment of the classroom. It is expected that students are creative and playful (Porter 5). The students are not asked to think like Mr. Perez, for example. They are Mr. Perez and have to deal with the situation. The important thing is that the student experiences the language in real life situations for him/her to realize the usefulness of the exercise in a pragmatic way.

Once we have exposed what we understand as “role play”, it is appropriate to indicate the difference it has with respect to “simulation”. According to Porter, both terms are closely related in the sense that their main objective is to make learners face real life events and at the same time the unpredictable nature of language.

Role play involves a simple organization. When the students get involved, they apply their initiative and imagination. The technique is flexible in itself. However, Simulation encompasses a more complex organization. It takes much

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more time, and the student has to glue himself strictly to the given events. It has an element of role play, but other complicated activities form part of a simulation.

In regards to the issue of whether role play is public or private, the answer is that it is private. Role plays are not intended to be performed in front of an audience. We have to consider that students who are shy and self-conscious can feel inhibited if we ask them to perform. So, the task must be carried out in the privacy of the classroom without elements that can affect the process. Students learn better in a quiet and secure environment. Besides, the teacher should only control the activity rather than to interrupt in any way.

2.1.2 REASONS TO USE ROLE-PLAY IN THE EFL CLASSROOM

2.1.2.1 GENERAL REASONS

As was mentioned above, role play is a communicative technique which has the power to develop fluency, promote interaction, and increase motivation. Students' fluency in the new language is benefited due to the fact that teacher talking time is limited, so student talking time increases. A role play occurs in peers or in groups, that is there is interaction in the classroom. The individual's learning process is supported by a partner or group of partners. Students have the chance to share ideas, which is good for their social relationships. As a result of using the language and interacting, motivation increases because students can see and feel that the foreign language is useful in situations they are likely to live. Additionally, when they realize that they are able to maintain a conversation with their classmates, they want more and feel more self-assured of going up to the next level.

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2.1.2.2 SPECIFIC REASONS

Using role play means bringing into the classroom many different situations and activities in which a great deal of functions, structures and vocabulary can be used. The key point is to use our imagination to make sure this occurs.

It is suitable to develop students' social skills from a very low level by making them understand that language is not only to give and receive information but the short talk they maintain is communication.

Students with the specific purpose to learn English need to become involved in scenarios they surely are going to live. The roles taken in the classroom enable them to have a more effective communication in real life situations.

For self conscious and shy students, role play represents a means of liberation because they do not feel their own personalities are shown while developing the task. Finally, role play injects fun into the English language class (Porter 6-7). After receiving the teacher's explanation, learners let their imagination fly, and as a result teacher and students encounter ranges from the simplest conversations to the craziest ones. Students laugh at their own and other's mistakes and in doing that, the process of learning takes place, too.

2.1.3 CHOOSING THE APPROPRIATE ROLE-PLAY

In order to know which role play will work best in each of our classes, it is important to consider factors such as learners' language level, tasks with a real communicative purpose, and the language to be used in each task.

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Knowing our students' level will let us design suitable tasks for them. Tasks should not be so easy, neither too complex. They should enhance the use of the language already dominated, but tasks also should encourage learners to go beyond their limits in the language to fulfill the task successfully. In the same way, the topic or theme of the tasks should give students a sense of authenticity. "Students tend to perform best when they are motivated by real reasons to use language – reasons that would be plausible in their lives outside of the classroom" ("Developing"). When deciding the type of language work in a role play, Porter points out that the teacher must think about two situations. In the first situation, the language to be used is unknown by the students. The role play's intention is make them feel the necessity of that specific type of language which will be useful to accomplish the task. In the second situation, students are expected to practice the type of language presented previously. They are aware of the language and now with the task presented, they will use it personally (9). After the teacher has thought about the two cases, s/he can decide which of them to apply in his/her classroom.

Once the teacher has examined these three main aspects and has chosen the most suitable role play for his/her students according to the main goal s/he has for the class, it is time to arrange all the details to introduce the task to the students.

2.1.4 SETTING UP A ROLE PLAY

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After we have studied what role play is and how it can be favorable in the English language class, the next stage in understanding the technique is in planning, accomplishing, and assessing it.

2.1.4.1 BEFORE

Every activity in human beings' lives must be well organized if we want to achieve the pursued objective, and the educational area is not out of this conception. First of all, we need to talk to our students (high school students) about this technique (general ideas), give them good reasons to implement it in the classroom. We have to look convinced and prove to them that role play is really going to help them in the acquisition of the target language. Also, we have to be prepared to answer any question. This activity makes the students realize that their participation is essential and their responsibility on their learning increases.

After that, preparation must be carried out. It includes basically linguistic and factual preparation. Boon in the work *Role Play and Simulation* gives two kind of preparation. **Linguistic preparation** means that the type of language to be used in that specific context must be selected. **Factual preparation** involves decisions about the roles for the students. Roles can be of different types: real need roles (essential for students i.e. doctors, teachers), possible roles (direct experience is not probable i.e. customer complaining), not so possible roles in students' lives (indirect experience available i.e. journalist), and fantasy roles (fictitious, imaginary i.e. a UFO on earth) (Porter 13). Regardless the type of role, all of them imply creativity and

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imagination. Thus, for giving extra help for students, Porter suggests that we can elaborate “character identity sheets” which must be filled in for personal use after they have read the “role cards” that also have to be made in advance by the teacher. The role cards should not contain too much information; they must be short and essential for the task.

2.1.4.1.1 SELECTION OF ACTIVITY

It is necessary to examine the main aspects exposed early in this paper to *choose the appropriate role play* for our learners. Being a technique of learner-centered nature, students’ interests and needs should have priority. High school students take the English class because it is part of the curriculum. They are expected to finish their secondary studies with an acceptable proficiency in the English language. So, the activities planned for them must focus on topics they consider relevant and entertaining.

2.1.4.1.2 ORGANIZATION

It is recommended that students begin with pair work and simple forms of role play and when they become accustomed to this technique, we can gradually add group work and more complex role plays. The time must be carefully established; it would not be proper to give students less or more time than what they really need. The instructions equally need special care. They have to be good and clear enough so that students do not become confused which would damage their work and motivation (Verity).

Lastly, it is also a good idea to bring into the classroom tangible real objects related to the English language (timetables, menus, newspapers, magazines, coins, Ma. Cristina Calderón – Rosalva Quito G.



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etc) (Littlejohn 150). By doing this the English class environment would be more realistic and fun. The use of “props” (real objects) is also recommended due to the fact that young students enjoy having them while role playing.

2.1.4.2 DURING

The introduction of the task must be done in a very comprehensible manner by using a simple language and modeling the activity. The teacher must be sure students have understood what is expected of them before starting. This can be done by asking questions. The questions asked by the teacher should incorporate the main parts of the role play and the vocabulary/idioms involved. This activity can be part of a short “warm up” for stimulating the students from the very beginning of the task. After the teacher has taken his/her time to speak, the rest of the time belongs exclusively to the learners. They must look for accomplishing the task by making use of the target language. While students are talking to each other and preparing their role play, the teacher must walk around, answering question, checking that everyone understands, giving some ideas or reminding them of some useful phrases.

During the role play itself, errors must not be corrected; the teacher must record errors and comments for a later discussion. Also, students should be encouraged to help their classmates in any way they can when they get stuck. At the same time, students who are listening to the role play can record their comments on a “Comment Sheet” (Littlejohn 150). (See Appendix 1) In this way, we are encouraging students’ participation not only during the role play but after it has

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finished. We can add their comments to ours in the discussion stage. Students' points of view are taken into account all the time.

As an optional activity, we can film the role play unless it causes embarrassment or diminishes self-confidence among students. The atmosphere of the classroom has to be quiet and safe for learners, so if they become uneasy while filming, it is better to put the video camera away.

2.1.4.3 AFTER

What we do after students' presentations would constitute the feedback. As a part of it, we consider that it is necessary make our students understand to be patient with themselves because mistakes will always be in their language-learning process, but the important point is to make them disappear gradually. After that, we can carry out the activity planned to be done immediately after the role play which has to do with the correction of mistakes. At this stage, teacher's and students' notes (if a "comments sheet" was filled in) are used to give comments about the use of the target language and the role play itself in a general way. The activity must be done in a positive way so that students do not feel pointed out because of their mistakes. Students can even contribute with suggestions to improve future presentations. The feedback provided should be done in such a way it builds confidence and competence in the target language.

DEBRIEFING

The term "debriefing" refers to "the analytical discussion that may take place after a role play" (Porter 6). It involves having a conversation with the students about

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what was good and what was bad with respect to participation, not with the goal of criticism but evaluation. It is not an essential part of role play; however, it is recommended to apply it with advanced students who are self confident and used to role play because the language needed to debrief is more complex than the language used in the role play. The teacher should not feel frustrated if s/he cannot do this final activity; the only presentation of the role play by his/ her class should satisfy the teacher's expectations about the role play.

2.1.5 STRUCTURE

To have a general idea of what is going to happen in a role play, the teacher must organize the activity into certain factors. Porter organizes each role play into eleven parts:

1. **Level.** – It indicates the minimum level at which the role play can be carried out.
2. **Time.** – The time must set according what the students need to do.
3. **Aim.** – The broader objective of the activity.
4. **Language.** - The structures, functions, etc. that will be needed by the students.
5. **Organization.** – How the activity will be organized if in pair work or group work.
In the case of group work, it must be indicated the number of members.
6. **Preparation.** – Everything the teacher has to do before introducing the activity in the classroom.

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7. **Warm-up.** – Task to be done with the objective of getting the students' attention and interest in the activity.
8. **Procedure.** – The necessary steps to follow for the role play.
9. **Follow-up.** – The teacher plans to carry out tasks after the students' presentations or as homework.
10. **Remarks.** - Important points about the actual role play or situations that may occasionally arise in it.
11. **Variations.** - Changes that can be done with different types of classes and at different levels.

2.1.6 TYPES OF ROLE PLAY

According to the level of complexity, the role play can be classified into five types which range from closely-controlled, teacher-directed role play to highly complex simulated scenarios. From the first to the fourth type of role play mentioned below, we have taken the classification done by Porter, but the fifth one represents a more representative type of advanced role play which was developed by Robert Di Pietro. We consider that this last one gives the final sense of step by step we want to transmit with this classification.

2.6.1.1 GUIDED ROLE PLAY. - This one is the first type of role play that should be carried out in the classroom. Its purpose is to *introduce* the students to the idea of playing a role in a game. Students are encouraged to play with the language they

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know. A warm up is not necessary because these activities are designed to get a direct and immediate response from students.

2.6.1.2 IMPROVISED ROLE PLAY. - As the word *improvised* suggests, in this type of role play, students develop their creativity with the language. However, students often claim they do not know what to say or do not know how to say it. Hence, improvised role plays focus mainly on ideas and language, and these two aspects are worked into the warm-up phase and with the help of role cards.

2.6.1.3 INFORMATION GAP ROLE PLAY. – The reason for this role play is curiosity. A student is asked to obtain information that other students possesses and vice versa. So, to satisfy their curiosity, they have to talk. Besides, when they have accomplished the task, they need to show a sheet (i.e. questionnaire) with the information obtained which introduces a tangible objective to the task.

2.6.1.4 DECISION-MAKING ROLE PLAY. – Students work in small groups in which they have to find a solution to a certain problem. They have to work as a team and be able to defend their arguments and then to convince their classmates with them. The key of this type of role play is *Interaction*.

2.6.1.5 STRATEGIC INTERACTION. - Strategic Interaction does not constitute a type of role play in itself; rather it is an improved way to create and perform role plays. Strategic Interaction was devised by Robert Di Pietro at the University of Delaware in 1987. “SI involves the use of interactive scenarios to foster better communicative competence in the target language” (Colburn). The development of

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Strategic Interaction occurs in three stages: Planning, Performing, and Debriefing stage.

1. **Planning Stage.** - The teacher forms two or more groups in the class. Each group has a different role to play in a given scenario. Then students are given some time to plan their role in the scenario. Scenarios can be of four types: Two-Role (two groups, each group have a spokesperson), Multiple Role (more than two direct roles), Group (all students react), and Open-Ended (long-term roles, more than a session).
2. **Performance Stage.** - After the strategy of each group has been organized, the group names a spokesperson who communicates the group's strategy. When the "twist" appears, the students have to try to maintain communication in the target language and deal with the situation that has arisen. The spokesperson can get help from the members of the group. The teacher cannot predict the ending of a scenario because it depends of the students' capabilities to continue or stop communication. This stage finishes when there is a solution to the problem, when there is no more communication, or when the time of the session is over.
3. **Debriefing Stage.** – The teacher regroups the class, and a discussion about the events of the performance takes place. In this stage, the teacher provides feedback on how to improve communication and/or performance.



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2.1.7 THE TEACHER'S ROLE

First of all, the teacher must be convinced that this activity is good for his/her students and also be well-informed about the technique. There must be good preparation before the activity. The teacher designs the general structure of the role play, but s/he does not have an active participation. His/her attitude towards the classroom has to change (the class is not teacher-centered); s/he becomes the **Controller**, and controls the situation. The teacher is the facilitator of the knowledge, and his/her main responsibility is to motivate learners' participation by bringing into the class relevant real life situations. The students must feel the activity is meaningful for them use the target language and interact spontaneously.

2.1.8 THE STUDENT'S ROLE

Role play is learner-centered, so learners take new responsibilities about their own learning. They should help select the themes and tasks and provide feedback to the teacher about their learning and perceptions. The students are expected to be active, creative, and intuitive at managing the scenarios given by the teacher. Students must be autonomous and at the same time cooperative in the classroom (Kaur). The students should go beyond the knowledge of the target language; they should apply this knowledge in practical situations.

As the student improves his/her English language proficiency, s/he feels more motivated, which also facilitates learning. To get these results, the relationship between teacher and student ought to be based on confidence and mutual respect; the type of activities and materials used must be significant; and finally, a good Ma. Cristina Calderón – Rosalva Quito G.



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balance between the teacher's authority and student's autonomy must be achieved (Bueno).

2.1.9 ADVANTAGES

After checking different sources about role play and contrasting them with our teaching experience, we can deduce the following advantages and limitations about the technique. A well-organized role play offers many benefits in the EFL classroom. The following are some of the most important ones:

1. The learning is active not passive. Real life situations generate students to use the target language and express themselves. Students become involved in the process. "Students understand the development of their communicative competence. It is easy for them to see how they progress in their ability to use language effectively" ("Developing").
2. This method increases students' motivation because they can see the relevance of the task and are more motivated to participate and learn.
3. There is no time for problems of discipline. Students need to concentrate in order to participate effectively (Boon).
4. There is one hundred percent participation without mattering if the learner is faster or slower. The dominant roles can be taken by the fluent students; and the shy students can take a less active role, but their participation is still required (Boon).

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5. This technique improves relationships between teacher-students and students-students. Peer learning and peer helping are also encouraged. It provides rapid feedback for both student and teacher.
6. This technique provides a safe environment in the classroom. Students enjoy themselves get in some solidly grounded language practice (“Developing”).

2.1.10 LIMITATIONS

Role play allows teachers to intensify and improve learning, and in order to accomplish it the technique needs compromise from the teacher and the learner. Thus, limitations of the technique arise when these two important actors neglect their roles.

2.1.10.1 *THE TEACHER’S PROBLEMS*

1. Role play does not work if the teacher is not willing to accept his/her new role as observer or controller.
2. Preparation and motivation are really important, so when the teacher does not warm up a class, the learners will not have a pleasant experience.
3. Teachers tend to assume that interpersonal skills are easier than technical skills and fail to appreciate the complexity of a skill. In fact, interpersonal skills are very difficult and require a lot of training (Blatner).



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2.1.10.2 THE STUDENTS' PROBLEMS

1. Students are so used to the teacher-centered teaching that they are resistant to accepting their new responsibilities. Consequently, their participation is not active.
2. Students can see this technique as trivial and meaningless to language learning.
3. Shy and reticent students can feel threatened and unable to interact.

In addition, role play itself as any other language technique when it is carried out can encounter problems. The level of noise increases, especially in large classes. Students' mother tongue can appear constantly while learners become accustomed. The lack of space can affect students if the activity was not planned considering the space needed (Boon). However, these problems can be solved by the teacher with students' help.

The advantages and disadvantages shown here are not in depth but are the most representative, which should help the teacher to be well-prepared. They should be taking into consideration when attempting to promote the use of role play in the EFL classroom.



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CHAPTER 3. “ROLE PLAY ACTIVITIES”

3.1 SUITABLE ROLE PLAYS FOR HIGH SCHOOL STUDENTS

In this last chapter, we have structured a series of role plays for high school students. This series is made up of the five types of role plays mentioned in the above chapter and go from the simplest to the most complex. We have chosen the theme of “professions” to interrelate the role plays because high school students of the third level are likely to live situations related to jobs and also have some references from their teachers, parents and mass media.

In the first role play, the students work in pairs to try to guess the future profession of his/her partner. In the second one, the students assume a role and ask for and give advice; role cards help them to perform their roles. The third role play has to do with a real magazine article; and the students work in groups and manage different information to develop an interview about diets in a TV program. In the fourth role play, the students work in groups, this time to create an advertisement and promote their own business in the class. Finally, in the fifth role play, the class is divided into two groups who work on strategies to communicate an issue, but they do not know there is an unpredictable situation that they have to deal with.



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3.1.1 GUIDED ROLE PLAY

“Who am I going to be?”

A guessing game in which students ask questions trying to find out their classmates' future professions.

LEVEL Third level of high school

TIME Thirty minutes

AIM To familiarize students with the idea of role play in an activity in which they ask and answer questions spontaneously

LANGUAGE Structures: the interrogative, future with “going to”

ORGANIZATION Pair Work

PREPARATION Short printed cards with the more known profession (See Appendix 2)

PROCEDURE

1. Ask the students to make up pairs by themselves. Give each student a different card which cannot be seen by his/her peer. The profession on the card is going to be his/her profession in the future. By turns each student has to ask questions in order to know the future profession of the partner. Indicate that the questions do not have to include the name of a profession but an activity related to it.

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2. Demonstrate the activity with a student. Give him/her a card at random. Ask questions such as *Are you going to travel around the world? Are you going to defend criminals? Are you going to serve food?*, etc. The student will answer “Yes, I am” or “No, I’m not”. However, only yes/no answers can make the activity a simple guessing game. So, you can encourage the student who is answering to give some clues such as “I’m going to wear a white uniform” (affirmative or negative statements).
3. Give the students some minutes to think of good questions and clues.
4. Once a pair has finished, they can try with different cards of other pairs.
5. The activity can finish when all students have tried to guess with three or four profession cards.

FOLLOW-UP Write on the board these questions to discuss with the students: What made the activity difficult? What made it easy? As homework, you can ask the students to make a list of some words they didn’t know or couldn’t recall at the time of the activity.

REMARKS All the students work on structures of interrogative, short answers and/or affirmative and negative statements. Their vocabulary is also activated, and some new words can appear. If you wish, you can help them with some words on the board or let them recall or look for the words needed.

VARIATION Instead of “going to”, the auxiliaries “will” or “do” can be used. Will you clean houses? or Do you clean houses? Also, the first guessing can be in

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pairs and then the students can walk around the class working with different classmates.

3.1.2 IMPROVISED ROLE PLAY

“Tell me..... What should I do?”

Students tell their colleagues about a situation and ask for advice.

LEVEL Third level of high school

TIME Thirty minutes

AIM To encourage students to improvise, using guidance role cards for having some ideas to say in a given situation

LANGUAGE Structure: Simple Present Tense. Function: giving advice (should)

ORGANIZATION Pair Work

PREPARATION Prepare two different role cards (one marked A and the other B). Reproduce role cards A for the half the class and role cards B for the other half. (See Appendix 3)

WARM-UP Tell your students about a situation you or a colleague (teacher) is living. Encourage students to suggest some ideas to solve the problem. Write the ideas on the board. **Possible Situation:** *Some good students of my colleague's*
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English class have asked him/her to give some extra classes in the afternoon because they want to get a job in a travel agency. My colleague really appreciates these students and wants to help them, but he/she works in a Language Institute in the afternoons. What do you suggest to him/her? Elicit some ideas from the students and write them on the board. Then determine with the students what would be the best advice and the reason for it.

PROCEDURE

1. Elicit from the students any other situations two teachers may have to ask for advice – students' low grades, a better opportunity of job. List what students say on the board even though some situations do not have to do with the profession. The important thing is the ideas.
2. Divide the class into pairs – student A and student B. Ask the students to work with the closest person to him/her. Ask the pair to choose one situation on the board to work on it.
3. Distribute the role cards – card A to student A, card B to student B. Give them enough time to read and prepare their roles, and then ask them to role play the situation.
4. Walk around the class making sure all the students are participating and providing some vocabulary, but not telling better ways to say something. Let your students express themselves.
5. Invite some volunteer pairs to act out the situation in front of the class.

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FOLLOW-UP Write on the board these questions to discuss with the students: What made the activity difficult? What made it easy? As homework, you can ask the students to make a list of some words they did not know or could not recall at the time of the activity.

REMARKS Students tend to write their dialogues before saying them. Avoid this situation from the very beginning by telling them you do not expect perfect answers but spontaneous and clear ones. You can write on the board some helpful phrase like *I think.... I'd like to ask you something.... You're welcome*, etc. During the follow-up activity, make sure all the students are paying attention to the students acting out because from the second role play you can incorporate students' corrections by using a comment sheet (see Chapter 2), avoiding any student who feels inhibited.

VARIATION The situations between two teachers can change to situations between two secretaries, two policemen, etc. You can provide ideas and vocabulary in the warm-up activity according to the profession chosen in advance. In order to let students interact with different people each time, you can ask them to change roles and partners when they have finished a first time.

3.1.3 INFORMATION GAP ROLE PLAY

“Dumb diets”

A magazine article is used as a basis of a journalist's interview.

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- LEVEL** Third level of high school
- TIME** Forty five minutes
- AIM** To introduce a lively text and encourage students to share information based on the article (See Appendix 4)
- LANGUAGE** Structure: Simple Past and Present Tense. Function: narrating, asking and answering questions.
- ORGANIZATION** Group Work (four students)
- PREPARATION** Prepare four different role cards (each one marked with a different letter from A to D). (See Appendix 5) Reproduce enough role cards for groups of four students. Bring some real objects like a logo of a TV show, some microphones, etc
- WARM-UP** Elicit general knowledge from the students on the theme of the article. In this example, ask questions about diets and their positive and negative effects, why people try them, what the experts say, etc.

PROCEDURE

1. Explain the following situation: Two young women talk on a TV show about diets they have tried. The journalist asks some questions of the young women. Then an expert on diets is also interviewed by the journalist about what the two women have just explained. Make sure all the students understand.

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2. Divide the class into groups of four. Give out the role cards among the members of each group (card A, card B, card C and card D).
3. Check that students have read their role cards and understand what they are going to do. Give them enough time to prepare and additional explanation if they need it.
4. Let them start the role play and walk around observing their work and helping with ideas or language if they ask for help.

FOLLOW-UP Provide the whole article to your students and ask them to work on it. Ask them to create role cards and act out them. (The work done by the students can be checked in a different session).

REMARKS You have to be careful with the use of the role cards. Let the students check them time by time but not to stay glued to them. Encourage them to improvise or modify the roles if they wish. If the students in your class are all at much at the same level, the distribution of roles must be at random, but if it is not so, you can distribute the roles taking into account if the learner is better or weaker.

VARIATION The scenario of a TV show can be changed to an interview on the streets or to a radio program or even the students can suggest another one.

3.1.4 DECISION-MAKING ROLE PLAY

“Promoting our own business”

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Students decide on a product or a service to make an advertisement and promote it in the class.

LEVEL Third level of high school

TIME Forty minutes

AIM To encourage an informal discussion, creativity and collaboration in small groups.

LANGUAGE Function: making suggestions, agreeing, disagreeing.

ORGANIZATION Group Work (three or four students)

PREPARATION Bring some magazines, newspapers, glue, markers, scissors, and papers or ask the students to bring them a day before the activity. (See Appendices 6 and 7)

WARM-UP Choose one advertisement of a magazine or newspaper (product or service). Pass it among the students to check it and then stick it on the board. Elicit from the students what aspects in the advertisement drew their attention. They could say colors, fonts, images, motto, etc. Then encourage the students to make suggestions to improve the advertisement. Let them change, add or put away things in it. The idea is that they use their creativity.

PROCEDURE

1. Divide the class into groups of three or four students. Tell them the following situation. *You and your friends have your own company, but you have not*
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decided what kind of company it will be. First, you have to decide on a product or service for your company. Second, design and make the advertisement on the product or service using the magazines, newspapers and the rest of materials brought for the activity. Third, the final advertisement must be presented in front of the whole class and try to convince your classmates your product or service is good

2. Ask the students to work on the students to work on ideas which answer the questions:
 - a) *Why is the product or the service the best?*
 - b) *Who is it intended for—children, adults, elderly people, young people, etc?*
 - c) *What are the advantages of it?*
3. After each group finishes promoting its product or service, encourage the rest of the students to ask questions about it. Tell them that this is to determine which group has gotten to convince with the product or service.

FOLLOW-UP With the help of the whole class determine which group was the best taking into account the questions set in the second step of the procedure.

REMARKS Time limits, collaboration, and vocabulary are very important in this kind of activity. You have to control that the students do not spend too long in each of the phases of the role play, all the members of each group work in it, and the students have enough vocabulary to express their ideas. You can write some cue words related to promotion of products or services on the board.

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VARIATION With regard to the product or service, the teacher can assign a different one to each group or all the groups can work on the same product or service.

3.1.5 STRATEGIC INTERACTION ROLE PLAY

“Making a deal”

Students design a strategy to communicate in a given scenario.

LEVEL Third level of high school

TIME Thirty five minutes

AIM To make the students deal with unpredictable situations in a given scenario and prove their abilities to communicate in the target language.

LANGUAGE Varied

ORGANIZATION Group Work (the class is divided into two groups)

PREPARATION Prepare the two roles (A and B) in a clear way and with a language known by the students. (See Appendix 8)

WARM-UP It is not necessary a warm up for this activity, but you can organize a short game with the students in order to make up the two groups in an unselective way.

PROCEDURE

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1. Once the two groups have been formed and the roles have been distributed, give the following instructions:
 - a) Read the role carefully and work on a strategy and the necessary language to communicate what the role specifies to the other group.
 - b) Choose a person who will be the “spokesperson” to communicate the strategy of the group. Be prepared to talk for about five minutes.
2. Give enough time for the students imagine the scenarios and plan their strategies.
3. Ask the students to start the role play.
4. When the students realize that a new situation has arisen give these instructions:
 - a) If you do not have what to say, you can go back to your team and ask for suggestions to continue communication.
 - b) All the members of the groups have to participate to give new suggestions for the spokesperson return and try with the new strategies and language use. The spokesperson can be replaced by another member of the group if you want.
 - c) The role play ends when there is an agreement about the issue, when the groups stop speaking, or when there is no more time.

FOLLOW-UP Have a discussion with the whole class about the problems the students had with the language and ways to improve performance in future scenarios.

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REMARKS The students must focus on use the target language appropriately and try to solve the conflict successfully. If the students do not feel inhibited, you can film the performance and use the video in the follow-up activity.

CONCLUSIONS AND RECOMMENDATIONS

3.2 CONCLUSIONS

The acquisition of a second language implies a complex process which must be supported by the use of effective methodologies in the classroom. The learners'

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success at managing the target language is on their ability to use the language appropriately; this is, on achieving a communicative competence. The teacher is the responsible to bring into the classroom activities that motivate and encourage the students to use English in a natural and spontaneous way.

Through the present research, it has been proved the effectiveness of role play technique to develop communicative competence. Doubtlessly, its main strength is on its playful manner of learning. The students are not forced to use the language in activities out of context but they feel the necessity of use it in situations that they are likely to live or at least have some background or references. The students play a role and in doing it they have fun and learn by experiencing real situations.

Indeed, role play is a powerful tool to improve our learners' communicative competence; however, when this technique is not applied efficiently in the classroom, it will not produce positive results.

Being the purpose of our education to form competent professionals, role play encourages gives the students the opportunity to become self-directed, empowered, and autonomous learners. They are conscious of their strengths and weaknesses using the language and with the teacher's proper feedback and encouragement, they are able to overcome the difficulties and become competent target language users.

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3.3 RECOMMENDATIONS

Teachers have to know how to use role play purposefully and effectively in order to avoid students' rejection since they tend to think that role play is meaningless and does not help them to acquire the target language. Therefore, role play inclusion in the EFL classroom must be gradual and progressively using relevant topics for the learners. The technique must be cultivated little by little in the group of students by means of a warming-up process in which the students get to know each other and become involved. It is not only to assign roles and tell them to perform; it is to give enough information and involve them gently in the situation. Thus, taking into consideration the process a teacher has to follow to implement role play in the EFL classroom and making use of our own experience as high school English teachers, we designed five role plays which range from the simplest to the most complex one. Such a process of design has made us understand that it is necessary to know deeply both our students' interests and the technique we want to use, in this case role play. Moreover, teacher' and students' imagination and creativity are vital for role play. The teacher should be able to create real situations that encourage students' participation. This is not so difficult to get it knowing that every person is owner of great imagination and creativity. What teachers should do is to explore and take advantage of students' capabilities to involve them in a process in which they feel the principal actors of their own learning.

Finally, role play does not work alone; it has to be inserted in a lesson. It should not be overused; the teacher should apply it according to each class' characteristics and considering all the aspects related about the technique. What a
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learner needs to achieve proficiency in the target language is practice and role play
give him/her this opportunity.

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APPENDIX

Appendix 1 “Comments Sheet”

Name: _____		
Language Areas	To comment on	To praise
Grammar		
Vocabulary		
Pronunciation		
Communication		
Self Correction		
General Comments		

Appendix 2 Guided role play - “Professions Cards”

TEACHER	LAWYER
DOCTOR	SECRETARY
ARCHITECT	ENGINEER
PRESIDENT	POLICEMAN
SINGER	ACTRESS
ACTOR	NURSE



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Appendix 3 Improvised role play - “Role cards”

ROLE CARD A

Tell your colleague what happens: Greet him/her. Let him/her know what is happening. Give reasons why it is very important that you should solve the situation, for example, *your job depends on that, you need more money*, etc. Ask him/her advice. Do not accept the first advice. Ask for a different suggestion.

ROLE CARD B

Give advice to your colleague: Greet him/her. Listen to her/him carefully. Try to convince him/her the situation is not so difficult. Make a suggestion and give a reason for it. If your first advice, it is not considered, try with a different one and give a good reason this second time.



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Appendix 4 Information Gap role play - "Magazine Article"

● YouYouYou

Health & Body

Smart Women, Dumb Diets

We asked diet expert Laura Williams to give her verdict on your craziest food fads

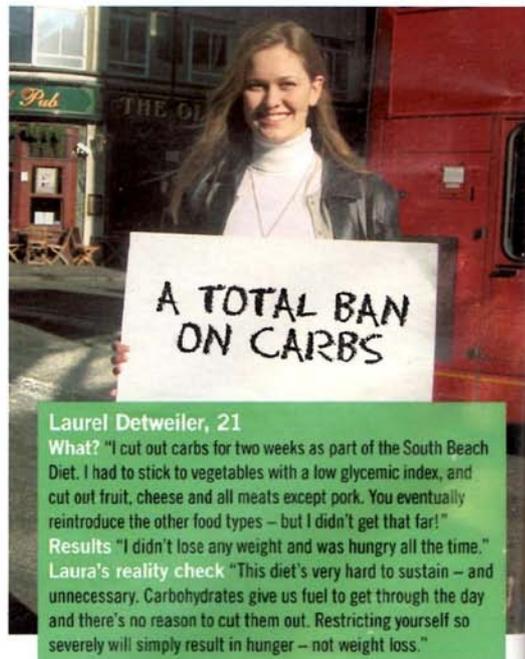
Victoria Morgan, 25
What? "I spent a week drinking only water and grapefruit juice and ate just two grapefruits and three eggs a day."
Results "I lost 10lbs in five days but my tongue started swelling, I felt physically sick and lost all my energy."
Laura's reality check "Victoria was getting none of the starchy carbohydrates that are needed to help us feel awake. The side effects resulted from a lack of essential fat."



Ozzie Edehomo, 26
What? "I did the cabbage soup diet, plus taking supplements."
Results "My stomach got flatter but I felt dizzy, had headaches and regained the weight when I stopped."
Laura's reality check "Ozzie's blood sugar levels plummeted, which is why she felt so unwell. The lack of protein, essential fats, vital vitamins and amino acids leave you open to illnesses as well as dizziness and mood swings."



Louisa Belcher, 32
What? "I eliminated every type of sugar from my diet, including sauces and fruit – and I only drank water."
Results "I lost half a stone in a month but gave up because I was becoming irrational. I would walk through the supermarket just staring at sugary foods. I almost lost my mind as well as the weight in the process!"
Laura's reality check "It's easy to get obsessed with this diet. Although cutting out sugar isn't bad for us, mentally it's likely to make us feel like we're missing out and then we crave it even more."



Laurel Detweiler, 21
What? "I cut out carbs for two weeks as part of the South Beach Diet. I had to stick to vegetables with a low glycemic index, and cut out fruit, cheese and all meats except pork. You eventually reintroduce the other food types – but I didn't get that far!"
Results "I didn't lose any weight and was hungry all the time."
Laura's reality check "This diet's very hard to sustain – and unnecessary. Carbohydrates give us fuel to get through the day and there's no reason to cut them out. Restricting yourself so severely will simply result in hunger – not weight loss."

SOURCE: Hills, Laura. "Smart Women, Dumb Diets." *Glamour* May. 2008: 60.

Print.

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Appendix 5 Information Gap role play - "Role cards"

ROLE CARD A: Victoria

Age: 25

Time trying the diet: a week

Diet: water and grapefruit juice, two grapefruits and three eggs a day.

Name of the diet: (give it a name)

Results: You lost ten lbs. in five days. Tongue started swelling, physically sick, lost energy.

ROLE CARD B: Ozzie

Age: 26

Diet: cabbage soup and supplements.

Name of the diet: (give it a name)

Results: Flatter stomach, dizzy, headaches, regained the weight after you stop the diet.

ROLE CARD C: Laura (diet expert)

Victoria: lost carbohydrates that help to feel awake, she did not have essential fat.

Ozzie: She felt unwell because her blood sugar suddenly decreased. She was open to illnesses, dizziness and mood swings due to lack of protein, essential fats, vital vitamins and amino acids.

ROLE CARD D: TV journalist (you are in your program)

You are interviewing Victoria Morgan, Ozzie Edehomo, and Laura Williams about diets. Look at the information you need to get from each of them.

Victoria: Age, time trying the diet, what she drunk, what she ate, name of the diet, weight lost, results.

Ozzie: Age, what she ate, name of the diet, results.

Laura: What happened with Victoria? Why did she lose all her energy? Why did Ozzie feel unwell? What was she open to? Why?

Give a final message to your audience about the theme. Say good-bye.

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Appendix 6 Decision-making role play - "Service Advertisement"

An advertisement for Aveda Institute New York. On the left is a black and white photograph of a woman with long, dark hair, looking upwards and to the right. The right side of the advertisement has an orange background with white text. The main headline reads 'be a hair stylist by december'. Below this, it lists various roles: 'Be a Hair Stylist • Hair Colorist • Skin Care Specialist', 'Makeup Artist • Fashion Photo Stylist', and 'Stylist for the Stars • AVEDA Salon Owner'. Further down, it says 'World Class Education • High Income Potential' and 'Connect to AVEDA's Global Salon Network'. A white box contains the text 'Classes starting May 13', 'Schedule a tour today', and the phone number '212.367.0346'. At the bottom, there is the Aveda logo (a stylized 'A' in a circle) and the text 'AVEDA INSTITUTE NEW YORK'. The address '233 Spring Street • AvedaInstituteNY.com' is at the very bottom.

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SOURCE: Aveda Institute New York. Advertisement. Metro. 15 Apr. 2008: 15. Print.

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Appendix 7 Decision-making role play - "Product Advertisement"

exclusive to Orange

Samsung G600 purple
with 5 megapixel camera



The image shows a purple Samsung G600 mobile phone. The screen displays the 'entertainment' menu with a 'home' button. Below the menu, there are sections for 'Browse: celeb gossip', 'Pictures: latest star snaps', and 'Hot stuff: celebs around town'. A 'Celebrity stories' section is highlighted with an orange bar, listing: '> stars triumph at awards', '> award winners', '> red carpet arrivals', and '> more gossip'. The phone is set against a dark background with bokeh light effects.

Plus, you can keep up-to-date with all the
celebrity news and gossip on **Orange World**.

visit your local Orange shop or orange.co.uk/shop

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SOURCE: Samsung G600 purple by Orange. Advertisement. *Glamour* May 2008:

84. Print.

Appendix 8 Strategic Interaction role play - “Roles”

ROLE A

You graduated from high school a year ago. You got a good job immediately in a travel agency. You have a good salary and maintain an excellent relationship with your boss. He and you are friends more than boss and employee. Recently, you have felt the necessity of studying and getting a university degree because your job opportunities would increase in this country and abroad. So, you enrolled in a prestigious university of the city, but you have to take a pre course to be accepted in it. The course will last a month; it will be from Monday to Friday and from 9 pm to 4 pm. You are going to ask your boss to concede your vacation on advance although you know nobody takes vacation on this season because it is very busy. Prepare to discuss this matter with your boss and friend.

ROLE B

You are the owner of a prestigious travel agency. You and all your employees maintain a good relationship. You appreciate all of them, but one of them is a good friend, too. You trust in him. Besides, he is an excellent worker and very clever. You want to create a branch of the agency in a foreign country and everything is ready to do it. You need to travel to that country and stay there for two months, but you are sick and need to be operated immediately. After the surgery, the doctor has ordered total rest for two months. The only person you trust to be in charge of the new branch is your friend, so you are going to ask him to travel to that country and to manage the branch instead of you for two months.

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