

APPENDIX C: DESCRIPTION OF THE ROLE-PLAY TASK

The following description of the role-play task was given to the new English teacher, who took over the English lessons when the pupils were in year 7. The description was based on how the task was done by the previous teacher, when the pupils were in year 6. The original of this document was written in Norwegian.

Procedure for the Role-play Tasks:

(Based on how they were conducted last year)

Introduction: (5-10 minutes)

- Give the pupils the task sheets.
- Spend some time talking about the task so everyone understands what to do.
- Tell the pupils they have 20 to 25 minutes to write their role-play dialogue.
- Tell the pupils they will get a few minutes to rehearse their role-play dialogue when they are finished writing it.
- Tell the pupils they will get a chance to perform their role-play dialogue at the end of the lesson.
- Tell the pupils that this should be fairly similar to how they did the role-play task the previous year.
- Tell the pupils they should work in pairs (if there are an odd number of pupils, one group can have three pupils).

Pupils Write the Dialogue: (20-25 minutes)

There will be some variation here. Some pairs work pretty quickly, and these might need some prompting to write some more, or to write something better. Other pairs are more diligent and these might need to be pushed a bit to finish on time. Yet others might get frustrated and these need to be encouraged.

Pupils Rehearse: (5 minutes)

These five minutes may be used to even out the difference between pairs that finish early, and pairs that take longer to write their dialogues. That is, pairs that finish early would spend this time rehearsing, and pairs that take longer might spend this time finishing their writing.

Pupils Perform: (10 minutes)

Here it is probably most important to achieve a balance between making the performance voluntary, without too much pressure, but also that no one gets away too easily. It would, of course, be great if all pairs perform. However, it is NOT a failure if this does not happen.

What happens in the performances?

- The nominated pair stands in front of the class (where the teacher normally would stand).
- It is okay for pupils to read from their notebooks (maybe some had less time to rehearse).
- Some pairs like to make the performance more 'interesting' by using objects, or movement of some sort. Other performances are less 'theatrical'.
- A single performance usually lasts no more than a minute.
- A performance usually ends with a round of applause (no matter how well it went).