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THE IMPACT OF ROLE-PLAY ON THE ORAL FLUENCY IN ENGLISH OF A GROUP OF EFL BEGINNER STUDENTS

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2017

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Submitted in Partial Fulfillment of the Requirements

For the Degree of Master in TEFL

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Abstract

The present study deals with the extent in which the implementation of role-plays enhances oral fluency in English in EFL beginners. The study included the use of formulaic expressions and instructional modeling. The data was collected through recordings, the teacher's log, interviews and the analysis of the participants' performance. The participants of this study were students from ninth grade at a School in Popayan- Colombia. The procedure of the study consisted on assignments, planning, acting, and reflecting real situations. The results showed that the implementation of role-playing technique did not reflect a significant improvement in the participants' oral fluency, but it builds better accuracy. Based on the data, this implementation helped students to recognize the usefulness of the language in class, the memorization, repetition of chunks, and the models helped them to enhance their vocabulary knowledge.

Key words: Role-plays, formulaic expressions, instructional modeling, creative learning, oral performance.

Dedication

I thank God to give me this wonderful opportunity to keep growing in every sense. I would like to express my deepest gratitude to my research advisor Mg. Jhonny Segura Antury, for his understanding and patience throughout all this process. My infinite thanks to my family, especially to my mother Ana Velasco for her interminable encouragement and support when I needed it the most.

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INTRODUCTION

Undoubtedly, one of the main obstacles students face when learning English as a foreign language is the lack of meaningful exposure outside the classroom. This fact may interfere and reduce the possibilities to reach the communicative competence in the acquisition of a foreign language. Consequently, most of our English classes become the main, if not the only, source for students to develop communicative competence. In the classroom setting, most teachers apply a variety of teaching strategies to generate communicative interaction. The purpose of this is to encourage students to use the language in a more meaningful way, of course, within the social-cultural and economic constraints of our context.

One of many teaching communicative strategies to promote oral interaction in English classes is the role-play. Ladousse (1987) stated that using role- plays enhances oral production. For this author, it minimizes stress levels, since students can interpret a different role from his/her own, without pressures of correction, both verbally and grammatically (p, 19). On the other hand, Davis (2014) points out that role-play enhances learning idiomatic expression and chunks, which may help students, develop the linguistic competence necessary to convey meaning.

Scarcely and Crookal (1990) cited in Benabadji (2007) state that "students' fluency can be improved by using role-playing, since role-playing as a learning strategy, allows students to internalize, live and feel language in a dramatization context" (p. 48). These authors talked about three learning theories in which learners acquire language, using role-plays as a communicative tool. First, students are exposed to large quantities of comprehensible input. Second, students engage in a genuine communication. Third, interaction among students becomes worthwhile involvement, so that students forget they are learning a new language.

The three aspects of communication mentioned above are developed in role-plays, because students can participate in conversational situations. They can cover a wide range of social situations, in which they develop speaking skills, which can generate interest and, possibly, activate students' participation.

Zyoud (2010, cited by Martinez, 2014) states that:

"Drama is a powerful language teaching tool that involves all of students interactively (…) connecting student's emotions and cognitions as it enables students to take risk with language (…) it engages feelings, attention and enriches the learners' experience of the language". (p.6)

This study seeks to find out if the implementation of a role-play sequence, where students participate in oral interactions, simulating social situations, might have an impact on their oral fluency. This study offers a pedagogical strategy to explore the idiomatic component of role-plays in different situations, as well as creative learning as a supportive element in the development of oral skills.

I have always had the impression that students' performance in role-plays, depended on how much they can memorize and repeat by heart predesigned dialogues. In my opinion, role-plays had to demand improvisation from students, without any kind of preparation or memorization of words or sentences. However, after talking with my students, most of them mentioned that they did not want to participate in improvisation activities, because they felt anxious since they did not feel confident with the knowledge they had of vocabulary and expressions repertoire.

As a teacher, I wanted to explore and confirm if repetition and learning of chunks could be an effective and useful way to enhance oral fluency since students

defended this strategy a lot. According to Sam (1990), drama activities help students reinforce language that was previously learned. It also helps learning new vocabulary and expressions in context. Moreover, role-plays may help learners to extend, retain and reinforce vocabulary, expressions and even the structures of sentences.

In the following pages, readers will find: a) A description of the context of the study, to show the socio-cultural setting in which the study took place. b) The research problem, c) A synthesis of previous studies that take into account the importance of this topic and the theoretical framework to conceptually approach to the object of study. d) The description of the methodology followed to apply the role-play, gather and analyze the information. e) And finally, the findings, to end up with a conclusion.

1. RESEARCH PROBLEM

1.1 CONTEXT

This study took place in San Jose de Tarbes School, a private and catholic school managed by the San Jose de Tarbes Congregation from France in Popayan city. The school is located in the center of the city with approximately 480 students, divided into three sections: pre-school, elementary and high school. The school follows the dialogic and active pedagogy since it conceives education as the signal for personal and social self-determination.

The English syllabus in the school aims to develop the four language skills, but its main objective is to enhance reading comprehension and written skills in order to prepare students for SABER 11 test. Teachers use the target language during their classes, at least 90% of the time, with the purpose of enhancing the ability to speak and to listen in English, which include the use of basic expressions and normal questions in specific contents. Besides, the course book focuses on the reading and written skills. The English class has 5 hours per week.

The opportunities to develop communicative skills outside the classroom are relatively few, being local activities the most representative in the process of learning a language: Interschool' contests, visits to local museums and the ecological guidance lead by the Popayan's touristic office. The main goal is to encourage learners to use the target language to participate actively and comfortably in academic and social communicative events among schools to the

benefit of the city, since the school does not have any agreements with interchange programs to facilitate the immersion of the students with a target culture.

Ninth graders displayed oral fluency problems in class. Even though they try to use grammar properly when speaking, they speak broken English because of a lack continuous speech, affecting their fluency and, therefore, their capacity to communicate in a clear way.

Clark (1987) states that role-play represents communicative procedures, in which students simply act out prearranged scripts that can be done by someone else. Therefore, role-plays, as an activity, could result in mere memorization. He also stated that the formulaic expressions that student learn may or may not have real-life application in communicative exchange situations.

Considering the previous aspects, it would be advisable the English teacher can include these characteristics in their classes, but not as just a mere structure of memorization, but as a way that students can be engaged in making and interacting by remembering specific expressions.

The incorporation of dynamic teaching and learning strategies contribute to gain meaningful learning through active classes and change the dominant role of masterful or conventional classes. By using this, student can gain enough repertoire useful to express their ideas, working on important expressions to help them feel confident about their knowledge and to contribute to gain that fluency that most of students would like to have. This study intends to find out if the use of the role-play as a communicative technique enhances fluency in beginner students.

According to DeNeve & Heppner (1997), role-play is considered an active learning technique in the academic formation, which offers an increasing potential of demanding for teachers and students. It is the opposite to passive learning techniques, like reading or writing, principally for the possibility of combining and complementing new knowledge with previously acquired knowledge.

The possibility to overcome the fear to talk in public and have another image towards the speaking skill in the foreign language is presented in the school in theater class. It represents a useful and enriching experience. When the teacher decided to incorporate the foreign language in his classes, the experience was based on playing different roles, turning it into a more meaningful and personal rewarding spoken experience in both, in and outside the classroom. Moreover making use of resources that can or cannot enhance the learners' oral skill.

Role-plays give students the chance of a different way of learning, Shaw (2004) states:

> "A final objective that may sometimes be overlooked is the simple goal of having fun. People tend to remember positive experiences and students tend to retain the lessons they have learned through interactive exercises because of their enjoyment of them. These exercises help capture students' attention and are entertaining in addition to being educational". (p. 4)

Based on the previous aspects, some questions arose: Do role-plays offer some differences in the performance of the students, more specifically in fluency? Do role-plays as a communicative strategy enhance students' fluency, by following models and formulaic expressions?

2. IMPORTANCE OF THE STUDY

Dakowska (2005) claims that speaking has become the most emphasized skill in the field of Foreign Language Teaching, also recognized as the most difficult skill to develop in conventional classroom conditions. To learn interactional skills in the communicative settings seems to be difficult for students, because in many cases, these are not taught in the classroom like other skills. The interaction pattern is an essential part of the communicative competence that students need to acquire. (Saville-Troike, 1989, 1996).

The concept of interactional communication deals with the strengthening and enhancement of oral fluency in students, through the execution of role-plays as a communicative strategy. Role-plays allow the memorizing, repetition and internalization of formulaic expressions by using instructional modeling and creative learning to assure confidence when talking.

The implementation of role-plays as a communicative strategy provides benefits in the ESL/EFL classroom. For instance, a contextualized acquisition of vocabulary and expressions, meaningful content to relate with the target language and, the most important aspect, a sense of usefulness and confidence to learn the target language (Wessels, 1987).

The purpose of this study is focused on the promotion of EFL/ESL students' oral fluency, by using the formulation of new expressions to enhance this characteristic of the oral communication. Bearing in mind that it would be helpful for teachers to include the role-play technique in their classes, to contribute with students' participation and skills' creation for the construction of knowledge.

3. RESEARCH QUESTION

Does the implementation of role-plays enhance oral fluency in English as a foreign language in ninth grade high school students?

OBJECTIVES

General Objective

To establish if role-plays enhance oral fluency in English in beginner EFL students.

Specific Objectives

- To identify if learning formulaic expressions enhances students' oral fluency in English in role-plays.
- To identify if instructional modeling enhances students' oral fluency in English in roles plays.
- To explore students' perceptions about the effects of role-plays in their oral performance.

4. THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

This section presents the core theoretical concepts proposed by different authors and the contextual elements that were used in the development of this study. At the beginning, the key concepts of this study were principally lead by drama, its role in education, role-playing, oral fluency, formulaic expressions, creative learning and instructional modeling among others.

4.1 General Theoretical Components

It is imperative to know the origin of the word drama to a better understanding the purpose of performing in an English class. Wessels (1987) cited by Martinez (2014), explains that the word "drama" means action, roles and acting. It is the representation to generate a process of learning by doing while students recreate their experiences in the moment. In addition, drama is a very wide function that offers conversational tools such as monologues, role-plays, group discussions and almost infinite possibilities to practice language skills functions (p. 16).

Drama in education shows solid pedagogical aims on the learners' personal and social growth. For Martinez, 2014, the perception of drama can vary depending on the population, for instance children use drama without any instruction, just getting immerse in the role they want to play. For this author, drama includes certain aspects like the tone of voice, body movements and use of new vocabulary. This represents an opportunity to explore fictional situations and take learners to real

ones, generating life experiences by using creativity, emotionality, energy and memory work (p. 17)

Drama features can represent a powerful pedagogical tool, being motivational and encouraging for effective learning, since learners can explore, rehearse situations, and pretend to be a different person. Additionally, to make others believe that something real is taking place at a certain moment, which is going to make students feel they can live language for real and useful purposes.

Broadly speaking, drama techniques include Mime, dialogues and scripts, role-play and improvisation, being the last the central topic of this study. Kuśnierek (2015) states that there is no a precise definition of role-play since numerous authors perceive this activity differently, that is why this study will take three different concepts of role-plays.

Lo (2001) says that role-play is a communicative technique where learners act out a story or scene creating the dialogue by themselves as they go along, without memorizing a script or reading from a story text. Ladousse (1987, p. 3) stated, "The role-play activities vary from highly controlled guided conversations, from simple rehearsed dialogue performance to highly complex simulated scenarios". Gołębiowska (1987) indicates that in role-plays learners must play the role of a different character which helps them diminish the fear of speaking, where learners can become anyone they want for a short period.

Role-plays explore a variety of language functions in people, starting from basic daily feelings to the most complicated. Thus, there exists an evident relationship between role-play activities and the strategies in an English language classroom, which provide opportunities to explore the language. Role-plays are a valuable method in the foreign language learning process, because it may stimulate knowledge and feelings (Tompkins, 1998).

In role-plays, students who are learning a second language are involved in constant fictional or real situations. Krashen (1982) states that among language students, a constructive conversation is going to be the result of language acquisition, which differs from language learning and based on his theory, the learner goes through a process of gaining conversational competence through experience, exposure and use.

Following with the concept of role-playing, Maley and Duff (2005) cited by Martinez (2014, p.18) stated relevant characteristics of using and promoting role-plays in classrooms:

- ➢ Role-play activities incorporate language and sometimes written skills to promote as much as possible a natural use of expressions, behaviors and language, where language can be understood as "impulsive" when the performer must play the assigned role.
- ➢ It integrates cognitive and affective features, bringing back the importance of what both mean.
- ➢ By using role-plays, the conventional classroom will integrate interaction to external life through real and meaningful activities.
- ➢ There is a different notion about what responsibility is in terms of learning, where teachers and learners share the same obligations.
- ➢ It encourages a different perspective of learning styles requirements, where creativity and imagination incorporate risk taking, to promote effective language learning.[1]

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[1] The above role-play characteristics were taken from the study "The influence of body awareness through drama and improvisation on the development of EFL students' oral production" By Martinez (2014) and paraphrased by the author.

Role-plays, as a communicative technique, provide conversational prompts from useful and frequently used idiomatic expressions, where the principal purpose is that learners can reproduce these expressions in new and spontaneous situations. Another purpose is that language of dialogues can be natural, appropriate, and even redundant, so that it gives plenty of possibilities for practicing conversational English and establish that in communication.

Larsen–Freeman (1986) stated that "we learn to communicate by communicating" (p.131). Communicating includes the term 'fluency', which shows the speakers' ability to use linguistic and pragmatic competences in real environments. To be fluent includes the ability to put together units in the speaking process and, finally, produce speech without pressure or undue hesitation. Faerch *et al.* (1984) states that "fluency represents a component of communicative competence" (p.168).

Language is used to determine formal and informal purposes in a conversation and role-playing is one of the tasks that create a situation for learners to interact in the language. Students can develop a plan or solve a problem, making language learning more meaningful, where language functions can also show the specific purpose of the expressions to communicate.

Role-playing provides the students the opportunity to rehearse the typical activities they face daily; to practice in a wide range of opportunities to be immersed with the language function in oral and written context and the opportunity for students to feel comfortable and confident.

Role-playing offers instructors the opportunity to think why students do not feel confident when they talk. This is probably because they feel an external pressure,

there is no motivation in the classes and they do not like to feel exposed to their peers; being most of these reasons true.

In the development of this study, there are three main concepts which aim to understand that sometimes the lack of prior knowledge makes students doubtful, insecure, not by external factors, but because there is a lack in their lexicon, expressions, and formulation when facing certain situations. These three factors are presented in the next order:

4.1.1 Formulaic expressions

Human beings have made about language an expression of creative potential, where words and sentences have reinforced a kind of set of rules learned in class combining a set of vocabulary items (Chomsky, 1965). The importance of using in communication speech; the formulas, proverbs, slangs among other formulaic expressions have crossed the wide impression to increase vocabulary.

For Pinker (1995) ''...virtually every sentence that a person utters or understands is a brand-new combination of words, appearing for the first time in the history of the universe'' (p. 22). According to this, most of utterances in daily language are recognized as conventional expressions that can be used in a specific way, but at some point, those expressions are going to be useful to solve or handle new situations in the same daily language life.

Formulaic expressions show lexical items with nonliteral or nonstandard meanings. They can be presented in a neutral sense in specific content, meaning submission, dependence, emotional attachment, and pleasantness. The most important aspect about formulaic expressions is the coherence they have. They are well-structured sentences with a word selection that is related to the context they are going to be

used in. They also have a word order that determines intonation, accent, and pronunciation.

They can also demonstrate the required knowledge a person should have to handle daily experiences, since they have specific meanings in certain contexts where they can be used. They also give the connotation of familiarity. According to Wood (2010) "a growing body of work suggests that ready-made chunks or preferred sequences of words play a significant part in language acquisition and production" (p.38), they have been worked previously, stored by the process of memorizing and after they represent a close-up to reality.

There are different perceptions about how useful can formulaic expression be in the acquisition of a second language. According to Bolinger (1976), when a person memorizes some expressions, it plays a significant role at all levels of grammar and it interacts constantly with newly created output. (Bolinger, 1977; Sinclair, 1987) stated that students tend to memorize sentences and idiomatic expressions, but they are not just learning by heart or in a mechanical way. They are aware of the meaning of those expressions, regarding what they are uttering since they follow a logical sequence in a real and practical situation.

In daily speech, people continuously use some expressions that become a mark leading fluency. This persuasive, and at the same time peculiar fact, makes the speakers know and learn ''by heart'' a very large number of formulaic expressions to solve and face different circumstances in their daily routine. According to Wray (2002) formulaic expressions give us more time, since people are not going to struggle in a conversation or planning what to say next, because the previous knowledge or "mark" is going to be the support they need when talking.

Boers, Kappel, Stengers and Demecheler (2006) established three different reasons of why commands of formulaic language represent a beneficial aspect to learners of a foreign and second language classroom.

The first reason is that formulaic language ignores the taught grammar rules and is unpredictable, but at the same time, the use of these phrases can increase the ability of the speaker to come across with an almost fluent style. The second reason is that the use of formulaic expressions is seen as an aid to the production of language in a real time (Boers et al. 2006). Additionally, a third reason is that the formulaic expressions are seen as a safety zone, where learners can increase the linguistic accuracy and get used to with totally confidence because of the holistic nature of the situations.

Littlewood (1981) also suggests that students need to advance in certain skills and strategies for using language to communicate meaning in concrete and real situations. Highlighting the importance to understanding meaning over the good use of structures. Regarding these aspects, Nunan (1993) states that communication is related to skills in taking short and long speaking turns; management of interaction, in negotiating meaning, including conversational listening skills, considering that successful and understandable conversations need good listeners as well as good speakers.

4.1.2 Instructional modeling

Modeling or repeating is presented as a very common pedagogical practice in language classes, where the teacher guides the development of language skills performance and the presentation of formulaic expressions into a context (Nunan,1993). Learners try to model the teachers or leaders' instruction in verbal

and nonverbal tuition and try to reproduce in the same way what they receive or observe. Through this activity, students are aware of autonomy as a fundamental requirement to improve in their oral performance. Instructional modeling is often used with the development of role-plays, where students repeat the concept that is given by the teacher to perform it later through playing scenarios or in a real-world situation.

4.1.3 Oral fluency

Fluency has passed through different authors' definitions, and it is presented in the four skills of language, the oral production specifically works in aspects like pronunciation, intonation and hesitation. To be a fluent speaker of any language represents an important aim for most language learners.

Brumfit (1984) highlighted the differences between the accurate speech where the learner works on the language activity and the fluent speech where the language is centered on communicating. Fluency represents the natural language use (p. 56) and the main effective operation of the language acquired by the student" (p. 57). Hedge (1993), Celce-Murcia, and Goodwin's (1996) showed the perception of accuracy and fluency in the classroom by observing that:

> "Although the focus of ESL/EFL pronunciation lessons is generally on accuracy, fluency and accuracy are interconnected to the extent that students' fluency levels will almost certainly be affected by their accuracy, and vice versa. This interaction has caused many classroom practitioners to question the scope of pronunciation instruction, which has traditionally been defined as the accurate production of the sounds, rhythms, and intonation patterns of a language" (pp. 290-291).

As Koponen and Riggenbach (2000) conclude that the definition of fluency will vary from situation to situation (p.20).

Hedge (2000) stated that oral fluency is 'the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation' (s.f), what requires to speak without frequent pauses, repetitions and self-corrections.

Based on these perceptions, Raine (2011) highlighted the importance of how language learners can improve their oral fluency. He stated that some learners improve their fluency by temporarily paying not closed attention to accuracy, since the clue is to conveying meaning, the author recommended to encourage students not to worry about making mistakes in situations where to be fluent is more important than accurate.

According to Thornbury (1999) fluency improves when language becomes 'Automized', when the learner produces language without consciously thinking about it. This process of spoken language is based on learn 'pre-assembled chunks' of language. 'Chunks' of language are idiomatic phrases which tend to be produced as a whole, being stored in the brain, they can be recalled comparatively quickly and effortlessly, somehow they help to handle pauses and hesitations, increasing the overall speed of speech. (Nattinger and DeCarrico 1992).

5. Previous studies

Previous studies state that using role-play techniques in the classroom encourages and stimulates imagination and creation. They give the opportunity to others to change paradigms about learning a foreign language, by putting all their expectations in real life in which is almost mandatory to use a language competence.

Benabadji (2006) presents the work "improving students' fluency through role-playing" where the motivation represented the core topic. The population of this research was intermediate adult learners most of who affirmed they went to school to improve their speaking skills and fluency, which were the biggest difficulties in their learning process. These learners felt insecure when interacting with others and could not communicate effectively. Thus, role-plays represented the main tool to foster and help enhance learners' speaking skills.

The author stated that most adult learners have acquired the grammatical structures of the English language, but they do not communicate fluently. Then, role-plays can contribute to the improvement of their speaking skills by using a different technique. Benabadji (2006) assures that some teachers spend their classes in reading and writing practices, this can happen because of the schools' requirements. The author emphasizes that the process of learning another language needs the interaction, to be a little more effective and to get involved in the activity, being the absorption faster and complete (p.13)

Students can see the learning of the target language in an experiential atmosphere; role-plays stimulate the imagination, invention and creation. This technique makes language learning more student-centered, overcoming mainly the

lack of confidence in the speaking skill. Benabadji (2006) was very interested in how the external factors affected the normal process of participation in students; how the critics, low esteem and shyness can interfere in the free and fluent way to speak and how motivation taken to the highest level solve problems, providing opportunities to perform and improve in specific situations.

Based on the results, Benabadji (2006) assured that the role-play was an effective pedagogical tool, since it offered an opportunity to learners to perform daily life experiences according to their needs, by creating a comfortable atmosphere and bringing a variation to the usual standard form of teaching and learning process (p 82). Besides, through the activities, learners show a possitive attitude which increased their motivation and contributed to a more spontaneous interaction.

Hoffman (2000) presents her work "Developing oral English language skills through role-play". This study was carried out with students from 4th, 5th and 6th grade and their ages are from 9 to 10 from a private elementary school. The strongest reason to use role-plays during classes was the "playing" characteristic (p. 2), another reason was that students worked good enough in the four skills, which is the dream for almost all language teachers, including grammar and structure items of the language enjoying the process in classes.

Hoffman also states that drama activities are good methods to stimulate students' socialization and interaction. For example, students who are considered extroverted can help the ones that are shy to feel self-confident and use the language without thinking of the fear of being judged. Role-plays train students to face social skills of language and they help them memorize new vocabulary, expressions and even grammar.

Hoffman (2000) says that elements to evaluate drama activities like achievements help students see the learning process as something challenging but achievable. When students feel, their work is appreciated and valued by people, they show a

great quality of it and the result shows the progress in terms of accuracy and fluency.

At the end of this study the author recommended teachers to know how to deal with students' resistance to drama activities, since they do not want to seem fool or criticized by the rest. It is necessary for teachers to tell them the purpose and the value of these kinds of activities and make the students see advantages in terms of language learning.

Role-playing has become a very useful tool for teaching a foreign language. Maley (1982) cited by Hoffman (2000) mentions that "in looking for ways of creating more varied forms of interaction in the classroom, teachers of foreign languages have turned increasingly to the field of simulation, especially role-playing." (p. 49). The reason is that role-plays promote rehearsal for the real world in the classroom and promote an imaginative self-expression of the inner world of each student's mind.

During this process, Hoffman (2000) added that another function of using role-playing techniques is as facilitator for linguistic item memorization, since role-play activities provide physical and visual reinforcement that increases involvement and helps to fix vocabulary, structure, and grammar points in mind.

To sum up, Hoffman assures that this study shows the importance of using role-playing, not only as a speaking skill, but also as a tool to practice the language, especially in new language item memorization and encouraging shy students to participate more in classes. Moreover, these kinds of techniques make students the center of the learning process, encouraging socialization and interaction, since students can improve their abilities exchanging thoughts and ideas.

Karakelle (2009) presented the article entitled "Enhancing fluent and flexible thinking through the creative drama process". The purpose of this study is to

observe how fluency and flexible thinking can be enhanced through creative drama process in the learning exercise. The population for this research was postgraduate students with an average age of 25.

Karakelle (2009) wanted to establish if the study would improve the participants' fluency and flexibility levels in thinking through creative drama process. She applied a pre-test and post-test with a control and experimental group. The analysis of the results showed that there was a significant difference between the fluency and flexibility skills. Then, the results showed that taking 'creative drama process' can produce a very significant role on fluency and flexibility when speaking.

The author cited Sternberg (2003) in the introduction of her research stating that creativity is a very complex product in the human mind, being the capacity to create new and original thinking related with the task that the problem involves (p.3).

Flexible thinking is related to different feelings based on different perspectives depending on the situation the character must face. With drama techniques, the performer's method of expression uses different tone of voice, body language, gestures, movement, among some other linguistic features. Taylor & Warner (2006) state that the power of drama arises from the access to and experience of other roles.

When participants are under the guidance of a leader in creative drama, they are expected to act by using their imagination based on their human experiences, think faster, and use the correct words. Karakelle (2009) said that drama can be used in

different fields of art for different purposes, like developing individuals' creative potential and self-expression, encouraging self-awareness.

Brodowski (2017) in the article "Conversational Fluency through Role-Playing" focused the study on the lack of ability to provide a response when speaking among Japanese English language learners. The author witnessed how valuable class time was invested in learning new grammatical items, but there is not practice and solidification of a more "prepared" language.

The author presented the idea of reducing the amount of English taught conventionally, and instead encouraged short but useful dialogues as conversational competence. Since most words are rarely acquired if students are not provided with an opportunity to be practiced, it is worthy to check how, where and when these words that later are going to become expressions appear and be used as the foundations to allow them fit into their daily speaking habits.

Sumpana (2010) presented "improving students' speaking skill by role–play". This study was carried out with eleventh grade students. The objectives of this research were to improve the student's speaking skill and study the effectiveness of role–plays in this process of improvement of the speaking skill, taking into consideration the strengths and weaknesses of this drama technique.

The author showed, after the analysis, that using role-plays in conventional classes improves the students' speaking competence, existing anyway strengths and weaknesses. The results were supported with the writer's field notes and it was possible to see that role-play is an effective learning technique to increase student's motivation in learning speaking.

Based on the research findings above, the author recommended first, to choose the most appropriate way of improving the students' motivation in learning

speaking because communication is key in the teaching and learning process. Second, to build an interesting and pleasant atmosphere in order to make students learning process easier in improving their speaking ability.

Oberg (2013) in "Formulaic sequences for improving oral fluency" included aspects such as the way oral fluency can be taught and how the indivisible multiword language chunks, known as formulaic sequences, represented an approach to accomplish the goal of improving oral fluency. This author defined what fluency is, then identified and applied some teachable communication methods and strategies to improve oral fluency in a certain population.

The paper gathered the results in the fields of oral fluency and formulaic sequences, by identifying and explaining effective approaches and tools to comprehend how oral fluency is understood, what oral communication brings and where it takes place. This paper concluded with a unit plan, containing four lessons that developed the above research for practical classroom application.

6. METHODOLOGY

6.1 Research proposal.

This is a qualitative research, with a descriptive non-experimental design. There is a quantification of students' rubrics evaluation to measure students' performance throughout the role-plays, but this is part of the whole analysis of the interviews and information gathered with the classroom diary.

6.2 Participants

The participants of this study were six 14-year-old ninth grade students (4 female and 2 males). After the diagnostic test to all 31 students of the course, six were chosen out of the whole group, based on the criterion of level of performance. Based on this criterion, this study chose two students with high performance, two with medium performance and two students with low performance.

6.3 Data Collection Instruments

The following instruments were used in the development of this study:

- **Teacher's Journal:** observation was carried out through classes, which gave the chance to analyze what was happening when students performed in their role-plays and it was possible to observe the students' attitudes toward the speaking task. The log diary gave the possibility to reflect and rethink regarding the teaching and learning practice, it was useful to take notes about special and meaningful attitudes towards this experience.
- **Role-Plays Recordings (videos)** became useful tools in this study since valuable information could be captured and after analyzed through a log diary.

- **Focus group.** Students could share their perceptions about the application of the role-plays' sequence to enhance fluency in the second language acquisition. This activity included 10 questions, going from the most general to the most specific situation related to role-plays. Moreover, students could present their explanation if they felt comfortable during the process and manifest what were the things they did not like. (see appendix 17)

- **Rubric.** The rubric used for this purpose included aspects like the use of formulaic expressions, the impact of hesitation devices have in the dialogue, the intonation as an important part to express feelings and what drama ask for, and the last one the interaction, taking into account that to play a situation requires the collaboration of a group. For more details, check the rubric. (Appendix 16)

6.4 Procedures

The procedure followed in this study was:

Students carried out five role-plays in this study. Each one had a pre-stage process, in which students studied the lesson and prepared the role-play. The role-plays were (see annexes 1, 2, 3, 4 and 5):

A) "Making a reservation and going to a restaurant".

B) "Going to the movies".

C) "Going to the shop/groceries store".

D) "Giving excuses".

E) "Traveling abroad".

To perform in the role-play students had to go through different stages:

6.4.1 Stages

- Pre-stage

The goal of the pre-stage was to introduce the main patterns: idiomatic expressions and conversation models.

Before doing role-play, students went through two steps:

- ✓ Students received instruction about the task they had to do and the general information about the topics included in role cards (see annex 23. Classroom diary). They had to learn idiomatic expressions and conversation models.
- ✓ Students had to plan their participation, considering the timing, the topic and the aspects to be evaluated. In this process, they rehearsed using the idiomatic expressions and models learned in class. Even though they had a model, they had to write a script, rehearse it and get ready for their roles.

- Presentation stage

Students carried out the role-plays, trying to use the conversation models, the formulaic expressions and the related vocabulary learned in class.

In the role- play they had to carry out a conversation (role-play), using as many of the expressions learned in class as possible.

6.5 Data analysis

The data obtained in the focus groups, rubrics and classroom dairy was analyzed withing the scope of the following categories:

✓ Use of formulaic expression

✓ Use of instructional modeling

A rubric to evaluate students oral fluency was applied (see Annex 16). This rubric evaluated the aspects described below:

a) **Formulaic expressions:** formulaic expressions show learners capacity to carry on their speech with appropiation, the frequent usage of adequate expressions related to the context of the roles performed by the participants, giving them a sense of security when talking based on their previous knowledge, that the student do not present high levels of doubts finding the words to negotiate meaning or on the contrary the students does not find any expression useful to carry on their speech or any new expression or word was used. The vocabulary and expressions are used in each text and learners will be evaluated according to the re-use of these expressions or the introduction of some others.

b) **Hesitation devices:** hesitation devices represent a very important role in this study, this criterion takes into account the continuous delivery that means how learners can speak without constant interruption, acquiring a fluidity in their speech which is going to take them to a clear and understandable message.

c) **Interaction:** interaction represents how the students can face and solve real situations, how their language can be their interaction tool with the world and how the language acquired can help them to understand the social system around them.

d) **Intonation:** intonation evaluated the sounds and pronunciation of words, since they are acting, their speech must sound convincing, it is also

important the correct use of stress in order to avoid misunderstandings in their communication.

The rubric evaluated students' performance from 1 to 5, where 5 meant that the student did not have serious difficulties in the activity and 1 means that they had problems to communicate properly in the following aspects.

In order to assure realibility and avoid biased results, the evaluation process was done by an external evaluator.

7. FINDINGS

This section of the study sought to answer the following question if the implementation of role-plays enhanced fluency on beginners EFL high school students to answer it, the present study focused on two important teaching and learning components of role-plays: the use of formulaic expressions and the use of instructional modeling.

The impact of these two components on students' oral performance was identified in this study by:

- ✓ Measuring students' performance in five role-plays, by using a rubric of evaluation. (See annex 16)
- ✓ Describing students' perceptions about the process, which provided information about the way they carried out the task (see annex 24).
- ✓ Analyzing data registered in the researcher's classroom diary, which provided information about the activities done by students in the classroom, as well as the details of the way they carried out the activity in class. (See annex 23: Teacher's Log).

7.1 Finding 1. There was not a significant enhancement of the overall students' oral fluency as a result of the implementation of the role-plays.

Grahic 1. Overall students' performance in the role-plays
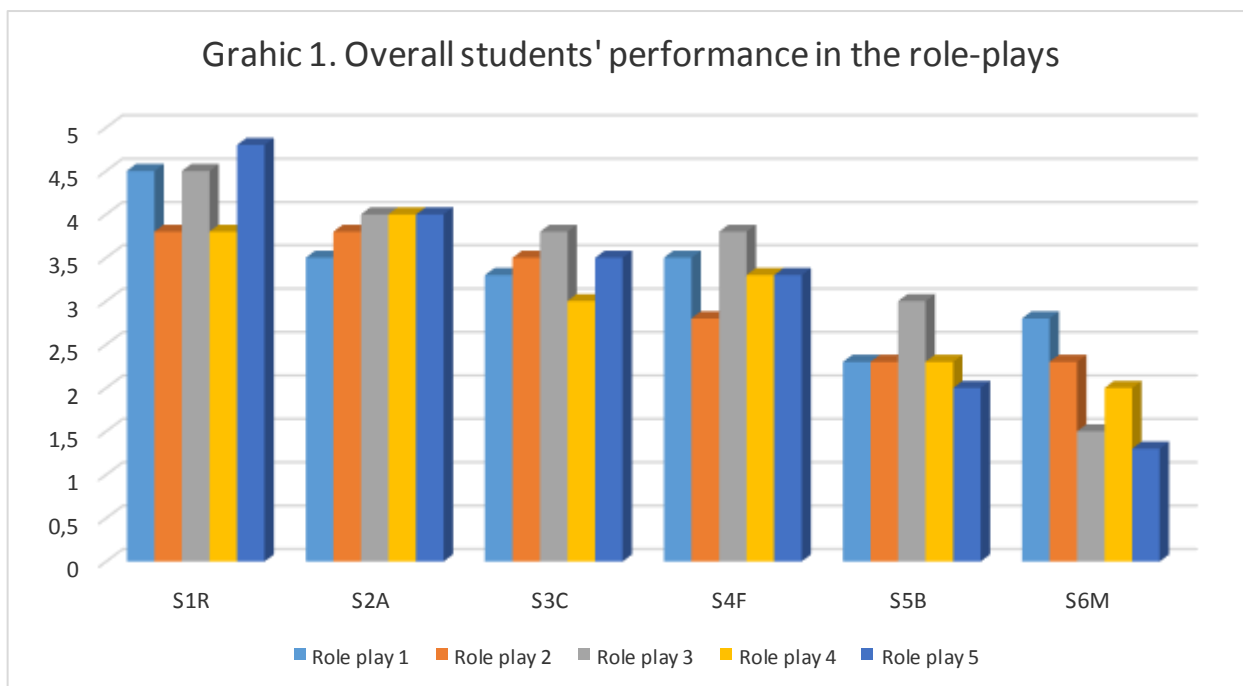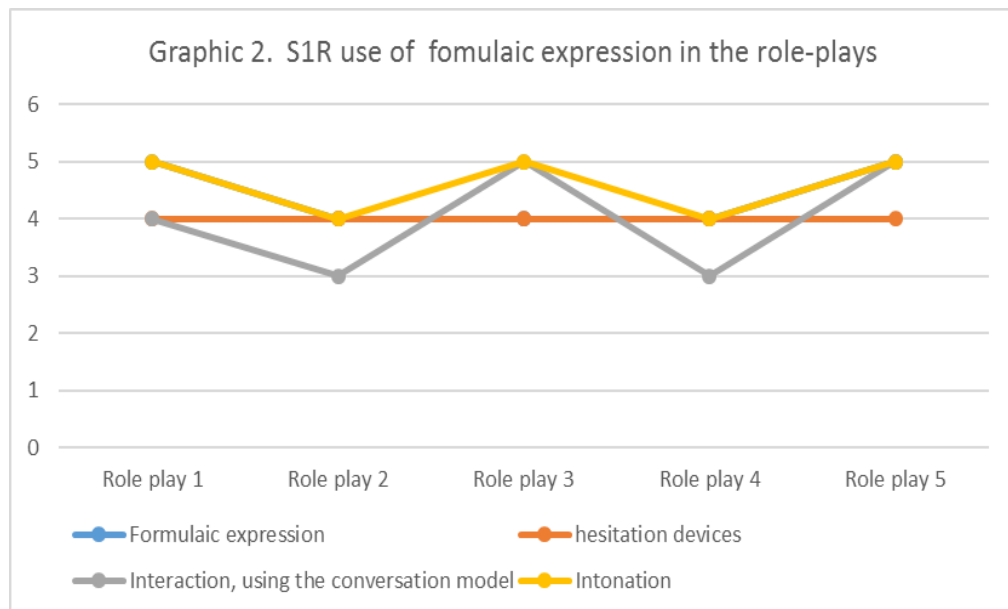
Table 1. Overall students' oral performance

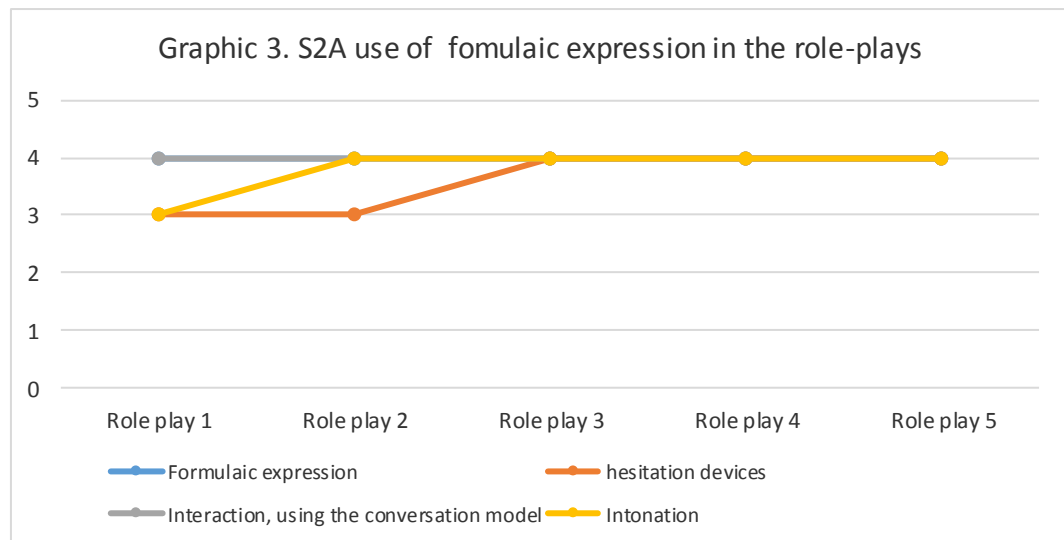| Student	Role-play 1	Role-play 2	Role-play 3	Role-play 4	Role-play 5
S1R	4,5	3,8	4,5	3,8	4,8
S2A	3,5	3,8	4	4	4
S3C	3,3	3,5	3,8	3	3,5
S4F	3,5	2,8	3,8	3,3	3,3
S5B	2,3	2,3	3	2,3	2
S6M	2,8	2,3	1,5	2	1,3

The results of the evaluation of students' oral fluency performance (Graphic 1) shows that the process of memorization and repetition of chucks and model of conversations did not contribute in a significant way to enhance students' oral performance.

Graphic 1 shows that participants with high scores in the pre-role-play diagnostic test (S1R and S2A) showed some improvement gained in their oral fluency, which started from a good level and increased some extra points at the end of the process. The ones with middle level (S3C y S4F) did not gain a significant improvement in their oral fluency; instead, they could maintain the same performance. Those with low level (S5B, S6M) decreased their oral fluency.

4.1.1 Results, according to the students and their English levels

- **High-level students' oral fluency performance**

Graphic 2. S1R use of fomulaic expression in the role-plays

Graphic 3. S2A use of fomulaic expression in the role-plays

	Role play 1	Role play 2	Role play 3	Role play 4	Role play 5

Legend:
- Formulaic expression
- hesitation devices
- Interaction, using the conversation model
- Intonation

S1R and S2A showed a good control of the formulaic expressions, they pointed out the differences in the role play context (See charts in annexes 17,18,19,20, 21 and 22). In other words, they recognized that the choice and use of formulaic expressions depended on the context. In the role plays, these participants used a good number of the formulaic expression among a determined number (see Annex 6, 7, 8, 9 and 10: Role-play transcripts, formulaic expression learnt). In general terms, these students did not show difficulties in the recognition of these expressions; on the contrary, they could notice the use, the context and the formulation in the right moment (See evaluation per student. Annexes 11,12,13,14 and 15).

In the focus group, these participants expressed that a clue to learn and apply formulaic expressions was to become aware of the importance of memorization and repetition to save that information. This strategy was applied in the role-play situations and taken into consideration the context they were presented.

The two high level participants noticed some differences in their performance in aspects like hesitation devices, interaction and intonation. The score was not very high, but it is still comprehensible when the participants felt they could give more and offer new aspects to make more creative the presented work.

✓ Focus groups information

It is important to add that the only students that showed a little improvement in this process were those who were ranked in high-level after the diagnostic test. There was also evidence that supports and describes students' growing understanding of the value of formulaic expressions and the L2 pragmatic competence for L2 fluency improvement. Students' comments present and discuss the process of acquisition of formulaic language, instructional modeling and creative learning to follow with the role of explicit instructions.

"Por ejemplo si yo quiero decir el verbo caminar en inglés pues debo aprender que se dice "walk" entonces si hay que memorizar y retener cierta información"[2].

Both students (S1R and S2A) agreed that the explicit instruction classes were very helpful for them, but they had to bypass certain situations because it was difficult to apply the new expressions and remember those already worked.

"…Estas expresiones fueron muy importantes para que muchos de nosotros incrementáramos el vocabulario" [3]

Students stated that in the role-play process, they had the opportunity to acquire a good number of expressions, to feel more confident. The evaluation of their performance showed some improvement in their fluency after many role-plays

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[2] [For example, If I want to use the verb "Caminar" in English, I must learn that the word is "walk", then we do memorize and hold certain information]

[3] [These expressions were very important for many of us to increase the vocabulary] *Translated to English by the author.*

activities. There is a significant enrichment of their vocabulary and the ability to take risks in a time-efficient way.

> "Yo creo que son muy necesarias e importantes, muchos de nosotros y me incluyo pensamos que son expresiones básicas y que todo mundo debe saber, pero nunca había pensado que tenían tanta fuerza para incrementar el vocabulario cuando hablamos otro idioma" [4]

These participants showed through these results that the work in class must not always be monitored and guided. Students do not only performance well in certain categories in the learning of a foreign language with safe learning tools; on the contrary, each student achieves to manage their own abilities of the language.

✓ Researcher observation registered in the classroom diary

The students noticed some differences in the structure of the formulaic expressions in English and in the mother tongue. They explained that the expression of different feelings must come with a precise reason since the expression in mother tongue can be very different to what it is wanted to say in English. It includes refusals or acceptance in a very polite or informal ways that can show the respect or the relation with another person.

During the activities, the way students worked with the rest of the students, showed that role-play could be a good way to learn a repertoire in a limited period. They practice the lexicon, repeated, and did exercises to memorize the chunk.

> "The students S1R and S2A, showed a great commitment to get as much as possible from this experience, by using all the elements given" (Teacher's Log. April 19th /2017)

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[4] [I think they are very necessary and important, many of us including me think they are basic expressions and that everyone should know, but I had never thought that they had so much strength to increase the vocabulary when we speak another language] *Translated to English by the author*

Some students affirmed that to acquire new vocabulary, strategies to learn intonation to show their feelings and the interaction by using formulaic expressions was easy. The role-play technique gave them something strong, fast and unalterable to be learnt.

"These two participants do not know what their level is, but they are very disciplined, have a good method to self-study the expressions, analyze the model and add a little of creativity when performing" (Teacher's Log. April 19th /2017)

- **Medium- level students' oral fluency performance**

Graphic 3. S3C use of formulaic expression in the role-plays

Graphic 4. S4F use of formulaic expression in the role-plays
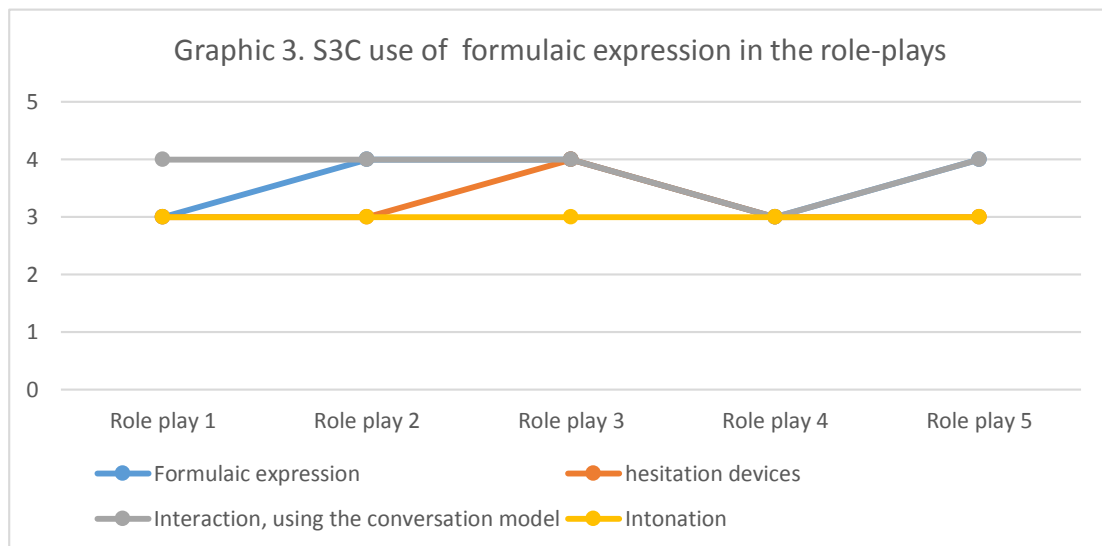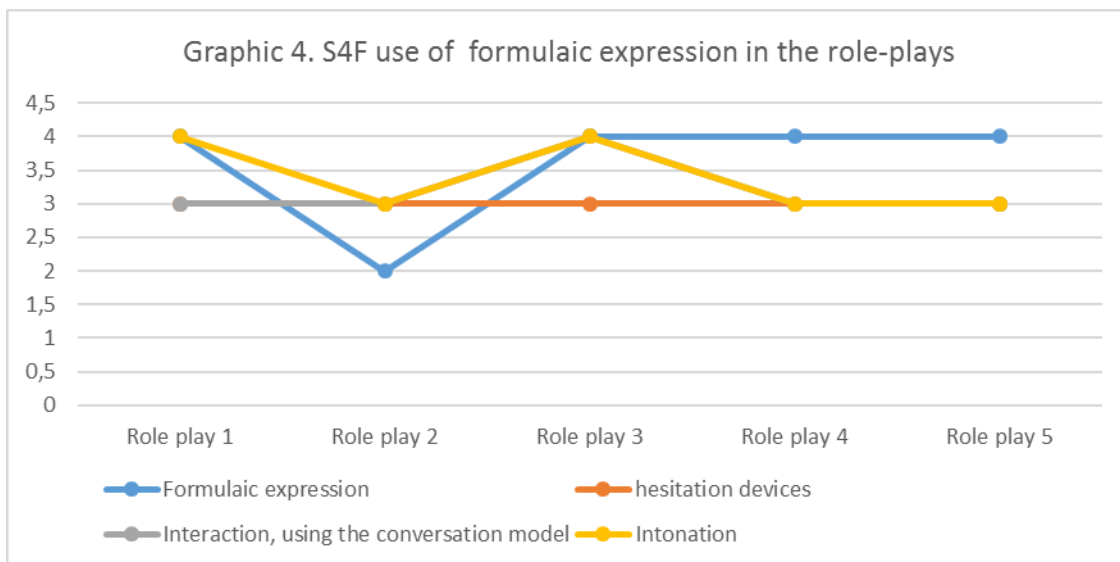
S3C and S4F participants did not show significant improvement in their performance. They maintained the initial level of performance throughout the process, showing constancy in the contributions to create and handle the script for the role-play. They also mentioned the importance of considering the context in order to make right decisions in terms of use of expressions, the hesitation devices and the intonation, since that can be the first elements to express feelings and avoid misunderstandings.

✓ Focus groups information

The participants mentioned that their repertoire was very limited before the task, but with the working process of formulaic expressions they felt politer, and resourceful to use them in any situation and also changed the use of monosyllables like "sorry", "thank you", "yes" and "no" to a more advance answers. The student S4F mentioned in the focus group:

"Ayyy si, las expresiones fueron muy útiles, y se nota en los videos, nos vemos coordinados y unos hablan y hablan…parecen nativos, ahora entiendo porque

mucho se quejan de que no hablan por que no saben defenderse o se les olvida lo que van a decir" [5].

The formulaic expressions may be recognized as a factor of the cognitive process that complement fluent speech; which produced clauses and chunks of words to fulfill the language acquisition. In this case, participants tried to use the options previously worked on to correct themselves and notice their mistakes.

*"*Uff yo aprendí varias formas para pedir comida, o cosas, para pedir la cuenta y para hacer reservaciones, y también para hacer preguntas…yo siempre hacia mal las preguntas…mire Teacher que cuando usted sabe algo usted se siente más seguro de lo que va a decir"[6]. Student S3C

✓ Researcher observation registered in the classroom diary

The implementation of formulaic expression in a class demanded time, a more conscious work and a pertinent class plan. It is not possible to ensure that these expressions are or are not helpful in enhancing fluency, based on the general results. This pair maintained their level in this study, and there was not a noticeable increase. It is important to add that participants used the chunks worked in class. They identified their possible uses and understood their functionality inside the dialogue, making them clear.

"Students tried to repeat, memorize and learn the expressions worked…they wanted to be part of the study but they wanted to do more of what we had worked on…they wanted to be up like the first pair". (Teacher's Log. May 3rd/2017)
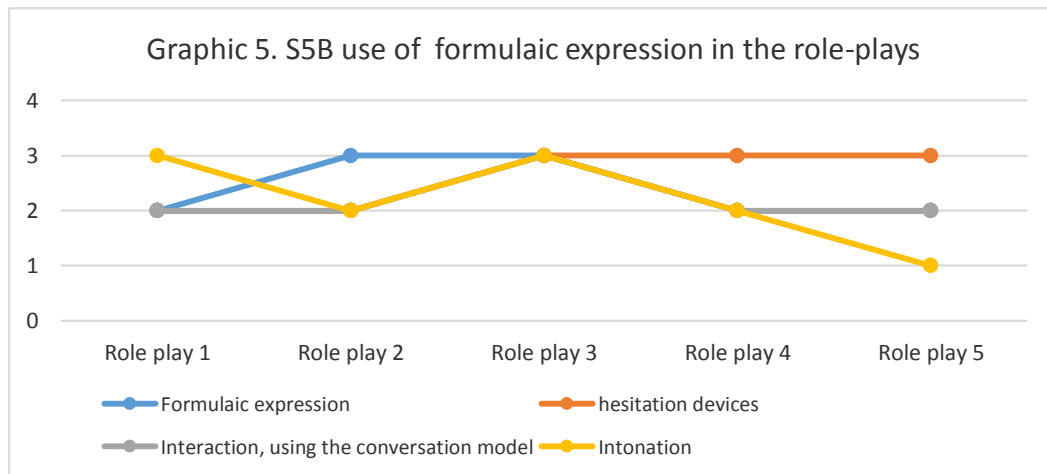
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[5] [The expressions were very useful, and we can see it in the videos, we see ourselves coordinated and some speak and speak ... they seem native, now I understand why they complain that they do not speak because they do not know how to acquit themselves or they forget what they are going to say] *Translated to English by the author.*
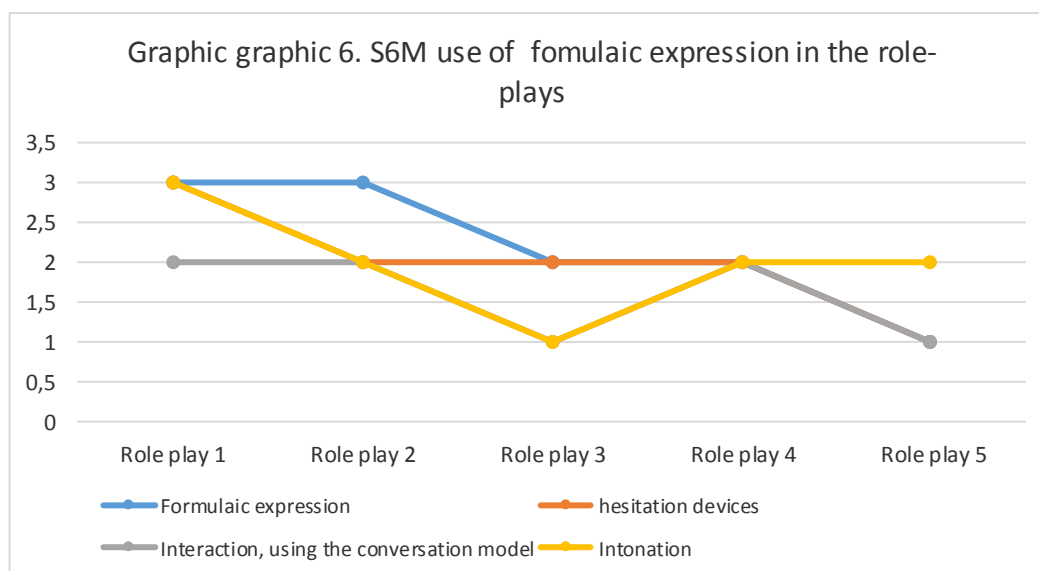[6] [I learned different ways to ask for food, or things, to ask for the bill and how to make reservations, and also to ask questions ... I always ask in the wrong way the questions ... look teacher, when you know something you feel confident about what you are going to say] *Translated to English by the author.*

Based on this, it is possible to say that the participants of medium level had a high level of pressure in their speech to maintain the dialogues or at least get the level of the others. They did the work as it was required, they participate in all the situations but they could not evidence a fluent speech in their performances.

   "Most of the time, they express they want to be first in every single thing that requires orality, manifesting that S1R and S2A make them feel insecure…like humilated". (Teacher's Log May 11th/2017)

- **Low-level students' oral fluency performance**

Graphic 5. S5B use of formulaic expression in the role-plays

Graphic graphic 6. S6M use of fomulaic expression in the role-plays

S5B and S6M had difficulties remembering, memorizing and repeating the structure of formulaic expressions. The results during the role-plays did not increase. These participants kept the level in some presentations and decreased it in some others. They recognized in their reflections that the formulaic expressions were important to increase vocabulary, but it was not easy to remember a good number of the expressions, as they said, it was hard to learn and remember them during the role-play, because it caused a bit of fear to make mistakes. The participants explained that different uncomfortable situations like external factor, critics, and prolonged silences could affect their performance.

✓   Focus groups information

It is important to mention that the participants somehow could show their reflection about the nature of formulaicity. They realized that these kinds of expressions represent a good tool to interact in a foreign language. As S6M manifested:

"No me da pena utilizar el inglés pidiendo permiso para ir al baño, y eso es una expresión." [7]

On the other hand, the self-monitoring process could affect fluency in this study, because of the social context where the participants develop their classes; they are not able to make decisions to have a self-study process. The fact, they had to repeat, memorize and express the content worked in classes by themselves represented an extra work in their studying habits. S5B stated:

"A mí me parecieron muy útiles unas, otras no me ayudaron, pero casi no las utilicé, pero si es cierto que mejoras el número de frases y es chevere porque cuando preguntan cómo puedo decir tal cosa uno es capaz de responder" [8]

However, the same participant also recognized the difficulties with the structure of formulaic expressions in the target language, in terms of commitment and the importance of a self-study method; moreover, this student asked for extra time to be guided in this process. S6M made emphasis on how short time to expect a good performance was.

"Es que conmigo si necesitarían más tiempo para poderlas aprender"[9]. S6M

✓ Researcher observation registered in the classroom diary

These participants, whose performance did not improve and decreased since the first role-play, expressed during the pre-stage activity that they did not have

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[7] [I do not feel bad about using English to ask for permission to go to the bathroom, and that is an expression.] *Translated to English by the author.*
[8] [Some seemed very useful to me, some others did not help me but I did not use them at all, but it is true that you improve the number of phrases and it is cool because when someone asks how I can say a something I am able to answer] *Translated to English by the author*
[9] [You would need more time with me in order to be able to learn them] *Translated to English by the author*

enough time to follow the process: to memorize, rehearse and produce. They needed to be monitored in most situations, checking the right expression to be used. They expressed they were handling the pressure to follow a good level of performance like their classmates, being the reason to participate in few opportunities since they did not want to affect the others' performance nor the role-play. To avoid being left behind by their peers, they did not take risks to follow certain grammar structures. These kinds of participants did not use an automatization conscious process to carry out the activities by themselves, they often needed someone's guidance, and the time they had to prepare their duties made it even harder to enhance a self-study method.

"S5B and S6M need a tutor to maintain their concentration levels in the topic that is being worked. To implement a strategy is clue for these students and they need also work on memory task." (Teacher's Log. May 19th/2017)

Another challenge that the students faced was the ability to use formulaic expression in conversations spontaneously and, at the same time, try to get the fluency in speech. They did not have the facility to retrieve formulaic expressions from memory at the time of speaking. The tendency to misuse or overuse the structures of English semantic formulas was the last major challenge that the participants faced.

"S5B and S6M most of the time tend to use monosyllables, like yes or not, besides they use of hesitation devices like "ajamm, mmmm" and they also repeat a lot the same expression." (Teacher's Log. May 19th/2017)

Following the model of role-plays to enhance fluency in classes, it presented some difficulties, some of them were found in the first role-plays, which contained multiple examples of pragmatic failures, the conversations sounded abrupt and incomplete in some cases.

- **Overall participants' perceptions**

Taking into consideration the results, not all participants showed significant improvement. Definitely, they need to increase their speaking skills, but they also need a constant monitoring to verify their process, their strategies to learn the expressions and the repetition of the introduced expressions. S1A mentioned:

> "Lo más difícil, si es revisar las expresiones porque no solo es aprenderse las que se necesitan para cada situación, sino que es seguir revisando las anteriores."[10]

Most of them could feel an extra pressure to do the things in a correct way; they did not want to make mistakes in public. The concern to talk and to maintain the conversation, to handle the grammar and to do it well generated anxiety affecting their participation in the sequence of role-plays. S3C says:

> "A mí me parece que es difícil aprenderse o por lo menos acordarme de todas las expresiones, yo uno todo y a la final me confundo… y pues si da cierto miedito hacer la presentación al curso..." [11]

7.2 Finding 2. The role-play process had more impact on students' accuracy than in fluency

This study intended to find out if role-plays enhanced oral fluency. Results showed that there was not a significant improvement in this aspect, but students could present an evident improvement in accuracy. Participants carried out the complete process by revising the expressions, the instructional models and the concepts of the creative learning. (See transcripts of role-plays in annex 11, 12, 13, 14 and 15.)

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[10] [The most difficult thing, it is to review the expressions because not only is learning the ones that are needed for each situation, but it is to keep reviewing the previous ones] *Translated to English by the author.*

[11] [For me it is difficult to learn or at least remember all the expressions, I put everything together and at the end I get confused ... and off course it is a little bit scare to make the presentation to the course] *Translated to English by the author*

They used simple and basic topics at the beginning, and through the process, they were adding extra vocabulary. Participants showed different levels of performances that revealed few changes.

The low-level couple, at the beginning of the sequence, showed little improvement in the first role-play, with the second and the third, the results did not show any improvement and at the end, they went to a very low result. Aspects like the use of formulaic expressions were hard for them, expressing that the part of repetition was not easy, and less reproducing these chunks.

The middle-level could do things that they hardly do in "conventional" classes and when they had to do it, it was because they were asked to. They tried to incorporate the two aspects of this study: formulaic expressions and instructional modeling. They used a good number of formulaic expressions and their performance was based on the models in a good level, using some parts, but maintaining the purpose and originality of their speech.

The high-level students participated very often in classes, their contributions were key in terms of written production, leadership in activities such as debates, presentations and reports. Their contributions were key to include the two basic aspects of this study. What caught their attention the most was the concept of formulaic expressions, and the usefulness these can have in their speech. They cataloged this as creating a mental bank of expressions. Related to the instructional model, there was a bit of rejection because they thought the models were useful but they were not going to show a closer reality.

The participated present different observations about their process in the study; their thoughts and concerns are included and described by categories in the following chart (the information was taken from the results of the focal group interview):

Student	Use of formulaic expressions	Using models
S1R	"Son expresiones básicas que todo mundo debe saber, pero nunca había pensado que tenían tanta fuerza para incrementar el vocabulario cuando hablamos otro idioma" " "El hecho que tú sepas algo te da más confianza"[12]	"Mmmm yo creo que los modelos son de gran ayuda para tomarlos como una guía" "Yo utilice unos, pero no todos, a veces el seguirlos al pie de la letra no deja que uno cree sus cosas, como originales, sino copias."[13]
S2A	"Estas expresiones fueron muy importantes para incrementar el vocabulario, para saber cómo y cuándo utilizarlas y también la entonación en el momento de utilizarlas… representan una ventaja en el momento de hablar".[14]	"Los modelos que utilizamos pueden ser muy útiles, pero si siempre nos basamos en ellos, no vamos a crear nuestros propios modelos" "Unos lo seguían, pero otros no, eso al final todos hacíamos cosas diferentes entonces era bueno porque terminábamos utilizando más expresiones"[15]
S3C	"Aprendí varias formas para pedir comida, para pedir la cuenta, para hacer reservaciones y también para	"No me gusta es cuando los profes dicen "Repeat after me", es que es como solo repetir y entonces miran

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[12] ["I think they are very necessary and important, many of us including me think they are basic expressions and that everyone should know, but I had never thought that they had so much strength to increase the vocabulary when we speak another language" "the fact that you know something gives you more confidence"] *Translated to English by the author*

[13] ["I believe that the instructional models are a great help to take them as a guide" "I use some but not all, sometimes following them literally does not let you create your things, as originals, just copies"] *Translated to English by the author*

[14] [These expressions were very important to increase the vocabulary, to know how and when to use them and also the intonation at the moment of using them ... they represent an advantage at the moment of speaking]

[15] ["The models we use can be very useful, but if we always rely on them, we will not create our own models" "Some followed it but others did not, at the end we all did different things, so it was good because we ended up using more expressions"]

	hacer preguntas…" "Mire teacher que cuando usted sabe algo usted se siente más seguro de lo que va a decir"[16]	si pronuncias bien, te corrigen, pero como que no aprendes, solo repites y ya." [17]
S4F	"Las expresiones formulaicas fueron muy útiles, y se nota en los videos, nos vemos coordinados" "Ahora entiendo porque se quejan de que no hablan por que se les olvida lo que van a decir."[18]	"Estoy de acuerdo cuando dicen que los modelos son útiles, pero cuando los grupos no hacen nada por basarse en ellos, pienso que es pereza." "Cuando viajamos los modelos no representan gran ayuda para mejorar nuestra forma de hablar."[19]
S5B	"A mí me parecieron muy útiles, yo use unas, pero no todas…pero si es cierto que mejoras el número de frases y es chevere porque cuando preguntan cómo puedo decir tal cosa uno es capaz de responder" [20]	"A mí me parecieron muy útiles los modelos porque de ahí copie muchas cosas, Bueno al menos lo poco que logre decir" "Cuando me siento segura de eso, creo que puedo hablar más".[21]

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[16] [I learned different ways to order food, to ask for the bill, to make reservations and also to ask questions ... " "Look teacher when you know something you feel confident about what you are going to say]

[17] [I do not like when teachers say "repeat after me", it is like just repeating and then they check if you pronounce well, they correct you but it is like, you are not learning, you just repeat and that is all.]

[18] ["The formulaic expressions were useful, and it is shown in the videos, we look coordinated" "Now I understand why they complain, they do not talk because they forget what they are going to say".]

[19] ["I agree when they say that models are useful, but when groups do nothing to rely on them, I think it is laziness." "When we travel the models will not represent great help to improve our speaking."]

[20] [They seemed very useful to me, I used some but not all ... but it is true you improve the number of phrases and it is cool because when they ask how I can say something I am able to answer]

[21] ["I found the models useful because I copied a lot of things from there, well at least what I could say " "When I feel confident, I think I can talk more"]

	FORMULAIC EXPRESSIONS	MODELS

S6M	"Sí creo que es más fácil hablar cuando uno sabe lo que va a decir algo".[22]	"Para mí fue muy difícil poder expresarme aun sabiendo que podía hacer uso del modelo que usted nos dio, es que eso necesita memoria y yo casi no tengo".[23]

The information that appears in this session was taken from the log that was written after each role-play class, it includes the difficulties and advantages presented in their performances during the process, the stages that students must complete and the categories that were assessed.

	FORMULAIC EXPRESSIONS	MODELS
	DIFFICULTIES	DIFFICULTIES
Class Instructions	*To catch the students' attention to do a work like this, although it is hard to believe that some students have already get used to conventional classes where they are given grammatical structures and the oral interaction is very little. *At first, the preparation stage was seen for some students as a waste of time.	*Some students follow the model so closely, what made hard to identify their own production. *Following the model, the students look like they were reciting. *Some students keep working in the method of writing, learning just by heart, but this information does not go further because that does not make any impact.
	ADVANTAGES	ADVANTAGES
	*Students could experiment another way to acquire	*The students that follow the model could express they were comfortable

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[22] [I think it is easier to talk when you know what you are going to say]
[23] [For me, it was very difficult to express myself even knowing that I could make use of the model that you gave us, what I need is memory I do not have it]

	expressions and new words.	with the tool.
	*They were also witnesses of how to work with another subject but in English.	*They also express that they can take some important sentences to create their own.
	*People, who never participate in a class, did it voluntarily, demonstrating great potential in pronunciation, expression and fluency.	*They could realize simple facts like how to react and what to say in specific situations.
	*A different environment of cooperation, teamwork and enjoyment to learn and experience something different.	
Pre-task Students Preparing For The Activity	**DIFFICULTIES**	**DIFFICULTIES**
	* Reject the idea of feeling exposed because they have to present their role-plays. * The pre-selection, due to the few participation. * They thought they would have to do extra assignments.	*As it was the pre-test role-play they do not have any model to follow. *In the preparation stage, the models become the only source to imitate. *The models get the concept of basic and repetitive.
	ADVANTAGES	**ADVANTAGES**
	*All students were committed to the work, offering great results, which made the selection of the six participants difficult. *Students could do something different in class, so they could learn in a different way.	*In the preparation stage, the models give them a help to organize their products. *The models could make a little bit easier the creation of students.

	DIFFICULTIES	DIFFICULTIES
Task Role-plays	*Get the attention of the students in order to practice the formulaic expressions. *To divide the formulaic expression according to the role they have in the role-play. *The implementation of short strategies in order to learn faster the formulaic expressions	*Some students did not pay attention to the given model. *The model was sometimes seen as a framed tool in this study. *The model according to some students did not play a determinant role in this study.
	ADVANTAGES	**ADVANTAGES**
	*A good number of formulaic expressions was learned and used. *The formulaic expressions facilitated the development of the task and a little bit the fluency.	*The model could be used in the sequence. *The model offered confidence to those students with lower performance.
Perceptions in general about the task.	The general reflection about this study is how the participants could gain, first, security when talking and second, give big steps to become little by little fluent in the oral skill. Even though the results were not the expected in this study, I consider that the formulaic expressions give us the confidence to talk and believe we are able to do it, avoiding the anguish when talking, because we forgot a word or we do not know how to express something. Maybe if the students had had more time, the results would have been different, especially for those who got low scores.	

ANALYSIS OF THE FINDINGS

- **Did students increase their performance as part of repeating formulaic expression?**

"Si contribuyen y como dijo S3C, cuando uno no se sabe una palabra uno se bloquea y ya no quiere hablar porque ahí es donde le da pena. Pero en cambio si uno siente que puede manejar una situación uno se siente tranquilo y así diga cosas chistosas los otros lo entienden."[24]

Based on the results of the expert evaluation the improvement for some and the low performance in some others shown by students could be explained by different factors:

In the focus groups, high-level students pointed out that the fact they had to repeat several times some expressions, made it easy for them to remember the key sentences to carry out the conversations. As expressed S2A

"Yo creo que lo más difícil es repasar las expresiones, porque se necesita hacer una elección y si uno no repasa y repite, pues no se queda nada."[25]

To reinforce this fact, the following was registered in the Teachers' Log:

"Students repeated many times the expression during the practice. In fact, some of them told their peers to memorize certain expression and then, practice to see if they could use them and how many they can remember" May 24th/ 2017

As it was said before, the students with medium performance did not present any improvement but they also express that the memorization and repetition de chunks and formulaic expressions are useful:

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[24] [It contributes, and as S3C said, when you do not know a Word, you get blocked and you do not want to talk because you get scared. But when you can handle a situation, you feel secure, it does not matter if you say funny things] *Translated by the author.*
[25] [I think the most difficult is to do over the expressions, because you need to choose and if you do not do over and repeat you do not store anything]

On the other hand, low students' performance did not show any improvement, this could be explained because even though they use chunks, expression and including a process of scaffolding, these did not guarantee a commitment to repeat, memorize and use the expressions worked in class by students.

"… Pero es que las otras actividades, del vocabulario uno ni se acuerda y ahí sí que es cierto que muchos de nosotros nos aprendemos todo de memoria…"[26]

- **General students' reaction towards memorizing and practicing the formulaic expression**

Most students' first reaction towards the method of memorization was not good, since that implies a work that most of them see as a "traditional activity" during classes. After explaining the purpose that the formulaic expressions have in language, according to some authors like Davis (2014) and among some others, participants accepted the fact that they needed to increase their repertoire.

The students realized the importance of cooperative work, time, attention, information and ideas using role-plays. Through role-plays students had the opportunity to work with someone and be able to find the way to learn together formulaic expressions and the models to have a good conversation. Furthermore, Formulaic expressions developed concentration and trust in knowledge and while the students have fun, they develop coordination skills, increasing a repertoire and exchanging situations.

Kellem (2009) stated that planning activities represent an indispensable way to increase the oral fluency when speaking in a situation. since planning needs taking notes, create written answers and imagine possible questions to be rehearsed before the oral situations take place, comprehending they needed to

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[26] [But from the other activities, from the vocabulary I do not remember and there is when we need everything by memory] *Translated into English by the author*.

practice the speech or discourses multiple times even if learners are giving a speech in their mother tongue.

- **Instructional modeling offered a plus characteristic to lower level students.**

High and medium level students, explained that having instructional modeling in the development of the study was useful and necessary to check some specific characteristics, but there was a point in which this tool becomes an obstacle to produce their own ideas. The opposite occurred for the two low level students, they took advantage of the models, since they expressed they could not learn enough expressions but they could follow the model to include a good interaction and intonation when they were performing as mentioned S5B:

> "A mí me parecieron muy útiles los modelos porque de ahí copié muchas cosas, bueno al menos lo poco que logré decir, y es que cuando me siento segura de eso, creo que puedo hablar más. Entonces es por eso que me pareció muy bien que hayamos tenido la oportunidad de tener una herramienta como esta."[27]

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[27] [The models were very useful for me, because I copied many things, well at least the few things I could say. When I felt secure I think I can speak more. That is why I think it was good to have a tool like this one.] *Translated into English by the author.*

8. CONCLUSIONS

The general objective of this study was **to identify whether the implementation of role-plays enhances fluency in beginner EFL students**.

The study findings revealed that there was little improvement in the participants' speaking fluency skill, especially in the high-level pair, after the implementation of the role-plays in class but this was different in the medium and low level.

The conclusions of the study can be concluded as follows:

1. The implementation of role-plays did not enhance significant oral fluency. The improvement in oral fluency depended on students' previous level**.** Role-play as a communicative activity enhanced fluency in this study but in those students who had certain English level. For those, with low performance it affected their performance.

2**. Even though the results were not the expected ones, role-playing was useful to catch participants' interest to create, participate and present actively their products in the English class**. The findings revealed that role-play provided fun and enjoyable activities in the classroom that were helpful to invite students in taking an active part in the class by using the formulaic expressions, the models and the creative learning.

3. Role-plays offered a wide variety of topics that can be simulated to implement it in the teaching and learning process of English 4. The different resources can be used with specific purposes in the study, the video-recordings after being observed, helped students to witness their pronunciation, intonation and how they interacted with others in this process. The other elements like the

formulaic expressions helped them to learn according to the context, being aware that every single word plays a determined role in the situation. The instructional models promoted a feeling of confidence for those who did not feel comfortable with the memorization, repetition and application of the expressions.

5. The participants got different results that revealed a great variation in performance, evidencing the use of formulaic expressions, and following instructional model depending on their level. Based on the study results, Roessiter (2009) stated, that the lack of self-correction, self-repetition and the not correct use of pauses in the speech are the principal aspects to disturb the dialogue. Roessiter (2009) also added that the listener can perceive the speaker is not confident and not fluent in language because of the pronunciation and intonation.

The implementation of formulaic expressions in a class demands time, a more conscious work and a pertinent class plan. It is not possible to ensure that these expressions are not helpful in enhancing fluency, based on the general results. The results show that the level of fluency was maintained, although there was not a noticeable increment. It is important to add that participants used the chunks worked in class, they identified their possible uses and they also understood their functionality inside the dialogue, making it clear to them that it is possible to see that participants did not show a noticeable increase in fluency but they did better in accuracy. (See appendix 6, 7, 8, 9, 10 role-plays transcripts).

9. PEDAGOGICAL IMPLICATION

The pedagogical implications of this study are based on the results obtained, which are described in the following order; A) the use of role-play as a communicative strategy **can** improve the students' speaking skills if there exists the commitment to participate in the learning and teaching process. B) It offers the students chances to practice their speaking skills first as a game where they have the possibility to learn by doing, making mistakes and interacting with their classmates. C) If the class is completely organized and the objectives are clear, the students feel free to participate in the oral activities when there is no pressure in learning. D) On the other hand, lectures can easily bore the students if the activities are monotonous since they need movement, interaction and meaningful learning. E) Finally, these kinds of activities require teachers to be more creative in finding or creating activities to give the students tools to enhance knowledge, especially in those areas that they need to improve.

10. RECOMMENDATIONS FOR FURTHER STUDIES

Based on the experience carried out and the results found, there are some possible recommendations and ideas that can be useful and achievable for coming studies:

➢ *Recommendations:*

- The support and monitoring done by the teacher is essential in the obtained students' results, most of them do not show autonomy to work by themselves, that is why it is necessary to give a wide list of choices and examples that lead students to obtain a clear guide of the work done.
- The class plans should show in a concise way what the purposes and objectives of the activity are.

➢ *Ideas for further studies:*

- Create clear and meaningful learning strategies for the student, which include the use of formulaic expressions, instructional modeling and creative learning.
- The main purpose of the study was to enhance fluency by including gaming communicative activities like role-playing. Even though the results did not show the expected results, it would be pertinent to explore deeper the characteristics formulated in the specific objectives, by considering another technique to see if those were not well developed to achieve the objective.
- The results gotten by the students with lower levels show the need to make a previous work, in order to encourage and support the process that they are going to begin and taking advantage of the tools, they use the most throughout this process.

Most of the work done here, show common dialogues worked in English class, taken from the course books, old creations among others. Those were created with the purpose to make students talk without using memory and just "improvising". Consequently, the work expected was the improvement in fluency, comparing their performance in theater class and in English class, to find out if the consequence of not participation was the product of the kind of activities, and if this activity could be managed as a regular one. Effectively role-playing leads the learning of grammar structures, body language, repetition, memorization, vocabulary and context.

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ANNEXES

ANNEX 1

ROLE-PLAY # 1

THEME: Ordering food in a restaurant		
GROUP: Ninth grade	**SKILLS:** Speaking/Fluency Communication	**GRAMMAR:** Modal Verbs (Would/Can)

PURPOSES:
*Ordering food in a restaurant is one of the most common functions students need to learn to put into practice several topics into a real context.
*It is a common and simple way for students to play roles of customers, waiter/waitress and see how it is going to be the reaction in certain situations.
*creation of the elements needed, the help of a pre-designed menu, the classroom situation is going to seem a real one.

OBJECTIVES:
*to familiarize students with basic vocabulary items, e.g. starters, main course, dessert, etc., for ordering food in a restaurant; the use of modal verbs, i.e., can and would like, to make requests and/or offers; and fillers, e.g., certainly, you're welcome, the same to you, etc., through dialogue reading and pair work.

FUNCTION:
Ordering food in a restaurant by making use of the modal verbs ("would like" & "can") – where the use of "would like" is going to be taken into consideration to make offers and requests in a polite way and "can" is going to represent a more casual way to ask for food.

LESSON OUTLINE:
• Ask students to name different types of food found in a restaurant. Write the Vocabulary items on the board and make sure students also take notes. Teach the vocabulary items on the menu if they are not included on the board. (5 minutes)

• Give students a possible dialogue and menu, and ask them to read it carefully. Point out the use of "would like" for making offers and requests, and "Can I" for making offers. (15 minutes)

• Make groups of four students and ask them to create their own situation based on the instructions of the role card and considering the previous information.

• Estimated time to create the role-play 20 minutes and 10 to be practiced**.**

INSTRUCTIONAL MODELING:

Camila is going to have lunch in a restaurant. Read the following dialogue carefully to see how she orders her food:
Waiter: Good morning. Can I help you?
Camila: Yes. I'd like to have lunch.
Waiter: Would you like to have a starter?
Camila: Yes, I'd like to have a bowl of chicken soup, please.
Waiter: And what would you like to have for the main course?
Camila: I'd like to have cheeseburger.
Waiter: Would you like anything to drink?
Camila: Yes, I'd like to have a glass of Coke.
Waiter (After Camila finishes lunch): Can I bring you anything else?
Camila: No thank you. I'd like to have the bill, please.
Waiter: Certainly.
(After a moment)
Waiter: That's $34.
Camila: Here you are. Thank you very much.
Waiter: You're welcome. Have a nice day.
Camila: Thank you, same to you.

ANNEX 2

ROLE-PLAY # 2

THEME: Going to the movies

GROUP: Ninth grade	SKILLS: Speaking/Fluency Communication	GRAMMAR: Modal Verbs (Would/Can)/Agreement and Disagreement

PURPOSES:
*Among young people, going to the movies is one of the most common activities to interact with others in a real context.
*It represents a simple way to keep working with offers and request, but also a simple way to solve problems
*The knowledge about seventh art makes them feel a little bit confident to talk about movies and recreate some true fact like to tell the other what happen in the movie because it was seen before.

OBJECTIVES:
*To introduce students with new vocabulary about movie items, E.g. tickets, seat, lines, junk food, refill, advices before the movie. In addition, some expressions of agreement and disagreement and the use of modal verbs i.e., I would like, to make requests and/or offers; and fillers, e.g., certainly, you're welcome, the same to you, etc.

FUNCTION:
Asking for something by making use of the modal verbs ("would like" & "can") – where the use of "would like" is going to be taken into consideration to make offers and requests in a polite way and "can" is going to represent a more casual way to ask for what it is needed.

LESSON OUTLINE:
• Ask students to name different types of movies, and what they are going to have. Write the Vocabulary items on the board and make sure students also take notes. Teach the vocabulary items if they are not included on the board.
(5 minutes)
• Give students a possible dialogue and menu, and ask them to read it carefully. Point out the use of "would like" for making offers and requests, and "Can I" for
making offers. On the other hand, include the agreement and disagreement expressions
(15 minutes).
• Make groups of four students and ask them to create their own situation based on the instructions of the role card and taking into account the previous information.
• Estimated time to create the role-play 20 minutes and 10 to be practiced.

INSTRUCTIONAL MODELING:
A: Hey Lourdes! How's everything?
B: Hello Donna. Everything is fine
A: Do you Have plans for tomorrow, do you know what you're going to do this weekend?
B: Well I had thought on have dinner and after I am going to see a movie with a friend of mine. What about you?
A: I don't know yet.
B: Would you like to have dinner and see a movie with me and my friend?
A: Dinner sounds good, but do you know what movie you're going to watch?
B: Well I don't know, but was there a certain movie you wanted to see?
A: In this moment, None that I can think of.

B: Well, we can choose there, would you like to go?
A: Thank you for inviting me, but I think I'll pass this time.
B: All right. Another time then.

ROLE-PLAY # 3		
THEME: Going to the supermarket/Groceries store		
GROUP: Ninth grade	**SKILLS:** Speaking/Fluency Communication	**GRAMMAR:** Wh questions, Modal verbs ("would like" & "can"), groceries vocabulary

PURPOSES:
* Going to the groceries store is a normal and maybe daily situation everybody must do at least occasionally to interact with real context.
*The knowledge about this activity let the person to feel confident to ask for food and bills.
* Use directional vocabulary about how to find or ask for things in the supermarket.
Students who have limited language as a comprehension tool and support pronunciation skills and confidence among the group can use this activity.

Objectives:
*To introduce students with vocabulary related to asking for something at the supermarket or at a grocery store

FUNCTION:
Asking for something by making use of the modal verbs and Wh–question

LESSON OUTLINE:
• Ask students to name different types of food to be bought at the supermarket. Write the Vocabulary items on the board and make sure students also take notes. Teach the vocabulary items depending on the aisle they are (food chain). (15 minutes)
• Give students a possible dialogue, and ask them to read it carefully. Point out the use of the vocabulary and the expressions to ask for something (15 minutes)
• Make groups of four students and ask them to create their own situation based on the instructions of the role card and taking into account the previous information.
• Estimated time to create the role-play 20 minutes and 10 to be practiced.

INSTRUCTIONAL MODELING: "At the Supermarket"
Subject 1: Excuse me, do you know where I can find pizzas and cheese?
Subject 2: Yes of course, the pizzas are on aisle 5 next to the salad, and the cheese you can find it on aisle 4; it is with all the milk stuffs.
Subject 1: Thanks a lot. Can you show me where I can get some chicken pieces from please?
Subject 2: The chicken pieces are in the fridges on aisle 3.
Subject 1: Excuse me madam, Do you know how can I use the trolley please?
Subject 2: Yes, of course. You go to the desk over by the newspapers and the lady will give you a special coin.
Subject 1: I'm sorry again. Where can I get information about the days where I can get discounts or How can I use the bonus?
Subject 2: Do not worry. The day to use the bonus is on Thursday and the day where the supermarket offers special discounts is on Tuesdays.
Subject 1: Excuse me I am new in town. Do you know if the number 10 bus stops outside the shop?

Subject 2: Yes, you can catch the bus on the other side of the road.
Subject 1: Thank you so much. You are very kind.

ANNEX 4

ROLE-PLAY # 4		
THEME: Creating Excuses/Because		
GROUP: Ninth grade	**SKILLS:** Speaking/Fluency Communication	**GRAMMAR:** Language games and storytelling/ Justification expressions

PURPOSES:
*Solve problems or normal actions when somebody needs to justify with others
*It represents a daily situation to be sorry about something

Objectives:
* To develop language creativity, to foster the understanding of physical actions, and to explore the concept of storytelling. To develop verbal communication. To foster coherence and logical construction of sentences.
*To introduce students with expressions, new vocabulary about excuses and justifications, E.g. I'm so sorry, I couldn't because, I wasn't on time because, I tried but... In addition, some expressions of agreement and disagreement and the use of modal verbs.

FUNCTION:
Asking for something by making use of general knowledge, students will put into practice some expression to ask for apologizes when it is needed

LESSON OUTLINE:
• Ask students to explain why they were not able to come from home to school early, the second students repeats the excuse and gives reasons.
•Write the excuses on the board and make sure students also take notes. Give extra expressions to be used for different situations. (15 minutes)
• Give students a possible dialogue, and ask them to read it carefully. Point out the use of the vocabulary and the expressions to give details about the excuses (15 minutes)
• Make groups of six students and ask them to create their own situation based on the instructions of the role card and taking into account the previous information.
• Estimated time to create the role-play 20 minutes and 10 to be practiced.

INSTRUCTIONAL MODELING:
A: Would you like to come to a movie with me?
B: When do you want to go?
A: How about next Friday evening?
B: I'm sorry, I can't. I'm having dinner with a friend.
A: How about the following Tuesday?
B: I go to evening class on Tuesdays.
A: Oh, maybe some other time?
B: Yeah, I'll give you a call.

ANNEX 5

ROLE-PLAY # 5		
THEME: Traveling abroad		
GROUP: Ninth grade	**SKILLS:** Speaking/Fluency Communication	**GRAMMAR:** General knowledge

PURPOSES:

 *To foster language creativity, by understanding the importance of a wide vocabulary, and to explore the concept of general knowledge to be used in real context.
*To develop verbal communication. To foster coherence and logical construction of sentences.

Objectives:
* To make travel plans with a friend and talk about possible travel destinations
* To develop a plan itinerary
* To get around the airport and overcome any possible circumstance
* Checking into / out of a hotel
* Describing a flight / hotel / service in general, giving good recommendations or complaining.

FUNCTION:
Asking for something by making use of general knowledge, students will put into practice some expression to ask for apologizes when it is needed

LESSON OUTLINE:
•   Role A:
You are a hotel guest and would like to check out. Your plane is leaving in less than three hours, and the airport is an hour from the hotel. You must check in at the airport one hour before the flight. Tell the clerk you would like to check out. (give the right information and tell that you did not use the phone, wifi, or mini-bar.)

•   Role B:
You are the front desk clerk. The guest from a room called five minutes ago and would like to check out. His bill is ready. The room rate is $150 a night. The guest stayed two nights. There are phone charges for $100, a mini-bar charge for $15, and an Internet charge for $5. Ask what happened with your bill and ask for an explanation about the situation.

INSTRUCTIONAL MODELING:
On a plane：Drinks
Flight attendant: What would you like to drink?
Traveler: What do you have?
Flight attendant : We have pepsi, seven-Up, orange juice…
Traveler: Orange juice please.

Dinner
Flight attendant: Which would you like Beef or fish?
Traveler: Beef please.
Flight attendant: What kind of dressing would you like to have for your salad?
Traveler: I'll have blue cheese.
Another situation: Asking for a blanket
Stewardess: Passing
Traveler: Excuse me I feel a little cold I'd like to sleep. Could you get me a blanket please? Could I have a blanket please?
Flight attendant: Certainly Here you are.
Traveler: Thank you You're very kind.
Stewardess: You're quite welcome
At the immigration office: May I see your passport?
Officer: Hello.
Traveler: Hello.
Officer: May I see your passport and immigration card?
Traveler: Yes Here you are.
Officer: What's the purpose of your visit trip to the United States?
Traveler: Sightseeing.
Officer: How long do you plan to stay here?. Will you be staying?
Traveler: Two weeks.
Making a reservation: Any vacancy?
Traveler: Do you have any single rooms available?. Is there any vacancy for one person? Do you have a single room available for me?
Clerk: Let me check. Oh yes We have a room for you. Thirty-five dollars for the night including tax.
Traveler: That Sounds nice to me. That sounds okay may I see the room please?
Clerk: All right Here's your room key. It's on the third floor. Please take the elevator When you get off turn to the right.
Traveler: OK Thanks.
Check-in
Clerk: May I help you sir?
Traveler: I would like to check-in. Clerk, All right Do you have a reservation?
Traveler: Yes, I made it in Colombia My name is Carolina Pérez.
Clerk: Let me check Yes Mrs. Perez. You are reserved for a single room for five nights. We have you down Would you fill out this form please?

FORMULAIC EXPRESSION TAUGHT	TRANSCRIPT ROLE –PLAY # 1	FORMULAIC EXPRESSION USED
Booking a table: Do you have any free tables? A table for …. Please I'd like to make a reservation I'd like to book a table please We booked a table… **Making offers:** Can i help you? Would you like to have a starter? Would you like anything to drink? Can I bring you anything else? Iwould like to … **Requesting** Did you call… Did you do… Did you/didn't	**S5B: Chef** **S4F: Waitress** **S2A and S6M: customers** **S2A**: ummm this year, we can go to a beautiful vacation no? so look I've seen this place, **where would you like to go?** That or that? **S6M**: (Point out without talking) **S2A**: ummm that is in Hawaii. I'll go to buy the tickets…see ya men. **Don't forget to make the reservations for tonight!** **S6M**: See ya men… (making a phone call) Hello… **S4F**: Good afternoon, the palace restaurant, **How can I help you?** **S6M**: good afternoon, **I´d like to make a reservation for two, for two people.** **S4F**: Ok. Your reservation is taken. See you later, bye. **S2A**: **Did you do the reservation?** **S4F**: Good afternoon. **Welcome to the palace restaurant, can I help you?**	**S2A: 7/20** **-**Where would you like to go? -Don't forget to make the reservations for tonight! -Did you do the reservations? -We booked a table in this place -I'd like to have a small sandwich without tomatoes and onions. -I want a Heineken -Where is our order? -This is incredible, this is terrible, I will mark you with zero stars. -you didn't bring the money. **S4F: 7/20** **-**How can I help you? -Welcome to the palace restaurant…can I help you? -The reservation was in the name of? -Would you like anything for

you…?	**S2A**: **We booked a table in this place**	drink?
Ordering the meals:	**S4F**: ok sir. **The reservation was in the name of?**	-You must hurry up! We have another order.
I'd like to have the set lunch	**S2A**: Andres Rodriguez,	-You order the sandwich and the pizza?
I'd like to have a bowl of chicken soup please	**S4F:** Follow me please. This is your place	-This is just for today, I'm sorry but you have to pay for the drinks.
I'd like to have a glass of coke	**S6M** and **S2A**: thanks	**S5B: 1/20**
I'd like to have a grilled cheese sandwich	**S4F**:This is the menu, in a few minutes I'm coming…(minutes later)**would you like to have a starter?**	- Wait a moment! I need help I can't alone.
Can I see the menu?	**S2A**: Please, **I'd like to have the small sandwich without tomatoes and onions.**	**S6M: 3/20**
Can I see the wine list?	**S4F**: sir and you?	-I'd like to make a reservation for two, for two people.
Are you ready to order?	**S6M**: *I want onions.*	-A soda for me.
Do you have any specials?	**S4F**: A pizza? Ok	-I'm hungry! Where is the food?
What's the soup of the day?	**S4F**: **Would you like anything for drink?**	
What do you recommend us?	**S2A**: ohh sure**, I want a Heineken**.	
Paying the bill:	**S6M**: **a soda for me**.	
I'd like to have the bill	**S4F**: Soda, Ok. In a…two hours	
Could we have the	**S2A**: thanks! …WHAAT?	
	S4F: Chef!! **You must hurry up! We have another order.**	
	S5B: No, no, no…**wait a moment, I need help, I can't alone.**	

bill, please? Can I pay by card? Do you take credit cards? Can we pay separately? **Problems with the menu** This is horrible Where is our order? No, wait a minute.	**S4F**: Keep calm and prepare the food **S5B**: ok **S2A**:Excuse me…**where is our order?** **S4F**: your order? Your food? in a few minutes yes, yes. **You ordered the sandwich and the pizza?** Everything is ok! **S5B**:I'm so nervous **S4F**: Oh my god! Ok **S6M**: **I'm hungry, where is the food?** **S4F**: your food… in three minutes, wait please **S2A**: You are so nasty (to **S6M**) **S5B**: their food? **S4F**: Keep calm and pay attention to the chef! **S5B**: We have a problem with the electricity so I cannot prepare the food orders. **S2A**: Oh my God! **this is incredible, this is terrible. I will mark you with zero stars.** **S4F**: Nooo please, **this is just for today. Ummm sorry but you have to pay for the drinks.** **S2A**: ummmm ok, S6M please pay.	

S4F: (to S6M) the money?
S2A: Yes the money, **you didn't bring the money?**
S4F: hey, hey (both running away)

FORMULAIC EXPRESSION TAUGHT	TRANSCRIPT ROLE –PLAY # 1	FORMULAIC EXPRESSIONS LEARNT
Booking a table: Do you have any free tables? A table for …. Please I'd like to make a reservation I'd like to book a table please We booked a table… **Making offers:** Can i help you? Would you like to have a starter? Would you like anything to drink? Can I bring you anything else? Iwould like to …	*S1R: waitress and receptionist* *S3C: psychotic chef* *XXX1: customer and killed chef* *XXX2: customers* **S1R:** Good afternoon Mandunga's restaurant, **how can I help you?** XXX2: Good afternoon, we call because **we would like to book a table.** **S1R:** A reservation? When would like to have it? XXX2: **I have a celebration** for April 2 XXX1: Ohh my God…she is going to see if she has a free table. **S1R: Let me check if we have an available table for that day**…we have one, your reservation is done XXX2: yes? **Thank you so much…** **S1R:** Yes we have that day and	*S1R: 7/20* *-How can I help you?* *-Let me check if we have…* *-Would you mind to give me…* *-Good afternoon and have a good day.* *-I'll be back in a minute* *For tonight starter we have…* *-I'll bring you the chef special* *-I want one special please…* *S3C: 4/20*

Requesting	available hour	*-No. Wait a minute*
Did you call…	XXX2: that is perfect	*-The food is delicious*
Did you do…	**S1R: Would you mind to give me your name and phone number please?**	*-I would like to set…*
Did you/didn't you…?	XXX2: to the name of XXX2, For two people	*-Offered the food*
Ordering the meals:	**S1R:** April 2, two people at 2:00. **Good afternoon and have a good day!**	
I'd like to have the set lunch	XXX1: What did she say?	
I'd like to have a bowl of chicken soup please	XXX2: **We have a reservation in the best restaurant of the city**	
	---------- *Two months later*------------	
I'd like to have a glass of coke	**S3C**: My dream is to be a famous chef but nobody believes me, I want to cook in Mandunga's restaurant but I have a plan! **I would like to set the table, offered the soup of the day**, try to make someone taste my food so they can hire me. It's a good idea.	
I'd like to have a grilled cheese sandwich		
Can I see the menu?	XXX :I'm the best!	
Can I see the wine list?	**S3C**: No, I'm the best…you can rest!	
	------ *outside of the restaurant*------	
Are you ready to order?	XXX1: I'm so excited	
Do you have any specials?	XXX2: Yes, The best restaurant of the city, I'm so excited too	
What's the soup of the day?	**S1R**: **How can I help you?**	
	XXX2: We have a reservation	
What do you	**S1R:** A reservation? What's your	

recommend us?	name?	
Paying the bill:	XXX2: laura.	
I'd like to have the bill	**S1R:** Laura…Table for two, give me one second… come over here…this is your table**, I will be back in a minute.**	
Could we have the bill, please?	XXX2: Thank you!	
Can I pay by card?	XXX2: We have two hundred dollars	
Do you take credit cards?	**S1R**: this is the menu, **for tonight's starter we have a very special linguini soup and we also have mashed potatoes salad.**	
Can we pay separately?	XXX2: **I would like to know how much it is in advance?**	
Problems with the menu	**S1R:** It's three hundred.	
	……………….. *Gossiping………………*	
This is horrible	XXX1: Laura, but this is so expensive	
Where is our order?	XXX2: yes, And I only have two hundred	
No, wait a minute.	XXX1: You don't have more money	
	XXX2: But I have An idea, we are going to order this and we going to put a hair in the soup and the food is going to be for free…yes continue…	
	S1R: You know what, **I'll bring you the chef special, it's delicious everyone loves it**…you will love it, I'll be back	
	S1R: (in the kitchen) ohhh there's a new chef, I didn't knew that…never mind…**I want one special**	

	ratatouille…hurry up!	
	S3C: I have an opportunity, it is real!!!	
	S1R: Here it is, **your special entrée ratatouille**	
	XXX2: Ohh my god!!! This soup has a hair, what happen here?	
	S3C: No, wait a minute…My soup is good!	
	XXX2: No, Your food has a hair	
	XXX1: Ohhh my god!!	
	XXX2: this is horrible, what happen here?	
	S3C: no…Your attitude is horrible, **the food is delicious** (the ladies are attacked)	
	S1R: ohhhhh my God!	
	S3C: Ohhh a witness	

ANNEX 7. TRANSCRIPT ROLE –PLAY # 2

FORMULAIC EXPRESSION TAUGHT	TRANSCRIPT ROLE –PLAY # 2	FORMULAIC EXPRESSIONS LEARNT
Clerk's/assistant's questions Can I help you finding something? What color would you like? Is there anything else I can help you with? Would you like anything else? **Customer's questions:** Could you help me please? I'm looking for… Could you tell me where the …. Is please?	*S1R: mother* *S4F: The aunt.* *S2A: the owner of the minimarket, a receptionist and assistant at the supermarket* *S5B and S6M: Spoiled children.* *S5B*: tomorrow is our birthday *S1R:* yes yes tomorrow is your birthday… and we are going to a restaurant. *S5B* and *S6M*: noooo…**Let's have a party!** *S4F:* Hey guys your favorite aunt is here! Tomorrow is your birthday **what would you want to do?** *S1R:* Nothing at all, we are going to a restaurant *S4F:* restaurant? Ugly… and the party *S5B* and *S6M*: yesss…party *S1R:* It's so late for a party and **we would have to go for some groceries**	*S1R: 7/20* *-we would have to go…* *-I would like to reserve* *-could you help me please?* *-I'm looking for…* *-Would you have this in another color.* *-where were you?* *-Do you have something less pricey?* *S2A: 6/20* *-How can I help you?* *-can I help you finding…* *-I'm afraid that's the only color…* *-We don't have anything cheaper…* *-I'll show you the*

Would you have this in another color? Have you got anything cheaper? Do you have something less pricey (expensive)? Does it come with a guarantee/warranty? Where can I weigh my groceries? Do you have a refund policy? **Clerk's/assistant's responses:** I'm afraid that's the only color we have I'm afraid we don't have any left I have exactly what you're looking for **Customer's responses:**	*S4F: S1R*…it's their birthday *S1R:* ok…let's have a party…but **first the shopping list…** *S4F:*: Ok let's start …first the food *S1R:* first I need to make a phone call… *S2A:* Party reservations and arrangements. **How can I help you?** *S1R:* Tomorrow is my kids birthday, **I need a place. I'd like to reserve your second floor…** *S2A:* ok, done *S4F:* Now let's prepare the cake and the food what happen in the kitchen *S1R*? There is nothing! *S1R:* We don't have anything, *S5B* go to the groceries store quickly *S4F:* *S6M* do you want to help us? *S6M*: ujummmm…**how can I help you?** *S1R:* Good morning, do you have baking powder? *S4F:*let me see, we need also eggs. *S1R:* flour, meat, sodas and some fruit…ohhh my god. *S5B*: Mommy? Ask him **if he *have* this in another color** *S2A:* **Can I help you finding something?**	*sections and aisles..* *-Would you like anything else?* *S4F: 5/20* *-what do you want to do?* *-How much this cost?* *-Where can I find the clothes section?* *-I got the…* *-This is quite resonable* *S5B: 2/20* *- Let's have a party* *- If he <u>have</u> this in another color.* *S6M: 3/20* *- Let's have a party* *-How much does it cost?* *-How can I help you?*

I don't need any help. I'm just browsing That's quite reasonable That's a little over my budget That's not exactly what I'm looking for **Cashier's questions:** How would you like to pay? Would you have a loyalty card?	*S1R:* **Could you help me please? I'm looking for this list… Would you have this sweater in another color?** *S5B*: I want this, it doesn't matter the color… *S1R:* do not bother… Sir…Ohhh my God! **Do you have something less pricey?** *S2A:* **I'm afraid that's the only color we have, and not I'm afraid we don't have anything cheaper.** But it is just 200 dollars *S5B*: Mommy please *S1R: S5B* please wait *S5B:* but mommy… *S2A*: Is there anything else I can help you with? *S1R:* Nooo *S5B* … please call your aunt, I need you in the clothes section. Sir where can I find my groceries? *S2A:* **I'll show you the sections and the aisles** *S4F: S6M* let's go to the clothes section… corns, chocolate, flour… *S6M:* Look! **I want that**. *S4F:* Sir? I can…**where can I find the clothes section?** *S2A:* **go to the left and go straight ahead…this is huge!!!**	

	S1R: Where were you? Let's go back to buy the groceries *S4F:* ok…**I got the flour, the egss, meat, fruit and some candies… Sir… how much this cost?** *S2A:* **Would you like anything else?** I'll take you to the cashier *S4F:* thank you so much…What do you want *S6M*? If you don't stand up you don't have a party…candies, chocolates…ummm **excuse me how much does it cost?** *S2A:* One hundred dollars *S4F:* One hundred. **That's quite reasonable** Thank you… Everything is ready! Let's start the party.	

ANNEX 8. TRANSCRIPT ROLE –PLAY # 3

FORMULAIC EXPRESSION TAUGHT	TRANSCRIPT ROLE –PLAY # 3	FORMULAIC EXPRESSIONS LEARNT
Common questions and possible answers: What time does the film start? What kind of movies do you like? I prefer science-fiction movies? What is this movie about? I'd like to watch an adventure movie Why don't we go to the movies? Where is the movie theater located? I have brought two tickets How much do the tickets cost? Where can we buy the tickets? Are there any seats left for this film? There are a lot of people we'll have to	*S1R: receptionist and seller* *S2A and S3C: Couple customers* *S4F and S6M: Mother and son.* *S5B: Seller.* **S4F**: Good morning, I want to see a movie Tickets sales: good morning, what movie would like to see? **S6M**: I want to see throlls **S4F**: **what is this movie about son?** **S1R**: The same right? **S4F**: Yes the same please **S1R**: Ok what places would you like to have? **S4F**: In the second line sits 4 and 5 **how much do the tickets cost?** **S1R**: Ok. It's twenty dollars, how would you like to pay? **S4F**: **I'd like to pay in cash please.** **S1R**: ahh ok ………... *in the hall*…………….. **S4F**: **where can we buy the**	*S1R: 6/15* *-It's the one over there* *-We have combos 1,2 and 3* *-What places would you like to have?* *-Go to the right, before room 5* *-Do you need help?* *-How do you like to pay?* *S2A: 5/15* *-I'd like to eat hot dogs* *-I want a hot dog, a big soda and some chocolate bars* *-Are you kidding me?* *-I'd like to watch a horror movie.* *-How much is it?*

wait in line to buy the tickets. What time does the film start? How long does the film last? It's a subtitled movie	**snacks?** And the room **where is it?** **S1R:** go to the right before the room 5, your is room 6 **S4F**: thank you **S1R:** you'r welcome, have fun! ….. at the main entrance……… **S1R**: Good morning, welcome to the cinema **S3C**: Good morning! **S1R**: you can buy the tickets over there **S2A/S4C:** good morning **S3C**: Honey, **what movie do you like to watch?** **S2A**: I want to see "Anabel". **S1R:** "Anabel"? **S3C**: No no no sweetie, **I'd like to watch a romantic but adventure one what about "chicken"?** **S2A**: But I want to see "Anabel" **S3C: If you do not buy tickets for "chicken", I'll break up with you. ok?** **S2A**: Ok. I want to see "chicken" **S1R**: two tickets, **what places would you like to have?** **S2C**: We will want the pairs seats	*S3C: 5/15* *-What movie do you like to watch?* *-I would like to watch a romantic movie* *-What about chicken?* *-I'll break up with you!* *-You are getting fat* *S4F: 7/15* *-What is this movie about?* *-How much <u>does</u> the tickets cost?* *-I'd like to pay in cash* *-Where can we buy the snacks?* *-Where is it?* *-Where were you?* *-What do you want?* *S5B:2/15* *-where is your mom?* *-we have combos 1, 2*

	please	*and 3*
	TS: ahh ok. Your romm is gonna be, room 2 seats 4 and 5. It's twenty dollars please	*S6M:1/15*
		Please I want pop corns…
	S2A: Ok I'll pay	
	TS: thank you. This is yours sir? Remember room 2 seats 4 and 5	
	S2A: ok thank you	
	…… in the dinner room……………	
	S2A: **I'd like to eat hot dogs**	
	S6M: **pleeaseee I want pop corns**	
	S3B: Keep calm…**Where is your mom?**	
	S4F: Son, **where were you? What do you want?**	
	S6M: **I want pop corns**	
	S4F: Ok pop corn please.	
	S3B: ok	
	S1R: Hi, good morning, **we have combo 1, 2 and 3**	
	S2A: Thank you. **I want a hot dog, a big soda and some chocolate bars, please.**	
	S3C: no no no I want pop corn sweetie	
	S2A: ask for them…But I want hot dogs	
	S3C: nooo **I want you to eat the**	

	same as me…you are getting fat…I want pop-corn ok? **S2A**: fat? **Nooo I break up with you**…you are such a crazy woman …**are you kidding me?** Ahhhh **S3C**: But I need you, come baackkk (mourning) **S4F**: Where is the room? **S1R**: Your room**? It's that one, over there** **S4F**: ahhh I see. Thank you…Ok here is the bag of pop corn…wait….this is a horror movie sebas…Ms, Ms? What happened with you? This is not our movie!!! **S1R**: I'm sorry, I will relocate you… **S4F**: Jummm bye	

FORMULAIC EXPRESSION TAUGHT	TRANSCRIPT ROLE –PLAY # 4	FORMULAIC EXPRESSIONS LEARNT
Common daily excuses I had to wait ages for the bus The traffic was terrible Oh I'm sorry I did not do the homework. How about the following Tuesday Would you like to come to a movie with me? When do you want to go? I'm sorry I can't. I'm having dinner with a friend I go to evening class on Tuesdays Ohh maybe some other time I'll give you a call Please excuse me for a moment while	**S1R: Student 3** **S2A: Math and chemistry teacher** **S3C: Discipline coordinator** **S4F: Student 1** **S5B: student 2** **S6M: Student 4** **S4F** and **S5B** are sitting down checking their e-mails before the class starts **S4F**: friend…**friend did you do the homework?** **S5B**: No, I didn´t and you? **S4F**: **Nothing at all** ……. *The teacher arrives…* **S2A**: good morning students, **how are you today?** **S4F**: How are you teacher? **S2A**: Fine, So today we need to see the function in chemistry… and please… I want to check the second part of the workshop. **S4F**: ehhh workshop, there was	**S1R: 7 /15** -I'm sorry I can't. I was doing something else… -I had to wait ages for the bus. -I apologize for my lateness. The traffic was just awful… -If you give me time I can explain you. -I'll give you the exact reason. -Please excuse me for a moment while I go to … -What you said was completely Unfair. **S2A: 6/15** -How are you today? -I want to check the second part of the workshop. -so, you'll have to pay a visit to the coordinator -why are you so late? -That's not my problem

I make a quick phone call Don't blame tom for the mistake, it was not his fault What excuse did he make for not doing his homework I apologize for my lateness. The traffic was just awful Daniela's boss asked her to explain why she was so late for work Sorry to keep you waiting. It won't happen again What you did was completely unacceptable	workshop? **S2A**: YES, workshop. **S4F**: Teacher but my workshop… S5B's **dog ate my notebook yesterday!** **S5B**: Nooo It's a lie…there is on… **S2A**: I don´t know, it's not my business… **so you'll have to pay a visit to the coordinator**…now. **S4F** : You see dear friend… **S3C**: Hey girls, what happened? **S4F**: How are you Ara, you are so beautiful today…you look astonish **S3C**: Why do you amuse with me? **S4F**: Ara, the thing is that S5B had my notebook and I didn´t do my homework. **S5B**: no no no the reason **I don´t have the homework is because my dog eat the homework**. **S4F** : that´s a lie **S3C**: ok wait…**you don't have a dog and you are a lier, What excuse did you have for not doing your homework?** **S4F**: wait a second…Hello? Mom? **Excuse me for a second** ummm ok…gotta leave **S3C**: No…wait.	Ms. S1R. -What you did was completely unacceptable. **S3C:4/15** -What excuse did you have for not doing your homework? -What you did was completely unacceptable. -I would like to know why you don't talk to me after the problem with S4F and S5B. **S4F:4/15** -Nothing at all -friend did you do the homework? -S5B's dog ate my notebook yesterday! -Excuse me for a second **S5B:1/15** -I don´t have the homework is because my dog eat the homework. **S6M:2/15** -I'm sorry I have a problem.

	S5B: Hello? *…the coordinator forgets S5B is still there…………* **S1R**: good morning **S3C**: good….good night S1R, What happened to you? Why are you so late? **S1R**: I'm so sorry I had a problem but I'm here now, besides **I had to wait ages for the bus.** **S3C**: what is the problem? **S1R**: a Problem…mmmm…a personal problem **S3C**: everybody has problems!!! **S1R**: But I can't tell you…it's personal. **S3C**: ok, ok…get into…but this happen all the time, **What you did was completely unacceptable** **S1R**: thank you so much… *……..In the classroom………* **S1R**: Hi teacher **S2A**: Good night Ms.S1R…why are you so late? **S1R**: nooo… **I apologize for my lateness. The traffic was just awful…**look..I'll explain the real reason **S2A**: I don't listen to you	-I had a problem! The bus left me behind.

S1R: *Look there was a car, and there was another car and here was S1R walking down the street and then S1R got in the middle of the both cars crushing and then S1R died… and then S1R went to heaven with the angels and then the angels say that if you don't apologize, you are not going to heaven, Jesus is not going to be with you if you don't forgive me…and then S1R came back to life…just to be in your math class…*

S2A: ahammm…**are you kidding me right?**

S2A: better go to Araminta's office, maybe she can believe this extraordinary story…

S1R: Buuut …I'll die

S2A: That's not my problem Ms. S1R

…. The coordinator calls the teacher…

S3C: S2A, I would like to know why don't you talk to me after the problem with S4F and S5B?

S2A: Because they tried to leave

S3C: Sooo please don't wait for your full salary….hummmm…

…..the coordinator looks at ronderos………

S1R: Ahhh I'm going to go but just because you are so stressed (I'm going to heaven again because you are pretty mean)

	S3C: No! wait… **S6M**: (running) Good morning, **I'm sorry I have a problem** **S2A**: I can't believe this! **S3C**: Moran what happened with you? **you are late again!** **S2A**: Did you do the homework? **S6M**: **I had a problem! The bus left me behind** **S2A**: excuse me coordinator **S3C** …I want to check his notebook **S6M**: Ohhhh my bagpack! **S2A**: Ohhh you have….one point zero **S6M**: I do forgot my bagpack **S2A**: Please get out, I don't want you in my class	

ANNEX 10. TRANSCRIPT ROLE –PLAY # 5

FORMULAIC EXPRESSION TAUGHT	TRANSCRIPT ROLE –PLAY # 5	FORMULAIC EXPRESSIONS LEARNT
General expressions: May I have something to eat/drink? I have a connecting flight? I am traveling for leisure? Where is the currency exchange? Do you know where this hotel is? Does the room have a bathroom? How do I access the internet? I have lost my passport Can you speak	**S1R: flight attendant** **S2A: hotel's receptionist** **S3C: tourist 1** **S4F: secretary** **S5B: tourist 2** **S6M: pilot** **S3C**: **Good morning Avianca's airline?** **S4F**: **Good morning. You are calling to Avianca's airlines, how can we help you?** **S3C**: Hey do you have two tickets for Monday at seven o'clock? **S4F**: No, but I have one hour later. **S3C**: that's perfect! **S4F**: what is your name? **S3C**: S3C **S4F**: And the name of the other person? **S3C**: S5B **S4F**: Ok . **your reservation is ready. Remember to be one hour before**	**S1R: 6/15** -over here please -You have to turn around -You must wear your seat bell -If you have any question you can contact us.. -Would you like anything to drink? -Would you like anything else? **S2A: 5/15** - Do you have any reservations? - I can give you two rooms -sorry that room does not have… -can you speak more slowly? - do you have credit card?

more slowly Where can I find a bus/taxi/train? Can you take me to the airport please? How much does it cost? Do you take credit cards? Where can I get something to eat? Can You show me on a map how to get there? Will you write that down for me? May I have the bill? That is terminal 2 There's a suttle.	**and pay in advance the taxes.** **S3C**: ok thanks *……..On monday…………* **S3C**: (at the main entrance) Andrea….where are you andrea? Andrea please…we're late… **S5B**: I'm so sorry…**I am so flurried** **S4F**: Next please. **S5B**: I have…I have…I can't breath **S3C**: Keep calm, just relaxed …let's go… **S4F**: Next please! **S3C**: I made a reservation of two tickets to U.S.A **S4F**: Ok. What is your name? **S3C**: S3C and my friend S5B **S4F**: Yes! But I have just one ticket. **S3C**: no, no, no One ticket? I bought two tickets! **S4F** : S4 Cardenas…mmmm…one ticket! **S3C**: noooo S4 CAMPO and S5B **S4F**: Ahhh Ana Maria Campo, yes two tickets **S3C**: (Looking at S5B) just breath and keep calm **S4F**: Two tickets…have a safe and	**S3C: 4/15** - I'm calling to avainca's airline? - Do you have tea? -where can get something to eat? -may I have the bill? **S4F: 3/15** **-**How can I help you? -Your reservation is ready -Remember to be one hour before… **S5B: 3/15** - I'm so flurried -what's the number of the room? -how can I get the access to internet? **S6M: 0/15**

good trip.

S3C: thank you

…. In the airplane……

S1R: Good morning! **Over here please…you have to turn around.**

S3C: Ok sorry!

S1R: *Please…Good morning and welcome to flight 102 from Avianca star alliance member.*

*Please for your recommendations, **you must wear your seat bell in case of emergency**. you must be guided by the line that is in the middle, in case of evacuation you have to leave by the exit over there and over there**, if you have any question you can contact** us by pushing the bottom, if you need anything you must wait the light of the seat is off when the light of the seat bell is off you must not apart from the seat, if you need oxygen the mask will be holding from the sky part and you must put it. Finally we will listen some words from the pilot.*

S6M: Hello, good morning, my name is S6M, I'll be your pilot today…have a good day.

S1R: thank you to our pilot S6M, **now you can unlocked your seat bells. Good morning, would you like anything to drink?**

S3C: No, **my friend needs some water**

S1R: **water? I have water with gas or without gas?**

S3C: without gas.

S5B: I can't breath…water please…water

S1R: **With ice or without ice, in bottle or in a glass?**

S5B: it doesn't matter…I need water.

S1R: Here you are! **Would you like anything else?**

S3C: **Do you have tea?**

S1R: No, but I have coffee

S3C: One please

S1R: Black or light?

S3C: light

S1R: with cream or without cream

S3C: ok ok ok just give me a cup of coffee

S5B: whatever!

S1R: I'm not attending you anymore.

S3C: I wanted Ice cream

……. Two hours later……………

S1R: Everyone, **the flight 102 to Miami have landed please unattached your seatbells, you can turn on you electronic devices and you can leave the plane.**

	S5B: Ohh my…shhhh….I can't sleep	
	S3C: Instead, let's take a selfie	
	S1R: Thank you for flying with Avianca star alliance member	
	S3C: Bye Bye … let's look for the hotel	
	…….. they enter to a hotel………	
	S2A: **Good morning and welcome to five stars hotel. Do you have your reservation?**	
	S5B: Yes, yes	
	S2A: Give me your names please	
	S3C: no no S5B, we have a problem…I didn't do the reservations…	
	S5B: what?	
	S2A: **I can give you two rooms, but they are not the best in the hotel…but…**	
	S5B: ok Ok	
	S2A: What is you ID number?	
	S5B:12456790	
	S2A: What are your names?	
	S3C: S4C and S5B with E	
	S5B: **what's the number of the room please? How can I get the access to internet?**	
	S2A:101, **sorry that room does not**	

	have wifi connection.	
	……….. in the room………………	
	S3C: This room is horrible, **we should have asked where can we get something to eat.**	
	S5B: But you didn't do the reservations…look! Yeah we should!	
	S3C: Ok ok it's a room. It doesn't matter	
	S5B; wake up, wake up!	
	S3C: ok ok I'll go to pay	
	S5B: Go to pay and let's leave this hotel	
	S3C; hey sir… (waking up S2A)	
	S2A: Good morning and welcome to five stars hotel…ummmm	
	S3C: I'm gonna pay the night, **May I have the bill?**	
	S2A: Ok! You use wifi, TV, room service…yes	
	S3C / S5B: What?	
	S2A: you have to pay five hundred dollars… and the total is 2 thousand dollars	
	S5B: what? You are crazy!	
	S3C: **excuse me. I didn't use wifi, room service, the TV**	
	S2A: All right…only pay!	

	S3C: In fact the room we had doesn't have wifi connection **S2A**: I don't know **S5B**: Here you are, I'm not gonna waste my time **S2A**: **I hope you have a good vacation and welcome to the five star hotel.**	

ANNEX 11. ANALYSIS OF ROLE PLAY "AT THE RESTAURANT"

	ANALYSIS OF VIDEO "AT THE RESTAURANT"			
CATEGORIES	FORMULAIC EXPRESSIONS	USING AN INSTRUCTIONAL MODELING	CREATIVE LEARNING	FINAL EVALUATION
S1R	The student participates in extended conversations and discussions about the topic and possible issues; building spaces to use the ideas of others and express his or her own ideas, he/she makes use of a good number of the expressions and is most of the time aware of the importance to push the rest of the group.	The model provides good examples to be followed, and the student could demostrate the acquisition of previous knowledge taking as the example the model in the class plan.	The student explores all the benefits creative learning offers, his/her performance shows this fact during the presentation stages.	HIGH PERFORMANCE
S2A	The student has the ability to deliver good elements in the oral presentations, taking into account what is being worked, the speech looks fully develop including relevant details, concepts and even examples.	This category encourages self-assessment and reflection about their performance and the student can feel how useful is. The student does not use the model given but uses some aparts to do better the job.	The student is aware of possible meanings and reactions that vary according to his sorroundings to new experiences and interactions inside the role-play.	HIGH PERFORMANCE
S3C	The student supports with his/her interaction points of view with specific and relevant evidence; ask and answer questions to clarify ideas in context and by using a good number of studied expressions.	The instructional modeling saves time for the student so he/she establishes the required need to impact the public by using the model.	There is good level of creativity in the performance of this student, even though he/she uses a good number of expressions, there are some parts in which the repetition makes the situation monotonous and non understandable.	MEDIUM PERFORMANCE
S4F	The participation of this student when show up includes a wide repertoire to discuss on a range of topics or ideas to maintain the role play. he/she also builds on the ideas of others and express his or her own ideas clearly by using a good number of formulaic expressions.	The student shows a great determination when talking and when performing, the suggested model of the role-play gives the student a sense of confidence that is reflected during the situation.	the student enjoys great ease to create situations and incorporate new expressions so that the role play is more credible in the eyes of the receiver.	MEDIUM PERFORMANCE
S5B	The student memorizes the most common formulaic expressions. Six from twenty, and he/she uses as hesitation devices and body movements to help the performance.	The student describes with basic sentences the situation, if they are familiar, he/she also uses notes, or the help of the teacher in preformance and pronunciation.	The student asks for short explanations about specific situations where most of them must be known for him/her.	LOW PERFORMANCE
S6M	the student describes some characteristics about him/herself, others' needs and places. This student uses eight expressions from twenty including request and commands.	The student in this case uses the common expressions that have been taught in the school years like asking for favors, asking for apologizes and say thank you.	the student looks for some strategies to be heard, and uses creativity to show what he/she knows about english.	MEDIUM PERFORMANCE

ANNEX 12. ANALYSIS OF ROLE PLAY "GOING TO THE SUPERMARKET"

ANALYSIS OF VIDEO "GOING TO THE SUPERMARKET"				
CATEGORIES	FORMULAIC EXPRESSIONS	USING AN INSTRUCTIONAL MODELING	CREATIVE LEARNING	FINAL EVALUATION
S1R	The student participates in extended conversations and discussions when taking decisions, adding relevant and detailed information, in the performing he/she gives examples; constructs reasons to contribute in the role-play.	The category of instructional model does not seem to have great relevance for the participants, since none of them followed the assigned model in the class plan for this situation, even though the result is good.	The creative learning represents a good tool in the student's performance, since as an adolecent he/she uses a great imagination to make up the given situation.	HIGH PERFORMANCE
S2A	The use of formulaic expressions help the student to make decisions when the group is performing, by using a variety of sources; asking and answering questions, and he/she reflects the appropriate grammatical structures and vocabulary; organizing a complex sequence of events.	The category of instructional model does not seem to have great relevance for the participants, since none of them followed the assigned model in the class plan for this situation, even though the result is good.	The determination that the students shows represents an important aspect, because the meaning of the words and phrases and formulaic expressions in oral presentations could be expressed in a correct way in the correct time.	HIGH PERFORMANCE
S3C	The student supports his/her performance with a wide group of formulaic expressions, the student is able to connect the ideas in a cronological order to create an impact in the audience.	The category of instructional model does not seem to have great relevance for the participants, since none of them followed the assigned model in the class plan for this situation, even though the result is good.	There is a response to short conversations that are being prepare before, the student can describe situations or ask questions about an object, trying to use as many tools as they need.	HIGH PERFORMANCE
S4F	The formulaic expressions support the performance of the student, they help to give reasons or facts in a logical order; he/she could adapt the language functions towards the audience, but he/she does not convince in the use of language.	The category of instructional model does not seem to have great relevance for the participants, since none of them followed the assigned model in the class plan for this situation, even though the result is good.	The student reaches a good level of expression that convince the public when he/she talks, giving opinions, suggestions and advices about a familiar topic.	LOW PERFORMANCE
S5B	The student communicates basic information about the situation, they must perform, he/she uses a very narrow range of expressions and simple sentences.	The category of instructional model does not seem to have great relevance for the participants, since none of them followed the assigned model in the class plan for this situation, even though the result is good.	The student seems a little plain in his/her performance, and even more when he/she has to defend the position in the role-play. His/her participation is limited to monosyllables so the concept of creative learning is hard to be evidenced.	LOW PERFORMANCE
S6M	The student communicates basic information about the situation, they must perform, he/she uses a very narrow range of expressions and simple sentences.	The category of instructional model does not seem to have great relevance for the participants, since none of them followed the assigned model in the class plan for this situation, even though the result is good.	The student seems a little plain in his/her performance, and even more when he/she has to defend the position in the role-play. His/her participation is limited to monosyllables so the concept of creative learning is hard to be evidenced.	LOW PERFORMANCE

ANNEX 13. ANALYSIS OF ROLE PLAY "GOING TO THE MOVIES"

	ANALYSIS OF VIDEO "GOING TO THE MOVIES"			
CATEGORIES	**FORMULAIC EXPRESSIONS**	**USING AN INSTRUCTIONAL MODELING**	**CREATIVE LEARNING**	**FINAL EVALUATION**
S1R	Results indicate a greater proportion of formulaic expressions in the student's speech, trying to adapt them in the context and making use of some others previously seen.	This student participates by performing at least two roles, the model of how each one should develop the presentation makes easier the growth of the role, saves time and increases the decision to talk.	The student explores differently all the tools given in the class plan, adds new expressions and helps in the same way that the situation has clarity and established purposes.	**HIGH PERFORMANCE**
S2A	The student responds to others' comments, answer questions that probe reasoning and claims, by using the vocabulary worked and he/she includes new expressions.	The student demonstrates great conviction when speaking, but this time he/she decides to use other tools different from the role model, he/she seems calm exploring the development of the theme by him/herself.	this time the student shows an uncreative attitude, since he does not propose or register contributions so that the situation maintains a good development. still manages to show aspects that lead to the receiver understand what you are saying in addition to seem convinced of their repertoire.	**HIGH PERFORMANCE**
S3C	The student is able to recount a short sequence of events; introduce a good number of the formulaic expressions seen in class and provide one or two extra facts about the topic; and use common linking words to connect events and ideas to sound better.	The instructional modeling gives a plus in the performance of the student, since the group can allow a greater involvement and responsibility for learning and at the same time enhancing possible fluency while talking.	They describe characters, experiences and ideas encountered in texts, and create short imaginative texts using structured models and descriptive and expressive vocabulary	**HIGH PERFORMANCE**
S4F	recount a short sequence of events; introduce an informational topic and provide one or two facts about the topic; use common linking words to connect events and ideas	This student in many of the situations given has not made full use of the given model, his performance demonstrates different elements to perform in the theme.	Everytime this student participates, he/she shows commitment to offer in the moment they have to perform, the creative learning represents a fundamental part in the development of the participation.	**HIGH PERFORMANCE**
S5B	The student uses a small number of formulaic expressions, phrases and vocabulary; he/she responds to simple questions but being careful not to change significantly the script in order not to make mistakes.	The instructional model provided confidence when speaking for this student, since he/she took specific expressions of this to be able to play his/her role in a better way.	the students uses gestures and body movements to make him/her understood	**MEDIUM PERFORMANCE**
S6M	The student communicates basic information about the event by using a narrow range of vocabulary and simple expressions, the participation i the role play is almost null.	The student does not use the model given in the class plan, does not use any type of expression, and also does not use any type of linguistic element to make him/herself understood while trying to perform.	It is possible, the students put all their compromise and creativeness when creating the role-play, but, the student does not show a high potential to offerdifferent things to the rest, that is why they could not find a linkpurpose to continue with the role-play.	**LOW PERFORMANCE**

ANNEX 14. ANALYSIS OF ROLE PLAY "GIVING EXCUSES"

ANALYSIS OF VIDEO "GIVING EXCUSES"			
CATEGORIES	**FORMULAIC EXPRESSIONS**	**USING AN INSTRUCTIONAL MODELING**	**CREATIVE LEARNING**	**FINAL EVALUATION**
S1R	The student uses a good number of expressions taught in class, trying to put them into practice according on the situation.	To follow an instructional modeling empowers the student to follow some expressions from the dialogues, including pauses and part of the vocabulary that is included in the sample.	The students tries to use the aspect of creative learning through the interaction and intonation to convince the others about what she is telling.	**HIGH PERFORMANCE**
S2A	The student identifies how these expressions and the variety of forms influence the level of fluency when talking in the target language.	The student tries to follow the model at the beginning but when he/she feels confident he/she forgets the possible advices that are include in the class plan.	The role S2A had to perform this time does not allow a high level of creativity, so it is possible to say that this can be determined by the role.	**HIGH PERFORMANCE**
S3C	The students uses the most basic since in the recordings seems anxious to make mistakes in the role-play.	When participating in the play, the student identifies similarities and differences in language use and cultural expression with his/her own context.	The student describes the responses by using different imaginative circumstances which requires expressing opinions, stating preferences and comparing ways in which people, places and experiences are	**MEDIUM PERFORMANCE**
S4F	The student identifies most of the common expression when going to the cinema, he/she has a good repertoire in this situation but she does not follow the formulaic expressions.	In this category, the student seems very attached to the model given in class, showing a high level of confidence when talking in the group.	Student shows the creativity by using elements of communication such as gestures, facial expressions or even the use of silence that vary according to the context, situation and the relationship.	**MEDIUM PERFORMANCE**
S5B	This students only uses few epressions from fifteen taught, he/she seems very anxious and a possible fluency is affected by this external factor, the participation in the situations is almost none.	The studens identifies a connection between the sample of modeling in the class plan with their own production, trying to put it into practice which let face possible errors in the situation.	The student follows the parameters the group offers to create the script, adapting the few expression to what it MUST say.	**LOW PERFORMANCE**
S6M	There is a disposition to interpret a good role, even though the use of formulaic expressions almost nule from fifteen, he/she does not look anxious or insecure.	The student follows the pattern his/her classmates requires, but does not look comfortable, trying to be closer to the original idea.	The student follows the parameters the group offers to create the script, adapting the few expression to what it MUST say.	**LOW PERFORMANCE**

ANNEX 15. ANALYSIS OF ROLE PLAY "FLYING ABROAD"

ANALYSIS OF VIDEO "FLYING ABROAD"				
CATEGORIES	FORMULAIC EXPRESSIONS	USING AN INSTRUCTIONAL MODELING	CREATIVE LEARNING	FINAL EVALUATION
S1R	The student support the participation with the previous knowledge acquired during the process in the school.	The student uses specific behaviors from flight attendants, by using the recommendations, greetings and the service to the customer.	By taking into account all the recomendations from the role, the student organize and express some new aspects about a situation like this one.	HIGH PERFORMACE
S2A	The students chooses the role of a hotel administrator and makes a good exposiscion of expressions related to this role by using 14 from 20.	the students uses some paraphrase strategies to overcome difficulties while performing.	The student uses metalinguistic elements like gestures and intonation to make understandable what he/she is trying to say.	HIGH PERFORMACE
S3C	The use of formal and nonformal language was fundamental to keep the course of the performance since he/she must be pair with S5B, the students seems he/she could improvise according to the context and the situation.	In this aspect the student answer questions taking into account the person whos is going to receive the message, he/she also tries to follow the role the flight attendant is proposing.	The student tries to give his/her view about life styles and cultures according to the situation he/she must perform, the purpose is to seem creative.	HIGH PERFORMACE
S4F	The student uses an appropiate vocabulary and expressions to express the ideas that should be included according to the role he/she is playing by using 13 expressions taught in class.	This student has a facility to perform by following the model or just givig the own ideas, even though the correct use of situations and vocabulary make to believe he/she is in a real situation.	The student proposes new objectives even thoughthey ahve been assigned one, that makes easy to understand the participation, intonation, pronunciation.	MEDIUM PERFORMANCE
S5B	The repetition of few formulaic expressions makes difficult the evaluation of this aspect, since they are used in similar context in the role play. The students uses three formulaic expression from twenty.	Taking into account that the role-play was long, the student does not intervene a lot, sometimes try to follow a model but at the end the model is broken up, because of the pressure that the student reveals.	In the creative learning, the student express their ideas in a way that makes the others to change their ideas, sounding a little bit rude in the intonation. The creativity is not shown since the exagerate use of the same expressions.	LOW PERFORMANCE
S6M	The students is not evaluated in a complete way, because the participation here is nule and the only time he/she appears does not use any formulaic expression.	As the student does not participate as much as it was supposed, the use of instructional modeling is hard to say that he/she follows a pattern.	in this category, the student at least personify the character and it was revealed in the position of the body and the gestures	LOW PERFORMANCE

ANNEX 16. ROLE-PLAYS RUBRICS

PARTICIPANT' NAME:…………………………… ROLE-PLAY:……….
ASSESSMENT DONE BY:……………………………………….   DATE:…………..

CRITERIA:	5	4	3	2	1
Speech is clear, organized and elaborated.					
The given situation was played in a convincing way.					
The script was organized, well prepared and sequential.					

CATEGORY: FLUENCY

RATING	COMPETENCES
5	• Uses in most cases the formulaic expressions learn in class. • Speaks most of the time without the interference of hesitation devices. • Almost always respond appropriately maintaining the interaction based on the planning activity. • Intonation and fluency resources are most of the time clear.
4	• Tries to use a variety of the formulaic expressions learn in class. • Speaks with the appearance of hesitation devices, but these do not interfere totally in the process of interaction. • Often tries to put into practice the planning activities to develop the interaction in the role-play. • Intonation is often clear with just a few problems in fluency.
3	• The use of formulaic expressions is limited, but it does not totally affect the activity. • Uses a variety of basic expressions and vocabulary with some errors. • The hesitation devices often interfere with the fluency in the speech. • The intonation is often interfering and it makes difficult to understand the speech.
2	• The formulaic expressions are rarely used in the activity. • The speech is basic and at this stage the errors are more frequent. • The communication is often interfered by hesitation devices, which

	makes harder to be understood. • Pronunciation and intonation present a decrease because of the frequent errors.
1	• The participant never use the formulaic expressions worked in class. • The speech is unclear and inconsistent. • The communication in the activity is too low, what it makes harder to understand. • It is important to work on pronunciation and intonation.

ANNEX 17

Chart 1. S1R use of formulaic expression in the role-plays

	Formulaic expression	hesitation devices	Interaction, using the conversation model	Intonation
Role-play 1	5	4	4	5
Role-play 2	4	4	3	4
Role-play 3	4	4	5	5
Role-play 4	4	4	3	4
Role-play 5	5	4	5	5

ANNEX 18

Chart ____. S2A use of formulaic expression in the role-plays

	Formulaic expression	hesitation devices	Interaction, using the conversation model	Intonation
Role-play 1	4	3	4	3
Role-play 2	4	3	4	4
Role-play 3	4	4	4	4
Role-play 4	4	4	4	4
Role-play 5	4	4	4	4

ANNEX 19

Chart 2. . S3C use of formulaic expression in the role-plays

	Formulaic expression	hesitation devices	Interaction, using the conversation model	Intonation
Role-play 1	3	3	4	3
Role-play 2	4	3	4	3
Role-play 3	4	4	4	3
Role-play 4	3	3	3	3
Role-play 5	4	3	4	3

Chart 3. S4F use of formulaic expression in the role-plays

	Formulaic expression	hesitation devices	Interaction, using the conversation model	Intonation
Role-play 1	4	3	3	4
Role-play 2	2	3	3	3
Role-play 3	4	3	4	4
Role-play 4	4	3	3	3
Role-play 5	4	3	3	3

ANNEX 21

Chart 4. S5B use of formulaic expression in the role-plays

	Formulaic expression	hesitation devices	Interaction, using the conversation model	Intonation
Role-play 1	2	2	2	3
Role-play 2	3	2	2	2
Role-play 3	3	3	3	3
Role-play 4	2	3	2	2
Role-play 5	2	3	2	1

ANNEX 22

Chart 5. S6M use of formulaic expression in the role-plays

	Formulaic expression	hesitation devices	Interaction, using the conversation model	Intonation
Role-play 1	3	3	2	3
Role-play 2	3	2	2	2
Role-play 3	2	2	1	1
Role-play 4	2	2	2	2
Role-play 5	1	1	1	2

ANNEX 23. CLASSROOM DIARY

CLASSROOM DIARY
In 2016, the artistic department, specifically the Theater and the English areas started a transversal project, the project was based on present their Spanish plays in English, with the purpose to check translation methods for certain expressions, communication and their body language when they have to perform.

March 29t^h/2017

I started the first session explaining to the course the purpose of the activity, it was necessary to make clear on the meaning of formulaic expressions, modeling, creative learning and the concept of role-play. Checking if this task could help them to improve in some aspects of their English language' acquisition, the fluency and even in their daily life experience.

Abril 5th/2017

This session has as purpose to identify the six participants, who are going to be the focus of this study, the rest of the group will participate normally as an extra activity of the English class. Students were divided by groups, by using play cards that include simple topics, the purpose is think faster…the general perceptions were somehow positive. First because nobody wanted to fail, besides showing a great level of creativity and trying to recreate situations that they had already experienced during their classes; mimicking their teachers, recreating their free time, family and friends in general.

The first attempt was somewhat difficult because most of them were afraid about the time since they just had 10 minutes to organize and create a guideline for all the members, |

most of them do not want to take risks by creating a long script so they just made it shorter.

April 19th/2017

After this activity and with the selection of the six students, we started applying the set of role-plays each one based on a daily and common situation in life. Starting with "making a reservation and going to a restaurant", in second place "Going to the movies", the third place "going to the shop/groceries store", fourth "Giving excuses", and fifth and considering post – test as well "traveling abroad".

Students could see the speaking skill as a game, without any stress since most of people think that to be fluent is to talk and react instantly. It is undeniable to think that this tend to create an obstacle when they have to perform in front of their classmates, because all of them want to be "fluent"; they also feel that they are saying inconsistencies and that aspects has been one of the biggest challenge to be overcome when they have to talk. However, for some others the vocabulary worked in advance did not offer any advantage in these situations, on the contrary, they felt handcuffed because they had to use some of the expressions from the class, besides the pronunciation and to understand the message was not easy. Checking the performance of the students, I can say that high-level students show a great commitment to get as much as possible from this experience by using all the elements given. Besides that, these students do not really know their level of performance, but they are very disciplined, have a good method to self-study the expressions, analyze the model and add a little of creativity when performing.

May 3rd/2017

This is the second session and there is still a high commitment in order to be better and present a good role-play. Students try to repeat, memorize and learn the expressions worked. The medium level students want to be part of the study…but sometimes is like doing more of what is being asked…so the focus that is formulaic expressions and instructional modeling are getting lost for this pair. These students want to be up like the first pair, incorporating new elements, expressions among some other things.

May 11th/2017

The concentration of certain students show good results of the role-plays, incorporating and using new elements, like expressions, hesitation devices, intonation and the interaction. Students apply some short methods of memorizing, some of them very traditional like repeating, and some other use music and some just show up with something. A very curious fact was to listen to some of them that they preferred to go first in everything that requires orality, not just in the English class but the rest also. Manifesting that S1R and S2A make them feel insecure…like humiliated…this is not a real perception is just that they see their classmates very outstanding so they feel they cannot have their same level in this kind of activities.

May 19th/2017

In the four session, something that caught my attention was that from the six participants, the pair of low performance, often expressed how difficult is to memorize, and find the correct expression to follow a conversation, they were trying to do a good job but their participation was always hard to be evidenced in the process. A good aspect was they

used as much as possible the instructional modeling from every class plan. They really need a tutor to maintain their concentration levels in the topic that is being worked, to implement a strategy that can be a clue for these students and they need also worked on memory tasks. In their presentations they tend to use monosyllables most of the time, like the "yes" and" not", the use of hesitation devices like "mmmmm" and "ajamm", or just use body language, and the repetition of the same expression, it does not matter if it fits in the context.

May 24th/2017

This is the last session, which also counts as the post-activity because it gathers previous expressions and general knowledge of the target language. There is a very important fact where students repeated many times the expressions during the practice, in fact, some of them told their peers to memorize certain expressions and then practice to see if they could use the expressions and how many they can remember them during the process, it was like a memory strategy.

ANNEX 24

		FOCAL INTERVIEW : PARTICIPANTS				
QUESTIONS	**S1R**	**S2A**	**S3C**	**S4F**	**S5B**	**S6M**
1. ¿Cuál ha sido su experiencia en términos generales en el aprendizaje de una lengua extranjera?	yo creo que ha sido bueno, claro que en mi primer colegio se hacía mucho más énfasis en la parte comunicativa en cambio acá es más escrito, pero he aprendido mucho y además me gusta mucho aprender inglés.	pues, es cierto lo que dice S1R acá hacen más énfasis en la parte escrita del inglés, yo creo que por a veces no hablamos tanto, aunque uno si aprende bastante y mi experiencia ha sido buena porque me esmero por aprender y aprender bien.	a mí me gusta todo, yo creo que mi experiencia ha sido buena y se cómo se trabaja acá porque siempre he estudiado acá y los profes incluyen muchas actividades para que podamos hablar y escribir y escuchar, a diferencia de muchos otros colegios yo me siento bien y mi experiencia ha sido muy buena.	Yo creo que mi experiencia en el aprendizaje de una segunda lengua ha sido muy Buena, siempre he estudiado en este colegio y aunque la meta sea que tengamos buenas oportunidades especialmente en pruebas SABER los profesores de inglés se han esmerado para que aprendamos y a mí me gusta el inglés, entonces yo creo que esa es una buena ventaja.	mi experiencia no ha sido muy Buena, porque no me va bien, siempre paso raspando la material y en los examines o actividades orales siempre me asusto entonces no hablo ni hago nada, entonces yo creo que por eso mi experiencia no es buena.	mi experiencia si ha sido muy difícil, porque en el colegio del pueblo yo no veía tantas horas de inglés entonces acá es muy duro, hay cosas que yo estudio pero cuando tengo que hablar es muy duro.
2. ¿Después de haber sido parte de la secuencia de juego de roles, como se sienten?	estas son las actividades que a mí me gustan, además de hacer parte del grupo de teatro del colegio. Porque uno se divierte y aprende más, es muy interesante utilizar cosas que ya hemos visto y que a veces se nos olvidan, en definitiva yo me sentí muy bien.	después de la actividad es muy chistoso ver los videos y mirarnos tan diferentes a como somos en las clases, es como una libertad de decir cosas que hemos aprendido y que suenan bien.	a mí me gusta mucho actuar, yo me sentí bien porque no sabía que podía organizar cosas para decir tan rápido como de improviso, y se siente bien cuando nos vemos hablando en ingles sin utilizar papeles para guiarnos.	yo me sentí muy bien, me gusta hablar más que escribir. Las clases se hacen diferentes cuando aprendemos y hacemos actividades de aplicación como estas. Se ve progreso incluso en los estudiantes que son más tímidos para hablar, por que hablan más cuando personifican otros personajes.	yo me sentí bien, pero si siento que se me dificulta utilizar las expresiones que hemos estudiado por que me olvido del susto, aunque cuando vi los videos hay algunos momentos en los que hablo más. Pero si me gustan y no siento tanta presión cuando interpreto otros personajes.	yo creo que bien porque en algunos casos hable más, pero a mi si me da susto porque el inglés es muy duro de aprender y más hablarlo, aunque si aprendí algunos dichos.

3. ¿creen que la metodología utilizada fue conveniente? Estudiar las posibles respuestas antes de realizar los juegos de roles?	la estrategia fue muy Buena, porque pudimos estudiar en que momentos podíamos utilizar cierto vocabulario o expresiones…no es en todas las situaciones… además pudimos incluir expresiones que suenan cordiales en ciertas situaciones… así se facilita más organizar los juegos de roles y uno puede utilizar esas expresiones cuando estemos en un avión o pidamos algo de comer en un restaurante o cosas así.	claro que fue pertinente, porque a veces cuando nosotros hablamos decimo por ejemplo water please! Pero aprendimos que hay maneras más educadas y correctas para pedir las cosas como por ejemplo "I'd like wáter please". Entonces ese tipo de expresiones o vocabulario antes de lanzarnos a decir algo es bueno.	yo creo que fue Bueno. Es como cuando te aprendes cosas que vas a utilizar en el futuro, entonces eso facilita cuando hablas o cuando quieres pedir algo. Yo me aprendí varias expresiones y en el último ejercicio las utilice entonces yo creo que es bueno.	creo que si es Bueno tener claro un vocabulario o expresiones claras, porque por ejemplo cuando uno va a hablar en otro idioma, uno primero piensa como lo diría o que es lo que diría para que suene bien. Entonces eso facilita y enriquece mucho ese campo del lenguaje que hablaba la profe martica de español…pero no me acuerdo cual es, bueno tú me entiendes.	ese ejercicio para mí fue muy útil, porque me aprendí varias expresiones y las pude utilizar no mucho, pero las utilice. Si eso es bueno, uno recuerda y mira en que momento puede utilizarlas.	pues, si, yo creo que son buenas porque uno puede utilizar algunas y se ve bien en los videos yo utilice algunas.
4.Es decir que de alguna manera ustedes se sentían preparados para la experiencia antes de comenzarla?	Si yo creo, da alguna ventaja por así decirlo	si totalmente. Porque uno puede recordar las expresiones que se estudiaron antes.	sí. Como S2A dijo uno puede utilizar esas expresiones y hablar como si fuera natural.	Si me sentía preparada por que vimos diferentes expresiones para utilizarlas en diferentes situaciones. Preguntas acordes al momento y obviamente posibles respuestas.	pues muy preparada no, porque yo me olvido fácilmente y además me da pena equivocarme. Pero algunas expresiones son fáciles de utilizar.	yo estoy de acuerdo con S5B, a mí el inglés me parece difícil entonces yo me olvido mucho. Pero si estudie las expresiones y el vocabulario para poder utilizarlos.
5. ¿Qué aspectos del ejercicio planteado creen que tuvo mayor nivel de dificultad? Por ejemplo revisar las expresiones, elegir cual podría ser mejor para cada situación, planear el juego de roles, hacer la presentación para el curso etc.	Yo creo que lo más difícil es repasar las expresiones, porque se necesita hacer una elección y si uno no repasa pues no se queda nada. Y es ver la utilidad de los ejercicios que se hacen en clase y que pueden ayudarlo a uno cuando tenga que hablar con alguien que hable otro idioma.	lo más difícil si es revisar las expresiones porque no solo es aprenderse las que se necesitan para cada situación, sino que es seguir revisando las anteriores. Y planear el juego también es difícil por el tiempo que se nos da, además de ponernos de acuerdo para no perder el hilo de la situación. Entonces yo creo que este tipo de ejercicios si tiene cierto grado de dificultad.	a mí me parece que es difícil aprenderse o por lo menos acordarme de todas las expresiones, yo uno todo y a la final me confundo… y pues si da cierto miedito hacer la presentación al curso…aunque eso es solo el inicio después uno ya le pasa la vergüenza.	la planeación es difícil, porque si no nos ponemos de acuerdo rápido el tiempo no nos alcanza y pues a veces no todos hemos repasado las expresiones y vocabulario entonces así se dificulta más.	yo creo que lo más difícil fue revisar las expresiones, aunque estas se formularon en clase y las repetimos, uno también tiene que estudiarlas. Y lo otro que me pareció duro fue presentarme al curso porque yo soy muy nerviosa y ahí es donde se me olvida lo que tengo que decir.	uyyy a mi si me pareció todo difícil. Desde repasar las expresiones hasta presentarme en el curso porque ellos se me ríen y todavía no me acostumbro.

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Pregunta						
6. ¿En qué medida creen ustedes que este tipo de actividades pueden contribuir (o no) con el desarrollo o mejoramiento de la fluidez cuando ustedes hablan o participan en inglés?	pues yo creo que contribuyen mucho, porque si uno no se aprende ciertas cosas en inglés, difícilmente las podrá utilizar en la vida real. Por ejemplo si yo quiero decir el verbo caminar en ingles pues debo aprender que se dice "walk" entonces si hay que memorizar y retener cierta información. Además uno se siente bien cuando hablamos sin sentirnos criticados o juzgados por los compañeros por que como uno está interpretando otra persona… uno hasta se divierte.	si contribuyen al aprendizaje de otro idioma porque son como simulacros para enfrentarnos a lo más duro. Uno aprende cómo comportarse, que responder sin parecer grosero y a enfrentarse sin tener tantos nervios cuando habla. Lo único es que debería hacerse más pausado y poder tener más vocabulario o expresiones.	si contribuyen porque cuando uno tiene suficiente información en la cabeza uno se siente más seguro. Es como cuando estamos haciendo entrevistas y tu preguntas algo y si uno no se sabe alguna palabra uno mismo se bloquea. Entonces esto es bueno porque uno no le pone tanto cuidado a que los compañeros se rían…yo creo que las dramatizaciones tienen ese propósito.	Si contribuyen y como dijo S3C, cuando uno no se sabe una palabra uno se bloquea y ya no quiere hablar porque ahí es donde le da pena. Pero en cambio si uno siente que puede manejar una situación uno se siente tranquilo y así diga cosas chistosas los otros lo entienden.	si contribuyen porque cambiamos de metodología en la clase, aunque tenemos oportunidad de hacer cosas diferentes, por lo menos estamos riéndonos y aprendiendo pero es que las otras actividades el vocabulario uno ni se acuerda y ahí sí que es cierto que muchos de nosotros nos aprendemos todo de memoria. Acá son solo expresiones y que más adelante las podemos utilizar. Y cuando uno se le olvida algo como uno está actuando hasta con señas uno logra solucionar.	pues a mí que se me hace difícil, yo sí creo que así deberían ser más las clases porque no hay tanta presión de repasar la gramática, porque eso es difícil… y uno se siente más tranquilo para hablar porque ya hemos repasado con usted cosas que podemos utilizar.
7. ¿Que opinión tienen sobre las expresiones formulaicas que practicamos tanto aclarando el significado, pronunciación y los posibles contextos de cuando utilizarlos?	Yo creo que son muy necesarias e importantes, muchos de nosotros y me incluyo pensamos que son expresiones básicas y que todo mundo debe saber, pero nunca había pensado que tenían tanta fuerza para incrementar el vocabulario cuando hablamos otro idioma. Y es que es verdad cuando oigo decir a otros que ellos no hablan por que no tienen el suficiente vocabulario para sostener una conversación, entonces el hecho que tú sepas algo te da más confianza incluso cuando hablamos.	estas expresiones fueron muy importantes para que muchos de nosotros incrementáramos el vocabulario, para que supiéramos cuando utilizarlas y también la entonación en el momento de utilizarlas. Yo sí creo que representan una ventaja en el momento de hablar.	uff yo aprendí varias formas para pedir comida, o cosas, para pedir la cuenta y para hacer reservaciones, y también para hacer preguntas…yo siempre hacía mal las preguntas… mire teacher que cuando usted sabe algo usted se siente más seguro de lo que va a decir, es como en español…si uno habla es porque sabe y eso se nota, lo mismo es en inglés, cuando participaba entendía lo que me decían y pensaba lo que podía responder y si habían varias maneras pues todo era mejor.	ayyy si las expresiones formulaicas fueron muy útiles, y se nota en los videos, nos vemos coordinados y unos hablan y hablan…parecen nativos, ahora entiendo porque mucho se quejan de que no hablan por que no saben defenderse o se les olvida lo que van a decir.	a mí me parecieron muy útiles unas, otras me ayudaron pero casi no las utilice, pero si es cierto que mejoras el número de frases y es chevere porque cuando preguntan cómo puedo decir tal cosa uno es capaz de responder	no…yo me aprendí poquitas, pero me gusto que ya por lo menos salgo a hablar o no me da pena utilizar el inglés pidiendo permiso para ir al baño, y eso es una expresión, es que conmigo si necesitarían más tiempo para poderlas aprender, pero sí creo que es más fácil hablar cuando uno sabe lo que va a decir algo.
8. ¿Recuerdan los modelos de juegos de roles propuestos para cada clase? ¿Creen que fueron útiles en la creación de sus propios role-plays?	Mmmm yo creo que los modelos son de gran ayuda para tomarlos como una guía, de hecho uno se acuerda cómo reaccionan los personajes entonces uno quiere copiarlos…para que se vea como que uno es muy fluido…claro que yo utilice unos pero no todos, a veces el seguirlos al pie de la letra no deja que uno cree sus cosas, como originales, sino copias. Pero si, mi opinión es que son muy útiles como para arrancar.	los modelos que utilizamos pueden ser muy útiles hasta cierto punto, porque si siempre nos basamos en ellos, no vamos a crear nuestros propios modelos. En el grupo tratamos de tenerlos en cuenta muchas veces, unos lo seguían pero otros no, eso al final todos hacíamos cosas diferentes entonces era bueno porque terminábamos utilizando más expresiones que conectaran con lo que nos estaban diciendo.	A mi me gusto tener como herramienta los posibles modelos, porque es como una seguridad extra del trabajo que estamos haciendo, pero por ejemplo no me gusta es cuando los profes dicen "repeat after me" se siente raro, es que es como solo repetir y entonces te miran si pronuncias bien y te corrigen pero como que no aprendes, solo repites y ya. Pero estos modelos son diferentes porque si queremos los utilizamos y sino pues no.	estoy de acuerdo cuando dicen que los modelos son utiles, para basarse en ellos, pero cuando los grupos no hacen nada por hacer cosas diferentes pienso que es pereza…y eso de solo repetir es jarto…ademas cuando viajemos no representara gran ayuda para mejorar nuestra forma de hablar.	a mí me parecieron muy útiles los modelos porque de ahí copie muchas cosas, Bueno al menos lo poco que logre decir, y es que cuando me siento segura de eso, creo que puedo hablar más. Entonces es por eso que me pareció muy bien que hayamos tenido la oportunidad de tener una herramienta como esta.	si es Bueno tener modelos para poder copiar, pero a veces no entendía cuál era el rol de los personajes entonces yo me confundía solo leyendo, imagínese ahora actuando, para mí fue muy difícil poder expresarme aun sabiendo que podía hacer uso del modelo que usted nos dio, es que eso necesita memoria y yo casi no tengo.

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9. El término "creative learning", yo les comente algo de eso, creen que fue útil en la creación de sus propios role-plays? Influyo a una mejor fluidez en el momento de la presentación.	Yo creo que si influyo de alguna manera teacher, porque tú nos dijiste que cuando uno crea nuestro cuerpo hace un doble ejercicio tanto de memorización como de creación, lo que facilita tomar riesgos, la creatividad fue clave en mi proceso porque después de ver los videos yo me he inventado cosas muy chistosas y yo creo que eso sería lo que yo respondería en una situación para dar excusas, entonces eso hizo como que yo me imaginara hablando en español pero estaba haciéndolo en ingles…y parecía súper fluida…	teacher yo creo que es muy útil una estrategia de creatividad como esta, por que si es cierto lo que dice mi compañera, cuando uno va escribiendo o cuadrando lo que va a decir uno siente más confianza y además uno organiza de tal forma que lo que se va a decir este dentro y un poquito más de lo que se nos exige. Entonces yo creo que el creative learning si ayuda a mejorar un poco la fluidez de todos nosotros.	si es cierto que cuando uno se pule en las presentaciones uno se ve más fluido, porque si es cierto que lo que se está diciendo fue creado por nosotros y basados en nuestras vivencias, lo de las tareas, lo de las excusas y la forma colombiana de apartar una mesa en un restaurante…esta si fue chistosa…pidiendo reservar una mesa y pedimos comidas rápidas…eso no pasa aquí…entonces la creatividad si es importante…hasta uno puede crear palabras nuevas.	profe yo creo que la creatividad si sirve, pero no es que seamos muy creativos por que la mayor parte de lo que se decía en los role-plays era de nuestra vida y eso no es ser creativos es solo mostrar una parte de nosotros pero en broma.	yo creo que no puse en práctica esto porque solo me limite a decir lo que me dijeron y casi no aporte a la creación del role-play. Me decían… cual era mi personaje entonces tú dices esto, yo te respondo y actúas así… entonces no, pues yo no puedo decir que fui creativa.	a mí me paso lo mismo que a mi compañera, yo siento que como no soy muy Bueno en inglés, entonces no toman muy enserio mis aportes, entonces ellos decidieron lo que yo iba a decir y era muy corto. (S4F: pero es que tú siempre nos pedias que dijéramos lo que te tocaba y que fuera corto) bueno si, es que yo no soy bueno para el inglés, entonces para mi es más fácil que ellos me digan.
10. Hablemos sobre la entonación, interacción y aquellas muletillas que se notan en los videos, como se sienten después de haberlo visto?	pues yo no utilice muchas muletillas en mi presentación, pero creo que las que utilice era porque no encontraba las palabras que pudieran ser coherentes en el contexto, pero que a la vez mis compañeros pudieran entender, con respecto a la entonación y la interacción yo me sentí bien, puedo trabajar en equipo y siempre busco que estas actividades se vean bien porque lo que más me gusta del inglés es hablar, pero que yo me vea	a mí lo que mas se me dificulta es la entonación, porque es ahí donde dudo más en mi pronunciación…es como muy latina…entonces yo trato de manejar un buen tono para que se escuche chevere, la interacción es también como complicada porque yo quisiera decir muchas cosas pero también debo tratar de tener en cuenta a mis compañeros y las muletillas…ufff…esas si son muchas…es eso malo? Es que mi profe del instituto cuando hablamos nos pide que no utilicemos ese tipo de palabras porque eso nos hace ver inseguros, pero eso como cuando uno habla en español, uno siempre utiliza	pues yo me sentí bien, cuando me vi en los videos si me vi como toda tiesa al inicio, como asustada pero ya después no. Si utilice sonidos como: ehhh, no no no…y así…pero es inconscientemente. Y la entonación pues a ratos se dificultaba escucharme, y lo de interacción si es fácil, pero se dificulta cuando no siguen como el modelo que habíamos dicho, entonces pues toca buscar otras opciones.	pues no sé, pero yo no sentí como que haya utilizado muchas muletillas, pero es porque siempre llevo algo en las manos, entonces no me angustio tanto. En los otros dos aspectos, si también me sentí bien.	uyyy profe, pues yo no utilice muletillas porque casi no hablo y pues de entonación y de interacción no es que sea mucho tampoco…es que es difícil si no hablo.	yo estoy igual que mi compañera, pues si no hablo como puedo opinar sobre eso…eso es para los que hablan mucho…yo a duras penas digo "Hello". Pero si puedo decir que en los videos mis participaciones son muy pocas, en la que más hable fue en la del restaurante pero ahí no utilice esas muletillas.