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Learning Spanish Online: Emotions and Identity in role-play settings

**A thesis submitted in fulfilment of the requirements for the Degree of Master of
Philosophy in Second Language Teaching**

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Abstract

This study focuses on the dynamic interaction between the learner, the context, and the target language using as its framework the learner-context interface model (White 1999, 2003, 2005; White, Drenzo & Bortolotto, 2016). The research considers the online learning context as social, collaborative, interactive and dynamic. Using Spanish as the target language, the analysis is guided by one research question: How do emotions and identity contribute to the construction of the learner-context interface in online Spanish role-plays?

Data for this research was gathered from a series of voluntary, non-assessed Adobe Connect online technology role-play sessions for Intermediate Spanish distance students at Massey University in New Zealand, and from two Stimulated recall interviews, where the use of the web-cam became significant for the analysis. The data set consisted of Stimulated recall sessions, students' questionnaires and diaries, and a teacher's journal.

The four role-play sessions took place over a period of two weeks: two sessions of one hour duration each week. Four students participated and all of them had at least an intermediate level of competence in the Spanish language, as well as previous experience in online learning settings.

Making use of the rich data collected the study records and analyses the moment-by-moment interactive emergence of emotions -with salience of humour- and identities and how these impact L2 (second language) learning in a technology-mediated L2 classroom. Insights from this research will offer a contribution to the growing study of emotions in L2 learning, as well as to the study of the complex dynamics of identity and language learning, particularly in relation to role-play settings.

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Chapter 1: Introduction

As L2 learning continues to be a salient area, this study presents the challenges involved in studying the interplay of learning and context for New Zealand online students of Spanish as L2. This work focuses on the complex and rich dynamics of accepting the challenge of learning a second language and engaging with a teacher and a group of peers through a context mediated by technology.

Being a Latin American teacher, emotions are an important part of the class for me. How students feel, their perceptions and attitudes towards learning and their relationship in the classroom are aspects that can shape their own learning experience. One of my main aspirations as a language teacher is to understand which aspects of the learning process are most essential and how to constructively handle those aspects. Knowing how to read and interpret feelings therefore is vital to understanding students, to feel close to them, and to sustain relationships. Throughout my experience as a primary, university and community centre teacher, I have started to value the important connection that can be made between the Spanish language and students' emotions. Teaching Spanish as a second language, with special emphasis on communication and culture can be a way of expanding students' universe and enhancing their personal aspirations and goals.

In this project, I investigate online L2 learning theories along with the affordances of an online learning context as an environment that provides particular characteristics to the learning process. This research reflects Vygotsky's perception of human interaction and so I consider the learning process as social, collaborative, interactive and dynamic. I will examine both students' individual behaviour and group interaction, where constructiveness and engagement become important aspects of the study.

The integration of technology into language classes plays a major role in this study, examining Technology Enhanced Language Learning (TELL) and CALL (Computer-assisted Language Learning). This study examines literature about the relationship between students and technology and how to optimise the language learning environment for learners to participate and interact with others (Gánem Gutiérrez 2006).

Central to this study is a series of role-plays in Spanish which allow students to create communicative scenarios in a realistic context, providing opportunities for them to engage in conversational interactions. While playing different roles, students focus on their ability to communicate and negotiate with others. Spanish, as the target language, is a tool to carry out the task and resolve their challenges. In planning the role-play sessions, a range of different topics were selected in order to promote speaking, listening and social and cultural interactions.

Many authors have studied role-play as a special method applied in L2 teaching and it has been described in a number of ways, all of which are based on a sociocultural approach (Coughlan and Duff, 1994; Gánem Gutiérrez, 2006). This study focuses on the link between emotions and experiences of using the target language, Spanish, in online role-plays. It investigates emotions experienced by learners during the role-play encounters as well as the sources, reactions to and impact of emotions in the language learning process. Literature has described emotions as experienced spontaneously during the learning and as mediators between acquiring a language and the subsequent language behaviour. Imai (2010, p. 279) takes a particular view about emotions: “They are not just an individual’s private inner workings in response to external stimuli but are socially constructed acts of communication that can mediate one’s thinking, behaviour, and goals”. In addition, emotions here are seen as emerging from the learning process, affecting both those processes and the learners. Berscheid (1987) argues that “verbal communication with immediate others is probably the

principal source of one's emotional experience" (cited in Imai, 2010, p. 282). In my research, students in effect interactively worked out their affective responses in a collaborative and interactive setting within a goal-directed activity.

Apart from emotions, identity emerged as another substantial part of this research. Therefore, this study identifies and describes the interplay in the students of four identity categories: real life, learner, class and role-play. Both emotions and identity are seen here as part of a dynamic and on-going process in the virtual role-play sessions. They are constructed and co-constructed on a moment-by-moment basis, and change from one moment to the next.

When analysing the interplay of identities and emotions the visual cues perceived by the web cam during the different encounters are also considered. Diverse conscious and unconscious movements as part of body language enhance the quality of the analysis. The web cam is able to capture movements and learners' interactions in different situations in real time. Attention to significant and observable body language issues can improve our research when communicating the on-going interchange in a timely visual format, making it easy both to illustrate things visually for students and to improve the analysis for the teacher.

The research considers the dynamic interaction between the learner, the context and the target language using as a basis the learner-context interface theory (White 1999, 2003, 2005; White, Direnzo and Bortolotto, 2016). The interface is developed as each learner interacts with the learning context, and according to the ways in which they respond to and deal with the context. The study attempts to show how critical the interface becomes and how it affects the relationship between learners. This is used in the analysis of the current work, where language will also be a crucial dimension to take into account. The ultimate aim of this research is to examine agent, language and environment to maximise the study of their inter-relationships, showing also the individual-social contrast. Many of the developing interface

strands are also shown involving both humour and features of technology, and analytical attention will be given to how they become important in the ongoing interaction. I propose that this dynamic perspective acknowledging both emotions and identities is constructed moment-by-moment through the language learning process, where subjectivity and emotional involvement are substantial components of this process.

For the purpose of this study micro-episodes from four Adobe Connect role-plays were analysed, in particular in actual moments of Spanish use as the target language. The participants were Intermediate distance students at Massey University.

The current study will present a theoretical model in the attempt to research, explore and answer the guiding question: How do emotions and identity contribute to the construction of the learner-context interface in online Spanish role-plays? Chapter 2 will provide an overview of the literature as background to this research. In Chapter 3 the methodological framework for researching emotions and identities in second language learning will be presented together with both archival and elicited data collected for analysis. The three Results chapters, Chapter 5, 6 and 7 each show a discussion of findings about one of the three focal participants in this research, and Chapter 8 presents the overall discussion and conclusion regarding emotions and identities emerging from the role-play sessions and the nature of the interface developed by the learners with the L2 online learning context.

Chapter 2: Literature Review

2.1 Introduction

As background to exploring emotions and identity in role-play settings, this review begins with an examination of the research into L2 online learning that underlies the main approach of this research. From there, it moves on to consider emotions in L2 learning, role-play as a classroom activity, and identity as an emergent feature of online L2 contexts. The central framework for this study is the learner-context interface model which holds together the interplay of agent, language and context along with their traces, and is also reviewed here.

2.2 Online L2 teaching/learning from a sociocultural perspective

This section will examine recent research into online language learning. Two critical approaches provide the leading principles for this research: sociocultural theories and TELL (Technology Enhanced Language Learning) studies.

Sociocultural theory is rooted in the Vygotskian argument that knowledge is a social process, created in interaction and originating in societal activity (Daniels & Lunt, 1993). Vygotsky (1978, p. 230) states that “cognitive development appears first in the inter-psychological plane and it is then appropriated by the individual.”

From this perspective, Coughlan and Duff (1994, p. 175) suggest that different learners conceptualise the same task differently and moreover that they re-interpret the same task in a different way when performing it again over a period of time. Donato (1988) points out the importance of how learners relate themselves to the learning task, and how this relationship is based on each learner’s self-constructed goals. He highlights the social relationships developed by the participants as an important dimension of collaboration during learners’ interactions. Collaboration involves an activity and the social relations developed from jointly

constructed goals, recognition of individuals as parts of the common activity and as part of a larger goal. “Collaboration co-constructs new knowledge that goes beyond any knowledge possessed by a single member in isolation” (Donato, 1988, p. 287).

Gánem Gutiérrez (2006) highlights in her study (about pair/group interaction with computers and the impact of the computer upon collaborative activity) the notion of knowledge being social and created in interaction as a fundamental premise of the sociocultural approach to language learning. The study was conducted in Spanish as a foreign language classroom for undergraduate students with Intermediate level throughout an academic semester. The author analyses the transcriptions of audio-recordings from two settings, computer and non-computer-based. Gánem Gutiérrez observes that during the learning process, learners engage in dialogue, and can thus be studied within the situated activity in which a learning process occurs.

Focusing on the integration of technology into language classes, Carr et al. (2013) examine the value of Technology Enhanced Language Learning (TELL) especially in the areas of comfort, enjoyment and increased confidence in using technology. Also focusing on the value of technology-mediated environments in language learning, Egbert and Harrison-Smith (2007) remark on the importance of creating an optimal language learning environment for each learner in a CALL (Computer-assisted Language Learning) classroom. Learners must be attracted to learning in their new environment as learning occurs best when students have frequent opportunities to participate and interact with others in an effective learning environment. Carr et al. (2013) value both courses that solely use media (e.g. online classes) as well as the ones that incorporate TELL into regular off-line classes. Studies have reported increased student motivation, engagement and cultural knowledge, while making available different opportunities for relevant interaction in classrooms where technology-related tasks approximate real-world conditions for communication. Stepp-Greany (2002) reported strong

agreement by students in a beginner level class about the important role of the teacher as facilitator in classrooms using TELL.

De Los Arcos, Coleman and Hampel (2009) examine the role of anxiety and its origin as a social construct in the field of CALL, meaning that emotions are socially constructed and not psychological states. They carried out their study in an audio-graphic context (synchronous voice communication over the Internet and different graphic features manipulated by all participants in the conference), during an Open University language course delivered through a system known as Lyceum. Participants were seven learners of Spanish. De los Arcos and co-researchers analyse transcribed online interviews through synchronous voice communication observing that the use of an audio-graphic tool does not give rise to anxiety in those L2 learners who understand the setting as a separate learning context and a special environment where learners feel that “since nobody can see them, their feeling of embarrassment is often short-lived” (2009, p. 14). The authors investigate opposing claims relating to an environment which fosters anonymity: on the one hand interacting orally in a foreign language without visual and verbal cues can cause anxiety and lower motivation, and on the other, approaches which value an audio-graphic environment as very positive, where anonymity might make students feel less embarrassed and less anxious. They conclude that “the loss of embodiment may be experienced as both liberating and restricting” (2009, p. 6). Taking a constructionist approach to emotion, De Los Arcos et al. (2009) make three assertions: emotional life is less instinctual than a naturalist view asserts; different societies have different emotions; and emotions and our reactions change over time. The authors conclude that while self-control and self-management might help students reduce their anxiety, it is not enough; “it is judging that your behaviour as a language learner coincides with what you believe is expected of a language learner which indicates the absence of anxiety” (2009, p 14). Furthermore this study shows that anxiety decreases when learners

speak in an audio-graphic conference; “their preoccupation with speaking is still relevant but the feeling changes because emotions, as constructionists explain, are context-specific” (2009, p. 6). One limitation of this study, however, is that it uses retrospective accounts based on interview data and students’ reports of their emotions; it does not make reference to their actual language use.

White et al. (2016) investigate the interplay between language, agent and environment, analysing micro-episodes from within a series of Adobe Connect role-plays. They focus on affect and identity in particular interactions to identify strands of the interface that develop for learners. They also show “how strands of the interface, and the course of those strands, influence both the learners themselves, their view of the learning environment, the actions they take as learners, and the ways they perceive, draw on and work with the affordances and constraints of the setting” (2016, p. 11). The authors explain that “the learner-context interface theory highlights the importance of the interplay between an individual learner and their contexts, and the ways in which that interplay contributes to the development of an interface which both supports and constrains individual learning endeavours” (2016, p. 4). While this article is based on small sections of the first role-play recorded as part of this study, the present study extends the article’s claims by focussing on all participants over several role-plays.

2.3 Emotions in L2 Learning

Many studies show emotions as a crucial tool to guide and regulate language learning processes through the analysis of particular emotions relating both to individual experiences and those based on group performances, engagement and involvement (Arnold 1999, Hampel and Hauck, 2004, Hauck and Hurd 2005, MacIntyre and Gardner 1991, Pavlenko 2005,

Young 1992, Coleman, Hall-Lew and Temple, 2011, De Los Arcos 2010). Being aware of and understanding emotions is critical in the current study as an integral part of L2 learning.

Stearns (1995) explains that emotions are studied either within a naturalist approach that considers them as innate, uniform and biologically grounded, or within a constructionist approach based on the idea that emotions respond to cognitive appraisal, vary across societies and change over time. The author highlights a strong connection between emotion, action and thought. Craig, Graesser, Sullins & Golson (2004) state that according to a constructivist theoretical framework, a person's affective states are expected to systematically influence how they process new material.

Emotions emerge from an interactional learning process as a social and cultural product. That is, they typically occur in social settings and during interpersonal exchanges. "Emotions are public, not exclusively private, objects of enquiry, and cultural and social phenomena are constitutive of emotions affecting the way in which people feel, perceive and conceptualise life events" (Bown and White, 2016, p. 2). "Emotions are located between the individual and the social, challenging the binary divisions between individual vs. social, public v. private..." (Zembylas, 2012, p.167). Dörnyei (2009) studies the dynamic interplay of learner characteristics and the learning environment, where emotions must be considered as an on-going dynamic interaction between appraisal, emotion and motivation. Each learner's appraisal of a situation gives rise to a different response based on the individual characteristics of that learner. That is, emotion is seen as the outcome of the interplay of different components and factors that differ in their organisational level, taking into account the person's appraisal. Izard (2010) points out that the components should be viewed as socially constructed rather than as purely individual and psychological.

Emotion has been an essential component when studying L2 students' learning processes. How they feel, how they act, their motives and reactions. Researchers have found crucial insights into the relationship and incidence of emotions in the class to support their arguments. Some of them focus on psychological, affective and emotional issues, such as Dewaele (2005), who sees emotions as "a crucial aspect of human mental and social life" (8) and a learner "as a crucial witness of his or her own learning process" (5). His work largely focuses on emotions in a multilingual context, drawing conclusions about the relevance of psychological, affective and emotional issues in SLA (second language acquisition).

In a similar way, Garrett and Young (2009) explore one student's affective responses to classroom foreign language learning through an 8-week Portuguese course. They analyse the learner's emotions and changes in those emotions throughout the learning process. In their research, the topic areas that elicited the greatest number of affective responses were: social relations with classmates and instructors, how these relations affect the self-image as member of the classroom community, and interpersonal relations.

Similarly, Imai (2010) studies emotions in the second language learning process, where learners' emotions manifest in their verbal communication over a course of a semester-long-joint task. She considers emotions as mediators between the cognitive demands of acquiring a language and subsequent language behaviour, where verbal communication with immediate others is one of the main sources of emotional experiences. The degree of engagement in the class is also viewed as connected with students' emotions. Different influential aspects such as students' motivations, attitude, interest and participation, can be considered as part of the engagement and these can vary from lesson to lesson and from student to student. Imai highlights in her study that learners' emotional values and meaning are embedded in linguistic cues, locally situated and inter-subjectively negotiated by the individuals

participating in the collaborative learning activity. The following translated excerpt (page 284) is an example of her verbal communication analysis:

Excerpt 1

(1) Tomoyo: I wonder what we should do.

Somewhere, not in this article, I mean, what was it? In my recollection there was mention that it is important for a child with a high level of English proficiency to learn vocabulary.

(2) Naomi: But the teacher didn't read all of this, [our proposal] very well, right? So I think perhaps that man is unlikely to check [the content of the skit] against the reading material. I think he probably will not read the material all the way through again and locate the source of our idea.

(3) Tomoyo: But I suppose he knows the content of this [article].

(4) Naomi: Well, I think he does, so . . .

(5) Tomoyo: This is his specialisation, isn't it?

(6) Nana: Kind of? (laugh)

(7) Naomi: We could take some idea from this,
and well, the rest is But he
didn't notice that we had made
up, as you know, that story [of
the skit] we made up. He asked
something like where we had
taken that from, right? I felt like
he should have noticed
something so obvious.

(8) Nana: Frankly speaking, yes.

Imai investigates the interplay of emotion and cognition in collaborative learning, where learners communicate with each other and form emotional inter-subjectivities. She analyses, based on verbal communication and actual language use, how the group expresses confusion, discomfort, concern, self-justification, and so on through collective knowledge and collective thinking. Much can be extracted about inter-subjective emotions from a short excerpt where learners both separately and jointly act in class, showing affective responses. The data cited shows how students interact in order to incorporate the teacher feedback into their presentation. Imai notes that the group found the assigned article rather irrelevant, expressing confusion as well as complaining. Negative emotions like confusion (1), and complaining and disrespect while addressing the teacher “that man” (2) were manifested by the learners; humour (6) and peer agreement (8) show empathy and involvement while learners share their points of view about the teacher. Emotions are considered functionally important in this excerpt by influencing learners in the co-construction of the emotional setting to challenge assigned tasks and materials. The author considers that “each of the manifested emotions was

not simply a reaction to the members' perceived objects and events, but the members communicated to each other and formed emotional intersubjectivities" (2010, p. 288).

Bown and White (2010a) show that the differences between engaged and less engaged learners of Russian in a self-instruction programme at a college in the U.S.A. relate to the emotions students experience during language learning. Awareness of emotion can contribute to decisions about learning and long-term goals. They maintain that by intelligently processing their emotions and understanding both the antecedents and consequences of those emotions, learners can control their affective responses and can resist feeling powerless when engaging with the learning process. The authors highlight that "qualitative methods of enquiry are most appropriate for exploring the complexities of emotion and we encourage future research into emotions using introspective techniques" (2010, p. 440)

Bown and White (2010b) propose an approach to understanding affect in SLA based on social-cognitive theory and research on the intelligent processing of emotions. This work highlights the relationship between students' emotions and students' cognition (cognitive appraisals as antecedents of emotions) in SLA through a broader perspective on affect and affective experiences, using qualitative methods. The authors equate *affect* with *emotions*, the latter being "valenced responses to external stimuli and/or internal mental representations" (Barrett, Mesquita, Ochsner and Gross 2007, cited in Bown and White, 2010, p. 332). The authors cite MacIntyre, (2002) who claims that students' emotions during the language learning process become the difference between engaged and unengaged learners and so they propose the need to investigate a wider range of emotions as well as domains of emotions in language learning. In the reported study, Bown and White (2010) explore students' affective responses and their strong connections in relationships with the instructor and with the learning environment. According to them, the relationship between emotion and cognition can be shown through three themes: the incidence of awareness of emotion in learning,

students' cognitive appraisals of emotions and the intelligent processing of emotions. The social aspect of emotions is also valued in this work as is the importance of the instructor in the subjective experience of the learning process.

Bown and White's *Affect in a self-regulatory framework for language learning* (2010b) study enquires into affect in SLA through a self-regulatory framework. The social cognitive theory is again the basis of this article while the incidence of emotions in different stages and contexts is studied. By using qualitative methods, the authors show the main functions of both positive and negative emotions in a particular instructional setting, and how students perceive "their learning episodes and encounters and the beliefs they hold about those encounters" (440). The work explains the way in which learners manipulate their emotions in order to preserve their motivation and be engaged with the learning context, then considering the individual, the context and the emotions as an interpersonal process.

Many authors have theorised how different emotions arise in a variety of settings as well as their motivational impact and incidence in the learning process. McNeil (2014) makes a qualitative study of anxiety from an ecological perspective of language learning "considering the resources in the environment that support engagement in the learning process" (144) instead of focusing only on the individual. His study explores FLA (Foreign Language Acquisition) in an asynchronous computer-mediated-communication (voice board in this case), looking at lack of gestures, body movement, gaze and other "affordances". It means that technology allows learners to have the proper time to construct responses and to revise language production. The author considers that classroom procedures that require students to perform in front of the class, large groups of people, the absence of non-verbal cues, comparison with peers and pronunciation can facilitate anxiousness. Nevertheless McNeil also shows evidence of learners feeling anxiety while using voice boards in an online environment. Then, he concludes that "environment and its affordances are related to

decreased and increased FLA” (144). Consequently the author suggests that researchers and teachers integrate asynchronous video blogs, similar to voice boards but adding the feature of non-verbal cues.

Méndez Lopez (2011) reports on the motivational impact of emotions experienced by second year students of an English Language Teaching programme in a South East Mexican University based on the data collected through an electronic journal. She emphasises the importance of emotion as a way of overcoming demotivation and as a critical force in the learning process. The author formulates two research questions, first: which emotions do students of a foreign language experience over a term? and second: in which situations do these emotions originate? As part of her conclusions, Méndez Lopez reflects on both positive and negative emotions during the class. The positive emotions most reported by students in her study were: happiness, calmness, excitement, confidence, satisfaction and relaxation, and were related to motivating learning activities, teaching attitudes, positive learning environment and experiencing a feeling of self-efficacy after completing a task activity or exam.

Nolan and Patterson (2000) report on a study of how learners overcome problems in English pronunciation with a teaching technique that uses skits, which do not constitute any threat to foreign language learners. Students were asked about their feelings while preparing and presenting skits; the benefits they thought they gained for the activity; if there was anything in the activity that had a negative effect on them and if looking back on the experience, there was anything that they would do differently. The results of this study showed the effectiveness of the technique combined with the foreign language, providing benefits for language learners, including opportunities for interaction with others. Through communicative activities students become effectively involved in both: learning interactions and communication, overcoming the fear of speaking English.

The relationship between humour and emotion has been studied by Krause (2015), who argues that employing humour in the classroom can reduce foreign language anxiety and help students to participate in and become engaged with the target language. Chabeli (2008, p. 55) claims that “using humour that is appreciated by learners can act as intrinsic motivator because it will elicit positive emotions while generating sustained interest and involvement in the construction of one’s own learning.”

To sum up, this study will conceptualise emotion using a constructionist approach, where emotions that emerge in the context of the language classroom are considered as crucial in environment construction, therefore impacting directly on language learning, expression and exchanges. Emotions are seen as created and also part of the creation of a process between the individual and the social context, and so the focus is on both learners’ emotions and emotional involvement as constituted in class, shaping the social context and being shaped by it in turn. Through a framework that enables researchers “to investigate how emotion is regulated in particular moments, events and contexts” (Bown and White 2010, p. 433), and challenging theories focusing only on the individual instead of on the whole situation, context or social interaction, this work will investigate emotions as affective variables that play an essential role during the second language learning process. Using the theoretical model of the learner-context interface (explained in the following section) that refers to the interplay of emotions between individual learners and their particular learning contexts, this study will investigate emotions emerging from role-play activities in an online classroom environment. Its focus on emergent issues of affect between the individual and the social in a moment-by-moment construction will hopefully contribute to bridging the gaps in mainstream literature in the observation of language learning with regards to the emotions being studied, tools and methodologies used and theories explored.

2.4 The Learner-Context Interface Model

Learners are immersed and engaged in language learning processes in a moment-by-moment and dynamic way. The interplay of learner with context can be described as evidencing plenty of encounters and strategies that need to be examined to analyse emotions, identities and attitudes in the context of the class. Dörnyei (2009) mentions task execution, appraisal and action control as three interrelated mechanisms of the learning process. From a societal perspective (focussing on broad social processes and macro-contextual factors such as sociocultural norms and intergroup relations, instead of on an individualistic perspective), the author considers that usually social identity overrides personal identity in a L2 learning context, and so he studies the interrelation between the learner as agent and the class environment. The author distinguishes two dimensions of the classroom environment: the instructional and the social context. He emphasizes the importance of social identity constructs that can have different forms (collaboration by developing learners' sense of community, multicultural competence and the resulting sociocultural environment, the class as a collaborative construction shaped by contact with others). Hence, the author highlights the dynamic interaction among language, agent, and environment. He describes concurrence between learners' characteristics and learning environments, emphasising the importance of a dynamic systems approach focusing "on certain higher order combinations of different attributes that act as integrated wholes" (243).

Turner and Mayer (2000, p. 70) explain that the classroom environment has been studied in terms of "the beliefs, goals, values, perceptions, behaviours, classroom managements, social relations, physical space and social-emotional and evaluative climates that contribute to the participants understanding of the classroom." These authors' views seem to encompass more complex relationships between learners in the classroom. Learners' personal characteristics (beliefs, goals, values, perceptions, behaviours) are studied along with social aspects (social

relations, socio-emotional climates) in order to link the learner and the class environment with which the learner interacts. Similarly, a language learner is considered by de Bot et al. (2007, p. 14) as having their own social cognitive ecosystem that includes “intentionality, cognition, intelligence, motivation, aptitude, L1, L2 and so on.”

Larsen-Freeman and Cameron (2008) describe SLA as a complex system “produced by a set of components that interact in particular ways to produce some overall state or form at a particular point of time” (26). They consider the speakers, their language resources and the spoken interaction as the agents become part of the system, and language as “a complex, adaptive, dynamic system” (115). Then, both learners and language dynamically adapt to the context and at the same time, they contribute to change it, influencing and being influenced through a contextualized process. Context is also crucial for language considered as a system of relations (Van Lier 2004).

Hampel (2006) emphasizes the effect that the environment and context of communication have on online language, where “human mental processing is inseparable from the setting in which individuals or groups operate” (110). In another study, Hampel (2009, p. 47) also claims that “a setting in which learners can develop the socioaffective, sociocognitive and organisational skills that are prerequisites of collaboration” is critical for a learner-centred learning process. Coleman et al. (2011, p. 174) explain that collaboration and interaction among learners “ensure inclusiveness of access, encourage the development of an individual learning style (constructivist learning, adaptive learning), encourage peer learning and peer support (online communities) and structure the environment in a clear and meaningful way (scaffolding).” Therefore, research on learners’ own environments defined by diverse core features looks like a valuable tool to analyse learners’ interactions as they shape their social relationships during a communicative process. These interactions and the way learners relate

to each other through a collaborative activity become critical factors in learners' behaviour and emotions.

White (1999, 2003) characterises distance language learning as the development of a learner-context interface, through the learner-based theory of autonomous language learning, initially derived from a longitudinal study using a phenomenographic approach. She highlights the significance of the complex relationship between each learner and his/her learning context in distance language learning within the three main dimensions of what she calls the dynamic Interface (learner, context and interface). This concept is built on sociocultural theory. It focusses on how learners approach and experience distance language learning: the context includes the features of the distance language course, the target language and the sites where the learning is carried out; and on the interface as the place where learner and context meet and affect each other, "the place *at* which and the means *by* which learner and context meet, interact and affect one another" (White 2003, p. 91). White describes context as "the features of the distance learning course (e.g. resources, course work and assessment, and opportunities for interaction, support, and learner control), access to other target language sources, and features of the different sites in which the learning is carried out" (2003, p. 65). Then, the interface is developed as the learner interacts with the learning context, becoming a strategic model to look at the ways in which they develop cognitive and emotional strategies to deal with the context.

Murphy (2011) examines the process of creating an effective learner-context interface by looking at individual students using White's concept. Hampel and de los Arcos (2013) use the concept of the learner-context interface (White 2003) as a framework where both learners and context are central in language courses rather than the computer-mediated learning opportunities, "the place *at* which and the means *by* which learner and context meet, interact and affect one another" (White 2003, p. 91). In their article, Hampel and de los Arcos, (2013)

study the implementation of various online and interactive environments within a distance language programme focusing on the learner-context interface.

White et al. (2016) extend the notion of the interface, aligning it with sociocultural notions of mediation according to the construction of the interface. Each learner's interface is created between them and their contexts and has three dimensions: "the learner, the context and the interface established between each learner and their individual contexts, based on the actions they take and the interplay between themselves and their contexts" (3). Given that this study conceptualises emotion in a constructionist manner, emphasising its social and dynamic aspects, the learner-context Interface model is a useful and appropriate model to study not only emotions but also language as an added, crucial dimension in L2 learning within online role-play scenarios.

The present work considers integration of the important links found between learner and context within the analytical research model closest to our research, the learner-context interface (White 1999, 2003, White et al. 2016). The learner context interface model (illustrated in Figure 2.1 below) constitutes a framework for the current research inquiring into agent, language and context. This interface proposes an integrated approach to the analysis, wherein these three dimensions are meaningful in themselves and in terms of the interface; as White (2007) shows it is not only technology that influences online education but rather technology together with the insights, perceptions and intentions of the participants involved. The author studies the process of innovation in distance language learning and teaching, where technological and pedagogical issues play together in a constant flux. Likewise, the current approach is based on interest in analysing the language-based interactions in the class seen as a social context, considering the learner-context interface as a critical tool.

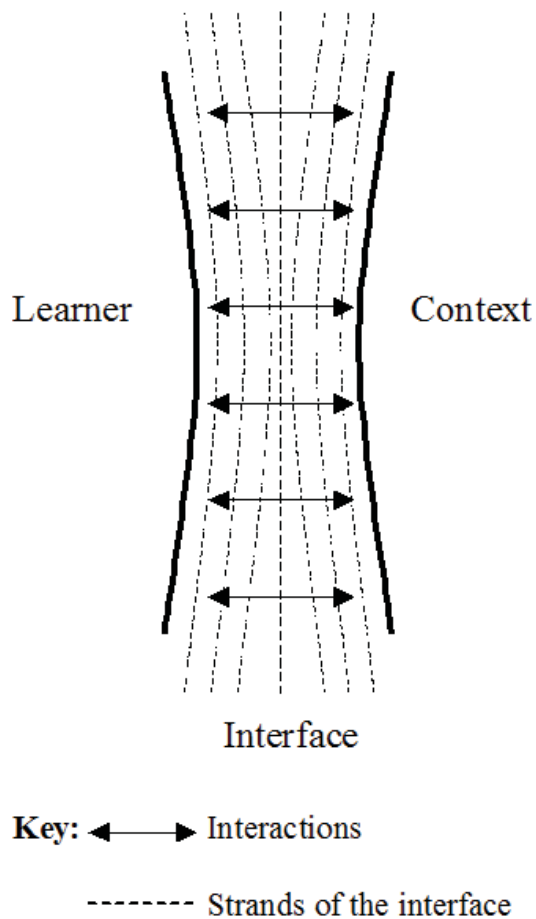


Figure 2.1: Model of the interface forged by interactions between individual learners and their contexts (White, 2003, p. 91).

2.5. Role-play in online L2 learning

This section will examine a number of general approaches to role-play in L2 teaching to discuss meaning, purposes, benefits and challenges, roles of students and teachers, followed by “identity” as an emergent issue from role-play scenarios.

Many authors have studied role-play as a special method applied in L2 teaching and it has been described in different ways, all of which are based on a socio-cultural approach. Richards (1985) describes role-play as “a fluency activity that focuses on using language and conversational resources in order to make oneself understood and in order to accomplish a task” (86). The author shows role-play as a communicative activity, involving real

conversational interaction which has features such as: to provide opportunities for opening, developing and terminating conversational encounters; to require learners to develop meaning collaboratively; to use conversational routines and expressions; to involve learners in different roles necessitating use of different styles of speaking; to require negotiated completion of tasks and to require a high degree of learner participation, among others. Yen-Chen Yen, Huei-Tse Hou, and Kuo En Chang (2015) claim that role-play is an important strategy in that “it focuses on the ability to speak and communicate by playing different roles in a given real-world situation” (386). Earlier, Richards (1985) described role-play, among other classroom activities that promote communicative interactions, as one that “offers many advantages as a way of stimulating authentic learner conversational interaction, which many see as providing the foundation for second language acquisition” (90). More recently Edstrom (2013, p. 275) refers to role-play as “a brief, informal communicative scenario that learners develop creatively.” The idea of collaboration becomes crucial in her study; the author explains the importance of collaborative preparation of scripts, “*linguaging*” as a way of verbalisation to solve a problem and as a key component of the language learning process. Meanwhile, Edstrom also describes how learners manage to resolve their L2 deficits and analyses their strategies. This will prove relevant to this research as the students in the sessions work together to activate the role-plays and carry them forward towards a sense of completion of the task.

Brash and Warnecke (2009) point to Cockett’s understanding of drama-based role-play as a creative and learner-centred activity in the language classroom, where “the key aspect of this form of role-play lies in the teacher role in motivating the group to develop a narrative collaboratively” (101). Cockett (2002) explains that participants are hooked by the disturbance of reality, and tension arises between the surface level of speech and the inner level of thoughts and feelings, pointing towards the complex learning interface that is

constantly changing and adapting itself in context. Hitherto Brash and Warnecke (2009) link role-play and identity as a means of enhancing the language learning experience. They explain identity as a production always in progress, and according to social constructionist theories, they show how identities are constructed in response to situations, being changeable, multiple and de-centred.

Focussing on processes involved in social and cultural interaction and in reaction to earlier language teaching approaches which concentrated on the formal aspects of conversation language such as vocabulary and grammar, Richards (1985) mentions “alternative classroom arrangements and activities as one way of engaging learners in more authentic conversational interaction in the classroom” (82). Later Richards (1990) highlights that language is acquired through conversation; hence, activities encouraging conversation facilitate language acquisition.

Brash and Warnecke (2009) explore the use of role-play in telephone and online audio-graphic synchronous tutorials to highlight some benefits and challenges of drama-based role-play as a central task of language tuition. Firstly, learners work in the role-play from its preparation, as a team, using language creatively and playfully and making learning more realistic and meaningful, where drama-based scenarios let students overcome their fear of certain emotional linguistic or social constraints. Secondly, playing a role makes students move away from routine activities, paying attention to their role and the communication involved rather than to linguistic accuracy, stimulating authentic conversation. That is, to concentrate creatively in a new experience to accomplish a task in a new light, taking thoughtful actions and incorporating a greater language production in a more independent and self-directing way. Thirdly, role-play requests sensitivity and cultural awareness from the students at the same time preparing them for real life situations. Fourthly, it underlines the playfulness of language, humour, motivation and self-confidence. Fifthly, role-play can be

motivating in distance learning when it is continued over a number of tutorials as a link element between sessions and among the group as well. The authors further point out that the visual element can be excluded from the role-play activity arguing that in this way students are keener to participate in the foreign language. They also claim that students pay more attention both to the language and to the auditory elements of communication when the visual cues are missing.

Yen-Chen Yen et al. (2015) indicate that learners improve their speaking and writing skills via peer-to-peer and self-correction behaviours and they highlight the deep connections between language and the cultural and social dynamics of communication. The authors show how in an EFL instructional course integrating role-play, Facebook (asynchronous online discussion) and Skype (synchronous online discussion, supporting both text and voice), the role-play strategy offered qualities that allowed the learner to create language actively rather than passively as well as having positive effects on the learner's motivation, reducing learner's anxiety, creating a less threatening, more comfortable speaking environment. The authors claim that technology has been critical in their study, integrated to the language learning and eliminating the anxiety that arises from face-to-face interaction. Another study showing a parallel argument is De Los Arcos et al. (2009, p. 14) which highlights how speech performs social actions and how students "translate their experiences of the outside world into the language classroom."

So far, it seems that research on the integration of role-play tasks, online settings and the visual capability (the possibility to see each other) is missing, providing our study with the opportunity to make a significant contribution to the study of role-play tasks in online contexts.

2.6 Identity as an emergent issue in online L2 role-play contexts.

Bhabha's concept of "third space" is addressed by both Brash and Warnecke (2009) and Nicolson and Adams (2010) in relation to the way that role-play and identity are linked. Bhabha (1994) points out that "third spaces are discursive sites or conditions that ensure that the meaning and symbols of culture have no primordial unity or fixity" (101), then the authors highlight that language becomes central to our construction of identity because it is through language that we construct ways of understanding and that we are continuously shifting roles. Nicolson and Adams suggest that "the third space should allow for individuals to redefine themselves in relation to the new, other meaning they encounter" (39). Then, according to Bhabha's theory, identity is constructed and reconstructed continually through our interactions with others. Brash and Warnecke (2009) also bring some modern social constructionist identity theories (Gergen, 1999 and Foucault, 1966) establishing that identities are constructed everyday through language and social relations, giving way to different, personal and subjective constructions of identities in response to different situations. In addition, social constructionists claim that "we do not have one core identity but we use different identities depending on our interactions with other people and their identities. Our identities are then changeable, multiple and de-centred" (Brash and Warnecke, 2009, p. 101).

In a similar manner, Suzuki (2013) bases his analysis on the approach to L2 learning of conversation analysis (CA) of SLA researchers (Firth and Wagner, 1997, 2007; Mori, 2004, 2007, Kasper 2009) who view interactions as social and collaborative activities regardless of the interactants' language proficiency. Hence, she claims that learners' identities may change from one moment to the next, they are negotiated on a moment-by-moment basis and they are shaped by both external and local factors. The author concludes that "externally determined social identities of each interactant affect the participants' interactions, whereas the kind of identities that the speaker exhibits internally on a moment-by-moment basis may change

based on the context. Therefore any analysis must be focused on the emic perspective, the viewpoint projected by the interactants' co-construction and collaboration" (382).

In studying identity construction, Dalton-Puffer (2015) introduces the concept of "mask." She studies how role-play dramatically increases student production in the L2 and the symbolic function the L2 appears to have. She explains:

The L2 serves students as a *mask* which allows them to safely assume the part of some *other* who may be representing positions that they do not share and/or they do not like to be seen to share by their peer-group. Acting out the part in the L2 makes them feel more secure in that what they say will not be mistaken as their personal voice (2015, p. 8).

In addition, De Los Arcos (2009) affirms that in audio graphic environments, students feel shielded by the computer screen and are not embarrassed when making mistakes. These principles help the current work to analyse to what extent students' behaviour, answers and reactions were conditioned by their roles which represented also their "masks" while performing role-play activities. The impact of their "masks" was also studied as a tool to keep them from being visible from others.

Méndez López (2011) analyses Deci and Ryan's (1985) self-determination theory and she claims that "learners' behaviour is determined by the need to preserve their self-worth and is influenced by significant others and the socio-cultural context in which they live" (46). This theory distinguishes between extrinsic and intrinsic motivation, and the latter is related to learning because the task gives the learner a sense of identity and pleasure. Hence, to search into identity construction arising from the discourses during communication in connection with "the self" seems to be an important aspect to take into account when noticing emergent issues of identity arising from a role-play setting.

From this outline, the current study focuses on the analysis of the different kind of identities that appear, are constructed and reconstructed, as Bhabha (1994) theorises.

Chapter 3: Methodology

3.1 Introduction

This chapter describes the methodology used in the study, the research design, research instruments, and the interviewing procedures used. Multiple data collection procedures were employed in order to examine students' emotions in L2 learning. The focus of this research is online sessions which together with questionnaires, learning diaries and Stimulated recall tasks provided qualitative data for the study.

The research question that was formulated in this project was:

How do emotions and identity contribute to the construction of the learner-context interface in online Spanish role-plays?

3.2 Research design

This study offers qualitative research through qualitative inquiry methods which aim to provide rich descriptions of the phenomena to the analysis, and then move toward explanations and conclusions. These qualitative methods helped me to understand some aspects of the students' behaviour in virtual role-plays. Participants' observations provide an understanding of both individual and group emotional experiences, where words, perceptions, feelings and behaviour become clearly discernible during the encounters, which is a key outcome of the analysis. In this study I used diverse qualitative methods to understand students' feelings, attitudes, behaviours and perspectives.

I was expecting a vast number of variations of responses throughout the research period. I also studied different and unanticipated kinds of relationships that are much easier to study, interpret and also understand through a qualitative approach. A textual data format and an open-ended question format were adopted to track students' behaviour in this study. I was

looking for data where participants were free to respond in their own words, showing their own perspectives in greater detail and in a more complex way than simply “yes” or “no”.

Emotions were the focus of my research. I wanted to analyse how emotions in a task-based setting manifested and co-constructed as well as what the role of emotions in students' experience of L2 learning was. The study investigated how students participating in the same activity managed their emotions in different ways and also how they coped with them. Additionally, how students' emotions, their expressions and their messages can lead us to a better understanding of the process of second language online learning in this research.

The role-play activity was the central component of the task during the four sessions. Each session began with a five minutes chat in Spanish between the students and the teacher on the topic that was going to be the focus of the session. This warm-up activity was an easy way to begin the session with a discussion about the talking point. The topic was discussed in a general way and the students could give personal opinions about this without any of their assigned role constraints.

The meetings were deliberately informal, with no predetermined set of questions and with only some parameters for the role-plays. This allowed for flexibility and dynamism, avoiding leading the role-plays in a pre-determined direction. Topics and roles were given to each student for the different role-plays. They were assigned a character with a description but from that point they were free to interpret the character further, without limiting their freedom or their choices in character creation. Each student was told about their specific role's characteristics and information on the other participants' roles was given in a less detailed way. Following Littlewood (2004), there is a continuum along which students may operate with different degrees of focus on form and meaning when performing a task. Similarly, in this focal task, role-plays are a creative group activity. They focus on the

meanings that are communicated which are unpredictable and more complex than with a more structured approach.

Four topics involving different social, cultural and fictional contexts and roles were chosen for the four different role-play sessions, the core activity of this study. Four different scenarios comprised the four role-play sessions wherein varied social contexts and different social roles were given to the students. Thematic and contextual details about each session were sent to students in advance as a preparation stage, which provided students with the ideas and vocabulary they needed and also helped them to brainstorm, elicit and develop views and opinions about the topic. Care was taken in the selection and development of the topics to ensure that the participants would be highly motivated when participating in four significantly different cultural contexts. These different social scenarios would allow participants to explore and to think and create without boundaries, creating, performing and learning at the same time, in order to achieve a goal, a different one in each session. Students were specifically required to solve a practical problem situation at each role-play session and characters' differentiation was a critical determinant to reach the target.

The design of each role-play session was around a specific cultural topic:

- Role-play 1: *Brazil: multi-faceted. Soccer World Cup*
- Role-play 2: *The Latin American family and its stereotypes*
- Role-play 3: *Choosing the correct education*
- Role-play 4: *Travelling for our honeymoon*

The four role-play sessions were planned following a similar overall format. Students were given a role and each had to imagine and build up a character in order to perform the task. They were free to elaborate their characters from a brief script with some clues to guide them

in getting into their roles and creating “their new identities”. Varied contexts were offered to promote the emergence of different communicative occasions while students simulated a number of real life situations and took on different roles while performing non-scripted role-plays.

My role as a teacher and also as an observer was different in each of the sessions. In the first session I was part of the role-play, taking on a supportive and collaborative role. Students could hear and see me and they were free to ask me questions as well as to check and confirm the use of the correct vocabulary. In general, they depended a lot on me to moderate and push the conversation forward; they did not carry the debate themselves. In the second and third sessions I was not part of the discussion in the role-play. Students could see me but I disconnected my microphone. They could ask me questions through the text-chat. They used this tool to be in contact with me in very few occasions. Students neither could see nor hear me during the last session. They were -to all appearances- completely on their own. They did not ask questions at all and I only typed one word to clarify a specific point during the conversation. During the last three sessions I only watched and took notes with no interaction other than some typing in the chat-room. The interactional role of the teacher during the four sessions is discussed in more detail when analysing the data later in this study.

3.3 Research setting and participants

3.3.1 Setting

Massey University is the physical setting of this study. This University is a major educational institution located in Palmerston North, Albany and Wellington, New Zealand. It has approximately 35,000 students and offers both on campus and distance education, for which the university has adopted Moodle (branded as Stream) as its Learning Management System (LMS).

Massey is New Zealand's only university to deliver language programmes completely via distance, including Spanish offshore to Australian students. Participants in this study all belong to the Spanish Programme in the School of Humanities, within the College of Humanities and Social Sciences. The Spanish programme offers language courses at different levels. The BA (Bachelor of Arts) in Spanish core curriculum includes papers at 100, 200 and 300 levels and the programme can also be chosen as a minor. Beginners are taught through a programme of supported tutorials designed to develop their ability in reading, writing, and conversation in Spanish at the introductory level. Later they can go on to refine their language competence and examine social, historical and political developments in both Spain and Latin America, as well as enrich their language through literature. The BA Spanish programme produces its own digital study materials.

Online learning is challenging to students in ways that are different from what they face in the traditional on campus class. Online courses are flexible and aim to make students feel comfortable in the experience of learning while balancing other responsibilities as well. Online classroom interactions between the student and instructor are not immediate as in a traditional face-to-face environment (on-ground classroom); nevertheless students who enjoy face-to-face immediate interactions can also effectively communicate any questions or concerns to their instructors, and make the most of online tutorials, feeling comfortable in a virtual environment. All the meetings were conducted through Adobe Connect, one of Stream's core electronic tools for delivering virtual classrooms, a web conferencing application for online meetings which facilitates online communication and collaboration in an online 'real-time' classroom. It allows both the teacher and the students to talk through their microphones, listen to everyone's responses and see each other's faces (the image of the meeting host and the students) on the computer screen.

All the students had user accounts and in order to participate in the sessions they had to join the meeting room by clicking in the corresponding web link and entering their Student ID number as “Login” and PIN as “Password”. There is also a chat facility for back channel discussions, and this text-chat could be used by all participants during the sessions.

3.3.1.1 Voluntary role-play sessions

Massey online students were invited to participate during the university break in additional informal online Spanish conversation tutorials outside the academic semester period, during July 2014.

An invitation was posted on their Forum for the whole group of students (on the Intermediate Spanish I’s Stream site of Adobe Connect), introducing the general aims of the research (see Appendix B). It was open since I was happy to run sessions for all of them who voluntarily accepted. This was not unusual for our students, since extra-curricular voluntary online review sessions are customarily offered to students as further practice study before final exams.

The tasks in this study were conducted in a role-play conversational tutorial format and they were completed in four different online sessions of one hour each twice a week over two weeks. The sessions presented four online role-play group tasks in Spanish which did not form part of the coursework or assessment of regular semester papers. The sessions focused mainly on promoting language use and increasing cultural awareness. In this way students were engaged in communicative activities that required them to use the Spanish language and fostered communication between students in an imaginary space.

In addition to participating in the tutorials, the participants were asked to complete and submit questionnaires and learning diaries and to participate in Stimulated recall tasks.

The benefits of participating in this research were, for them, to have the opportunity to practice their Spanish, increase their cultural awareness and gain insight into their emotional involvement in their L2 learning.

3.3.2 Participants

3.3.2.1 Selection of participants

The participants in this study were four distance undergraduate learners of Spanish (3 female and 1 male), Eva, Claudia, Katherine and Pedro (all are pseudonyms) and I as teacher, observer and researcher. All the participants had completed the 245.201 Intermediate Spanish language 1 course in 2014 at Massey University, New Zealand. The level of Spanish proficiency for three of the students was intermediate advanced (in the target language), level B2 in the CEFR (Common European Framework of Reference for Languages) system, while the other student (Katherine) was emerging intermediate, level B1 in the CEFR. Completion of the Span 201 unit was the only selection criteria for participating in the research role-play sessions and all the applicants were selected.

3.3.2.2 Characteristics of participants

Three students, Claudia, Eva and Pedro, participated in all the sessions and one student, Katherine, participated only in the first two. Three of the students, Eva, Katherine and Pedro are New Zealanders and Claudia is French. Ages vary from 27 to 63 years old.

All of them have had previous experience with the Spanish language since they have travelled to many Spanish speaking countries: all of them have been to Spain, and some also in Latin America. All of them had previous experience with the online setting before these sessions because they are distance students at Massey University. (See Table 3.1 below).

Participants	sex	age	nationality	profession	Online setting experience
Pedro	M	50	New Zealander	English and Spanish teacher	1 year
Katherine	F	63	New Zealander	English teacher	2 years
Claudia	F	44	New Zealander	French teacher	3 years
Eva	F	27	New Zealander	Consultant - HR	3 years

Table 3.1 A summary of participants' biographical data

3.3.2.3 My role in the different sessions

Special consideration will also be needed for my role in this study, which varied during the four sessions, in a more or less participatory way. My presence and role were clearly identified in each session and they were also made clear to students.

When planning and designing the sessions, I thought that students' motivation could have a dramatic effect on the positive atmosphere of the sessions. I believe that, in order to develop and maintain a high level of motivation during the sessions, the choice of the different topics was crucial to keep participants focussed and involved in such a collaborative activity; hence newness and variety were seriously taken into account in the choice of topics: "*Brazil: multi-*

faceted. Soccer World Cup”, “The Latin American family and its stereotypes”, “Choosing the correct education” and “Travelling for our honeymoon”.

The four different topics were planned as an opportunity for the students to bring their personal experiences and interests onto the scene as a way to promote their creativity and sense of character along with the use of their linguistic abilities.

The project was accomplished as a multicultural experience, where I tried to take advantage of the potential (enhancing culture, developing conversational skills, improving collaboration, etc.) that this group could explore as a resource. In this regard, the level of proficiency of the participants was an important issue to take into account; all of them were able to maintain a fluent conversation as well as to argue a point and offer a basis to their arguments. In terms of Spanish language competence, this group could perform the activities providing a relevant scenario, applying content and meaning to the context while engaging and interacting with other participants, as well as with its intentions, purposes and feelings.

3.4 Instruments

This section outlines the instruments used in the study and how they were developed (see Table 3.2 below).

Two types of data were explored:

- **Archival data.** The main instruments in this study are context-specific emotional displays (audio-visual recording of online sessions, Appendix G1). The task was the main instrument for data collection and so all role-play sessions were recorded and transcribed for analysis. Participants were given in advance the contextual information for each session (what the topic and the specific issue to solve was, as well as guidelines for their individual character)
- **Elicited data.** The secondary instruments in this study are the students' self-referential reflections on emotions (diaries, questionnaires and Stimulated recall of sections of role-

plays, Appendix E and G2) and a journal reflecting a brief outline of my own interpretations both as an observer and as a teacher, Appendix H. This journal is about salient information and remarks extracted from students' performances in the sessions and also about the finding of regularities and patterns. My own perceptions about diverse critical content were outlined as preliminary teacher beliefs for a further analysis along with students' self-reports. Data collection from the sessions was not perceived as a simple cumulative process in this research but as a rich way of acquiring significant incidents and meanings in order to understand and describe the social process that occurs in the online classroom.

Instruments	
Archival data	Elicited data
Role-play sessions	Questionnaires
	Diaries
	Stimulated recalls
	Researcher journal

Table 3.2 Summary of instruments

3.4.1 Development of instruments

3.4.2 Archival data

3.4.2.1 Role-play sessions

The different discussions focused on cultural practices and values in the context of the particular sociocultural activities. Students had the opportunity to focus on content more than

form when performing their characters and it provided them with the chance to feel less conditioned by the language. That is, role-play makes students aware of the idea of pretending to be someone else. The students assume a role in a specific context and draw upon experience and creativity to enact their characters, orienting the task away from strict adherence to correct grammar.

Important to mention is the fact that students did not get to choose their characters, instead they were assigned them. The characters chosen by me for the participants to perform in the different role-play sessions were diverse, opposite and conflicting with each other; and the main reason for this was to create a scenario where students would be more likely to actively engage in negotiation to solve a conflictive situation.

Guidelines and topics of the role-play sessions were always sent in advance to participants. The idea was to give them some prompts to help them build up their roles, but just as the skeleton, letting them find the spirit and shape of each one of the different characters.

3.4.2.1.1 Brazil: multi-faceted. Soccer World Cup.

This was a panel session about Brazil nowadays. Participants had to analyse the problem as well as to show and talk about their position, thoughts, views and ideas about the topic.

Why Brazil? Maybe because the identity and social representation of a country such as Brazil, where the pleasure of enjoyment of beautiful scenery comes together with insecurity and poverty, among others. By examining Brazilian internal life and its social image, participants had to reach an agreement on how to present the country to the world. (See Table 3.3 below).

TOPIC	1. Brazil: multi-faceted. Soccer World Cup.			
GOAL	To choose (or not) Brazil as a host country and the slogan of the tournament			
PARTICIPANTS	Pedro	Katherine	Claudia	Eva
ROLE	A Brazilian citizen who considers Brazil both very safe and an amazing place to live in.	A Brazilian citizen who considers that Brazil has better things to do than to organize a tournament.	A recently arrived migrant, who feels very unsafe in Brazil	A journalist who is covering the world championship.

Table 3.3 Detail of role-play session 1

3.4.2.1.2 A family meeting.

Some myths and stereotypes about Latin American families are brought into this role-play session, and this is why the topic was chosen. This focus family was conceptualised as a stereotypical one, not homogeneous but one where their different members have their own personalities and inclinations. This family was purposefully labelled as “latina” to prompt students to represent (show) how hard it may become to arrive to a solution in peace and harmony in rather vocal and emotionally expressive contexts. Economic, social and cultural formation plays a substantial role in the differentiation of the different characters. Students

had to engage in negotiation and enact preconceptions that made the characters work hard towards resolving the challenge. (See table 3.4 below).

TOPIC	2. A family meeting.			
GOAL	To agree on where to celebrate Christmas			
PARTICIPANTS	Pedro	Katherine	Claudia	Eva
ROLE	A very traditional old fashioned son.	A daughter who is a full time “super mother” of eight children.	A fashionable daughter.	A traditional powerful and manipulative mother

Table 3.4 Detail of role-play session 2

3.4.2.1.3 Choosing the correct education

The family was immersed in a quandary and in order to solve it, many issues were discussed. The selection of the best education through parenting beliefs is discussed from different points of view and from a cultural, social and educational perspective. (See Table 3.5 above).

TOPIC	3. Choosing the correct education		
GOAL	To agree about the appropriate university for the daughter		
PARTICIPANTS	Pedro	Claudia	Eva
ROLE	A highly educated father. He considers the public university as the best option for his daughter's education.	A traditional mother. She considers a private university as a safer place and the best option for her daughter's education.	A quite immature daughter. She does not know which the best option to choose is, but she really wants to go to university.

Table 3.5 Detail of role-play session 3

3.4.2.1.4 Travelling for our honeymoon

This role-play tried to stimulate the fantasy of travelling on a honeymoon. Where, for how long, and how, were some of the prompts to set the session in motion. Students had to examine different options and to make up their mind in order to solve a tricky situation: choose a place for their honey-moon. They are going to discuss options, being helped by the travel agent.

Tourists willing to experience the fantasy of travelling was the focus of the session. Participants were transported to a world of journeys, tours, hotels, restaurants, and cultural experiences. Nevertheless the issue would be quite difficult to solve due to the different requirements of the couple, even with the help and experience of the trip advisor. Different

choices, cultural tastes and values, would make the decision very hard to make. (See Table 3.6 below).

TOPIC	4. Travelling for our honeymoon		
Goal	To choose a place for the honey-moon		
PARTICIPANTS	Pedro	Claudia	Eva
ROLE	A guy who loves travelling around the world and who knows many places.	A travel agent. She is very efficient and with excellent connections to find any place in the world for them.	A modern girl. All she needs to be happy is a nice wedding and a nice and fun place for her honey-moon.

Table 3.6 Detail of role-play session 4

3.4.3 Elicited data

3.4.3.1 Questionnaires

Two retrospective self-report questionnaires to complete at home and return were given to the participants by email after sessions two and four.

The questionnaires, written in English, aimed to gather and measure students' affective states during the online sessions. They consisted of sixteen (the first one) and fourteen (the second one) emotions/moods. Participants were asked to rate the degree to which they had felt each emotion on a five-point scale: (1) didn't feel at all; (2) hardly felt any; (3) uncertain about whether you did or not; (4) felt the emotion; or (5) strongly felt the emotion. (See Appendix E).

3.4.3.2 Diaries

Diaries were completed at home by participants after sessions one and three. They were developed as a means to gather information about students' experiences, feelings and thoughts from the role-play sessions, sufficiently structured to generate good quality data.

They were a tool that enabled events and emotions to be reported close to each session, relying on students' short term memory. They were pre-categorised (in English) and diverse prompts were given, designed to encourage entries that brought back emotions from the sessions. The chosen prompts allowed participants to reflexively report their emotions and experiences, and their interpretation of such emotions. (See Appendix E).

Even when both diaries and questionnaires share the same source of information, namely students' reports, both as well as the other sources used in this study are complementary in the sense that the conclusions are drawn considering all them together.

3.4.3.3 Stimulated recall sessions

Stimulated recall sessions were important as means of introspection and as explanatory data collection opportunities that allowed me to elicit and explore participants' emotions in this study. While playing the recorded segments to the participants, I was examining their reactions and listening to their interpretations, as well as identifying new behaviours and emotions arising as we watched. This tool was the trigger both to make participants report on their behaviours, reasons and responses, and for me as the researcher to gain more insights into the elicited data.

All retrospective recordings were replayed during the two Stimulated recall sessions for about fifty minutes, on the week after the role-play sessions had taken place. They were paused in particular situations to explore and analyse them, while recording participants' reported thoughts.

Both process and tools were a substantial source of analysis during the Stimulated recall. In this study it was essential to investigate the role of emotions in students' experience through the replaying of the four role-playing sessions (or in the analysis session).

3.4.3.4 Researcher journal

Observation notes from the teacher's point of view were very useful as a starting point for a later reflection and analysis of the situations in the different sessions. They were a way to contrast perception and interpretation at first glance with a later reinterpretation. My own beliefs and assumptions as an observer, which motivate me to highlight elements and situations during the sessions also from a teacher's viewpoint, involve a degree of interpretation, therefore becoming interesting data to take into account along with the other sources.

3.5 Data gathering procedures

In this study multiple data collection procedures were used over a period of two weeks in order to examine students' emotions in L2 online learning. These procedures are illustrated in Figure 3.1 below.

3.5.1 Role-play tasks

The full engagement with the role-play task during the four sessions was the most important element of this study. As previously mentioned, all of the meetings were conducted and recorded through Adobe Connect technology, available through the paper's Stream website. All participants were familiar with the online environment because they were all distance students who had used Adobe Connect before. The meetings were conducted largely in Spanish, although English was used sporadically. The analysis of the task was more focused

on students' attitude than on their accuracy and mistakes, nevertheless sometimes feedback about the most important grammar and pronunciation mistakes was provided.

The sessions were based on four different role-play tasks aiming to lead participants to engage in discussions and debate to, importantly, solve a specific issue that required active negotiation. In order to get a resolution, students had to identify their positions in the conflict and discuss possible solutions. The first session was called "*Brazil: multi-faceted. Soccer World Cup*", and was a panel session about Brazil and its particular situation in connection with the Soccer World Cup. The students were required to decide whether or not it is a good idea to choose Brazil as a host country for 2014 FIFA World Cup and to choose a motto to identify the tournament. In the second session "*The Latin American family and its stereotypes*", students participated in a family meeting at the old family house to agree on where to celebrate Christmas dinner. The third one "*Choosing the correct education*", was a family discussion about their daughter education. In the fourth one "*Travelling for our honeymoon*", a couple who are going to get married and want to go on a honey-moon, discuss where to go, helped by a travel agent. All these topics were broadly covered in the Intermediate Spanish I course, and so students were already familiar with them when performing the role-plays. Conversation topics as "Sports in Latin America", "Education in Latin America", "The city and means of transport" and "The new Latin American family" among others, were studied and analysed through debates during online tutorials. Students also had media articles and literary texts to deepen their knowledge of the topics. Participants built their roles both upon their experience during the course and the background details given for the role they had to play which offered them a scenario for each task.

3.5.2 Diaries and questionnaires.

After sessions one and three, immediately following the role-plays, the students completed diaries as a way to provide feedback for this research on self-awareness, self-regulation and the impact of emotion in a L2 learning scenario. Also, students completed questionnaires after sessions two and four (See Appendix E) and this data was analysed in terms of emotional intensity and emotional diversity in relation to specific aspects of L2 learning in this context. Both questionnaires and diaries contained open-ended questions and prompts, which allowed the participants any type of response without biased terminology that encourages them to respond in a certain way. They were both sent to me by email.

3.5.3 Stimulated recall

Stimulated recall sessions took place once the four sessions were completed. They were also conducted by Adobe Connect. Students were invited to watch the sessions to gather what they actually perceived about each situation. The recordings were not shown as a whole but in segments and both Stimulated recalls took around one hour to complete.

There were two Stimulated recall sessions. Pedro and Claudia did it together and Eva on her own; Katherine did not participate. In both Stimulated recalls sessions we tried to relive as well as to investigate the students' approach to interactions in a number of different situations. The students watched the recording of the sessions and discussed different aspects of those interactions both related to their own behaviour and others. The aim of this interview was for the students to report their thoughts and actions during the sessions for them to give reasons for them. The Stimulated recall interview was unstructured and it was focused on some specific parts of the role-play sessions. The recordings were stopped several times for comments and corrective explanations and questions.

The Stimulated recall activity brought participants face to face with some special segments of the role-plays. The following excerpts belong to both Stimulated recall sessions:

Some selected video excerpts used for exploring and interpreting some situations in particular, promoted participants' reflection on their output. For instance: "Pedro: In our characters? It's funny because my character is the opposite of what I believe. But we are going to try".

Once Pedro heard himself, he recalled how difficult it was to support a character so different from him. Also, he added that it was necessary for him to think in a different way, placing special emphasis in both translation and pronunciation to build a totally different role-play identity. His position in the Stimulated recall about how he experienced that particular situation aligned with the one in the role-play session 1 when Pedro wanted to clarify his assigned role-play identity.

Each Stimulated Recall session was a semi-structured, informal procedure where students were invited to provide a commentary on what was happening at that point. It provided information about students' perception regarding their own performances and others' and the emotions they experienced.

These two important sources for data collection - the role-play and Stimulated recall sessions- were fully dependent on technology and the interactive online learning environment was a safe place in this regard. Nevertheless some small difficulties were encountered when collecting data, such as audio problems experienced at some points during the sessions.

3.5.4 Research journal

Relevant complementary data was gathered through the researcher journal. It was completed in relation to each of the sessions both to recall information and to aid reflection about participants' reactions and behaviour.

All session recordings were analysed and evaluated to decode and interpret contextually students' emotional displays, and interactional and interpersonal identity constructions. Forsyth (2010) notes that groups are the key to understanding how people feel, think and act, highlighting the importance of studying groups behaviour, as that is where people develop or refine their social identity. Our primary data, the recorded online role-play sessions, were transcribed and analysed with the secondary research methods (questionnaires, dairies, Stimulated recalls and teacher's journals).

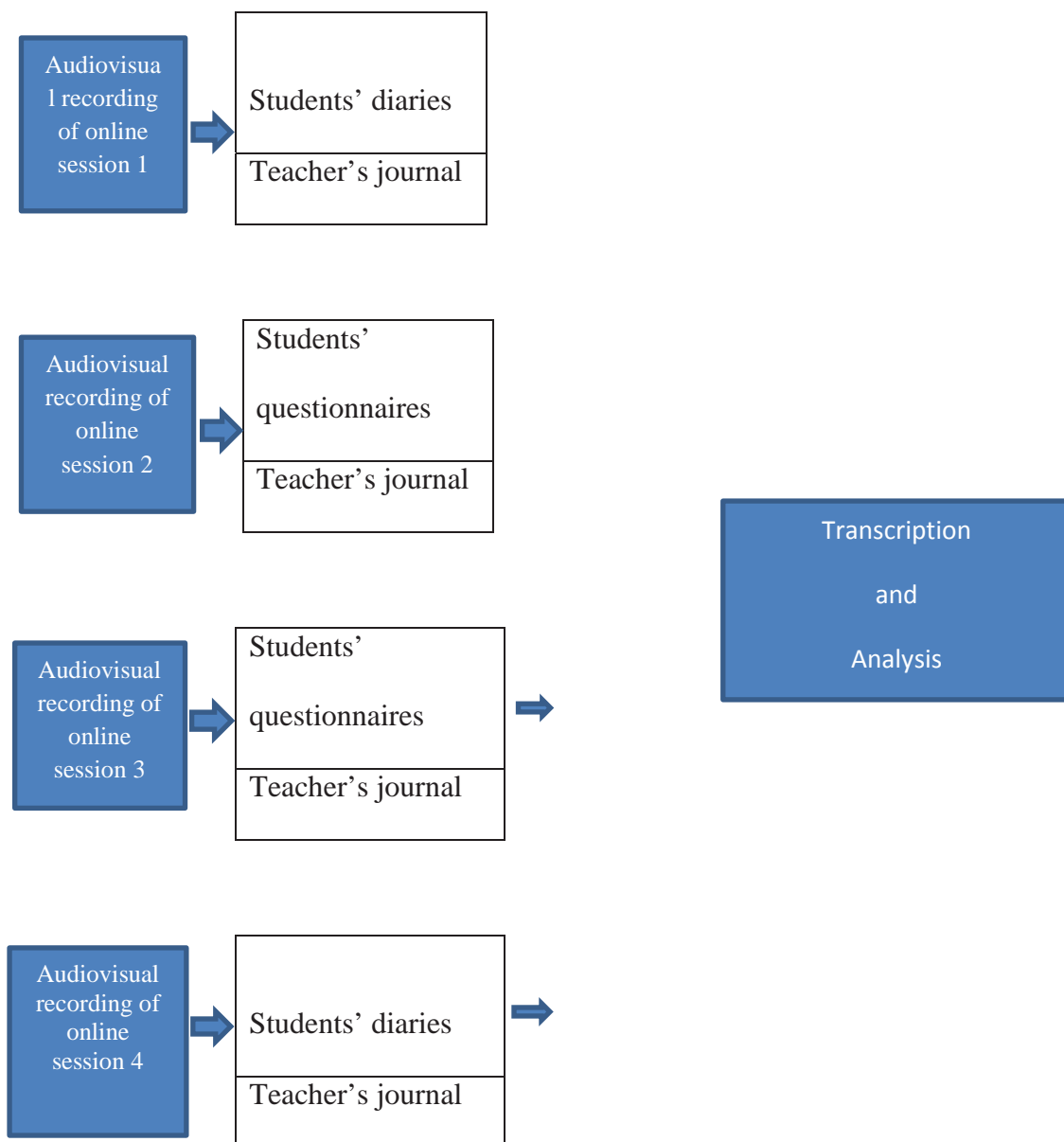


Fig. 3.1 A summary of Data gathering procedures

3.6 Data analysis

After watching the video recordings of the role-play sessions numerous times to identify useful extracts, I transcribed all the verbal, visual and non-verbal behaviours and information (Appendix G1). Some episodes from each role-play session were chosen from the data set and targeted for a closer look as a useful source of information for my close analysis. I worked together with Celina Bortolotto, my co-supervisor, to compare my interpretation by thoroughly examining the data to explore useful fragments in terms of my research question, paying careful attention not only to verbal conversation, but also to gestures, movement and intonation. We discussed the evidence, exchanging interpretations and insights. Eighteen fragments (examples) were selected and they were studied in the analysis chapter and have been numerically arranged into chapter and example number. I watched the recordings repeatedly and moved between analysing the written transcripts and watching the recordings to develop insights for instance into non-verbal cues, for example, which prompted a reflection on the usefulness of the digital camera for analysis and reflection not only by the teacher but also by the students as they watched themselves on screen.

After the role-play sessions, two Stimulated recall sessions were conducted to maximise data analysis (Appendix G2). Students were asked to watch selected segments from the recording of the sessions and report what they recalled; how they interpreted their decisions and behaviours; their perceptions, and how they experienced some particular situations and internal processes. In some instances this process was made harder because there were some issues about the sound quality of the recordings while trying to watch them, and to solve this, I had to read the extracts already transcribed to the participants.

Questionnaires and diaries (Appendix E) allowed me access to student's internalization of the sessions, as further information to enrich and expand the analysis of the archival data.

The combination of archival and elicited data gathered throughout this research allowed me to find general trends in different insights that became a substantial tool while accomplishing comparison and contrast between the sessions. Both class-wide and individual student level data were critical and they were the qualitative methods that best match the research question that guides this project. Both types of data proved useful and informative: archival data because it allowed me access to what happened in an unpredictable way inside the interactional context at a precise moment; and elicited data, because it gave me and the students the opportunity to reflect more closely on the sessions and the impact they had on their emotions and their identity.

3.7 Ethical Considerations

The Massey University Code of Ethical Conduct has been consulted and reviewed for this project as part of the ongoing discussion of ethical views between the M. Phil candidate and her supervisors. In particular, careful attention has been given to ethical views in relation to specific data-gathering tools and research procedures for this study. Careful consideration has been given to views of informed consent, anonymity and confidentiality with each set of participants within research ethics.

Notification of low risk research/evaluation involving human participants and Screening questionnaire were approved. An invitation and information to students were completed as part of this study. Individual participant consent forms were required from the students to complete. (See Appendix).

Chapter 4: Results: Focal participant Claudia

The findings presented in the three Results chapters will be in relation to three focal participants: Claudia, Eva and Pedro. There was a fourth participant in the sessions, Katherine, who despite not becoming a focal participant, will be present through her interactions during the role-play sessions. These are considered critical to enrich the analysis and will therefore be regarded as an integral part of it.

Identity as an emergent issue will be prominent in the analysis of the three focal participant's learning interfaces. Four types are used as analytical categories:

a) Real-life identity: refers to students' sense of who they are in everyday life (outside the classroom).

b) Learner identity: refers to a learner's own perception of his/herself as positioned in a language learning process; it is about a learner's perceived place and his/her goals, beliefs and values. As such, it is strongly related to L2 competence, so factors such as linguistic aptitude and motivation are crucial to the representation of this identity.

c) Class identity: this is socially and actively constructed by the learner's relationship with the class as a certain social group. Class identification occurs throughout class interactions and interchange with others. It involves for instance, collaborating with other peers, using relationship-building strategies and sharing behaviors and responses in class.

d) Role-play identity: the self and other play in consort negotiating a personal space to construct fiction and so to represent the characteristics and attributes to achieve in the role-play. This identity unfolds according to the given particular setting and it can be built putting together gestures, accents, tone, etc. while learners pretend to be someone else. Through role-

play identity, students play out their understanding of the character and the situation, moving between roles over the four sessions.

4.1 Introduction

Claudia is French and she is around 40 years old. She has been my student in a previous course and, although she is a reserved, private person, I can define her as an outstanding student who possesses the ability and willingness to learn. She is self-disciplined and hard-working, what is evident in the quality and dedication shown in her assignments. She can speak fluently and communicate clearly in Spanish, and this makes her a proficient language student who can interpret and perceive meanings, understand concepts and have the ability to apply her learning in creative ways.

4.2 Key strands of the interface: Claudia's identity and emotions across the sessions and while receiving feedback.

While we have seen language as constructing the context moment by moment, from a learner-context interface perspective, it is the language-based interactions (including solo interactions with target language materials), which are the basis of the development of the learner-context interface. Without them, language learning remains an abstract enterprise. Language here then is seen as affected by the individual's experience in the social environment and carries traces of that; it is also influenced by the learner-context interface they have developed up to that point, and the ways that interface both enables and constrains the actions they take.

Some findings are presented here in relation to Claudia, while tracing the strands of her interface along the role-play sessions. Claudia exercised control and she chose her own pace in all her performances in the four role-play sessions, where teamwork and involvement

among the participants was always present. Also, student opportunities for speaking during the four sessions were frequently determined by Claudia, an active speaker who offered options and solutions after listening to other participants' questions and requirements.

When analysing Claudia's participation across the four sessions, it seems that the more she can relate to the task, the more she is willing to participate in ways that engage her identity (as a learner, and in her role-play character).

4.2.1 Claudia's unobtrusive and unassuming learner identity during sessions 1 and 2.

During the first two sessions, Claudia participated in the conversation just enough to keep the dialogue going, without initiating or adding complexity to the exchanges, although contributing, answering and confronting other participants. Her performance during the last two sessions, however, was markedly different. Claudia's apt language ability and Spanish linguistic proficiency was evident during both the first and second sessions. For instance, during the Stimulated recall, I asked Claudia the reason why she used various affectionate ("emotional") words ("my sister, honey") and why she appeared relaxed instead of frustrated at the time when she couldn't hear one of the participants in session 1. Her response was: "I wanted to create a more agreeable environment for everybody". It seems, then, that her class identity had the ability to choose appropriate emotional words in highly proficient Spanish as a tool to bridge a difficult situation while showing her mastery in the target language. Also, during session 1, she could stand against another participant's opinions with determinate and well-articulated arguments prompted by a strong "this is not a good idea"; and during session 2, Claudia responded to a participant's comment "es una buena idea" ("it is a good idea"), with a very confident "como siempre" ("as always").

4.2.1.1 Session 1

Claudia was quite reserved during session 1 while performing an immigrant in Brazil. She did not participate much; her role was more to listen to the other participants and respond. Nevertheless, her interventions and comments were always accurate and sometimes she also elaborated on some remarks.

As an example of Claudia's performance, I will present some findings showing Claudia expressing her opinions in a rational and rather restrained way in session 1, where she plays the role of a recently arrived migrant who feels very unsafe and who is very critical of how things work in Brazil. The following excerpts illustrate Claudia's actions and emotions during the session that both came from and contributed to the actions she took.

Example 1 - Session 1 [0:29:33]

Spanish

Claudia: Sé que hay muchos pobres en las favelas pero porque la gente aquí es pobre y no tiene más... mucho educación, pero después no se puede decir que es su falta, es que se vive en condiciones muy difícil...

Katherine: Es muy interesante...

Claudia: es más...

Katherine: (cutting in) Disculpa, Claudia

Claudia: No... ¡va!

Katherine: Escuchaba al embajador...

English

Claudia: I know that there are many poor people in the favelas, but because the people here are poor and they do not have more...much education, but then you cannot say that it is their fault, it is because they live in a very difficult situation.

Katherine: It is very interesting...

Claudia: Even more...

Katherine: (cutting in) I am sorry, Claudia...

Claudia: No...go!

Katherine: I was listening to the ambassador...

The exchange in example 1 is initiated by Claudia's comment about the difficult situation of poor people in Brazil. She seems confident and focuses on the theme of the debate. In response to this, Katherine, who plays the role of a Brazilian citizen who considers that Brazil has better things to do than to organize a soccer tournament, starts a claim ("It is very interesting...") Claudia also wants to add some more information to what she was saying ("Even more...") and her comment overlaps with Katherine's in the latter's attempt to clarify her opinion.

Claudia does not claim her right to finish her turn. She does not display agreement or disagreement with Katherine, instead she allows Katherine to continue ("No...|va!"). Mendez Lopez (2011: 46) claims that learners' behaviour is determined by the need to protect their self-image and to preserve their self-worth. Claudia chose to give up her right to speak and to finish her idea in order to maintain her class identity as a cooperative and friendly classmate. Her gesture of giving Katherine the right to speak when it was her turn looked very polite and also created an opportunity for Katherine to express herself. Claudia opted to adjust her performance in order to keep the session going. She accepted her duties and responsibilities

as a competent and generous student while playing her role in order to save interpersonal relations with Katherine and with the group as a whole.

Her class identity as a good student who engages with the situation prevailed over her real life, learner and role-play identities; that is, because her engagement with the task had an enhancing effect, Claudia chose to be a “good student” adapting herself to the situation and allowing Katherine to continue with her speech. The salient identity, the class one, is chosen by Claudia in relation with Katherine and so with the rest of the class to let it continue. It seems that it was not Claudia’s failure to hold the floor, but an intentional reaction to achieve the goal of the group role-play which prevailed after the overlap in the middle of an enthusiastic conversation. Claudia mentioned in her diary of this session: “The interaction that I least enjoyed in today’s session was when Katherine was talking because her connection was really bad. I could not understand what she was saying”. It seems that giving up her place as a speaker was not, however, neutral or comfortable for Claudia. Even so she also reported in her diary of this session: “The class environment was encouraging because everyone played their character”. During the Stimulated recall I asked Claudia if she had felt uncomfortable in the situations when it was difficult to understand Katherine and she replied: “no, no”. Hence, it seems that Claudia chooses her class identity as the most valued one to take into account by expressing solidarity, perhaps challenging her learner identity’s eagerness to fully express her argument. That is, Claudia’s class identity chooses to give the floor to Katherine, overshadowing both her (competent) learner and her role-play identity, preventing her character from completing her argument.

The task is a trigger of positive emotions for Claudia, like promoting a positive rapport and giving Katherine the opportunity to talk, and so her class identity is the one that responds and the one that is responsible for the situation when she chooses to stop talking. She reported in the Stimulated recall: “I did not have a very precise opinion on the topic, so it wasn’t very

difficult, only my character and not my opinion”. Hence it seems that Claudia found no stress in adopting her role-play identity since she acknowledges mostly positive affect through playing her character: “it wasn’t very difficult”, “funny”; and she asserts that in her real life identity she would have had a different opinion. Claudia also expressed positive affect when I asked her if the discussion was difficult when the participants had different opinions and she replied: “No, funny”. She offers comments about real-world circumstances relevant to this task in order to contribute to the conversation, as for instance in example 1 above “I know that there are many poor people in the favelas, but because the people here are poor and they do not have more...much education, but then you cannot say that it is their fault, it is because they live in a very difficult situation”. That is, she seems to acknowledge the beliefs, attitudes and strategies of the other participants as she constructs her approach to the discussion. Previously, at different moments of the role-play, Katherine mentioned the Brazilian education system; Pedro talked about money and investments, and Eva about Brazil’s interesting culture and social problems. Claudia integrated all these topics in her claim, addressing the different role-play identities’ arguments, and in a way contributing also to build a sense of meaningful class identity for the task.

Claudia’s affective responses during this session were to avoid confrontation; the influence of the immediate community, the class, was stronger than the distant -imagined- community (Brazilian culture and her role-play identity in relation to it). Her class identity tried to enhance group cohesion. As shown above, Claudia prioritized constructing a sense of affiliation while being emotionally part of the group. Claudia’s class identity is helping and encouraging Katherine to continue the conversation and so to engage in the role-play.

Claudia’s reaction in her diary, referred to earlier, shows that apparently technology played a substantial role in the creation of a particular situation during the role-play, where

Katherine's internet connection was (very) bad. Also, it seems that the situation was uncomfortable for Claudia, and this negative feeling made her give the floor to Katherine in order to contribute to the flow of the class. Thus, it appears that Claudia felt sympathy for Katherine, when she noticed how Katherine was reacting, probably seeing signs of anxiety and tension that were escalating due to her technological problems.

4.2.1.2 Session 2

Claudia expresses her opinions in a more vehement and emphatic way in session 2, where she performs the role of a fashionable daughter who is more involved in life, parties, music, modern expensive clothes and friends, while her family is trying to decide where to organize the party for next Christmas.

Example 2 - Session 2 [0:17:57]

Spanish

Katherine: Pero mis hijos...mis ocho hijos... (laughter).

Eva: No pueden asistir a una discoteca.

Katherine: Disfrutarán compartir las camas con...nosotros mismos (laughter).

Claudia: Si, pero la casa de mamá está en un pueblo y... (overlap with Pedro)

Pedro: Estamos escuchando lo mismo que el año pasado...

Claudia: ¡Ah! (Stops talking and looks to the right and down).

Eva: Tienes razón Pedro, ¡mi favorito!

English

Katherine: But my children...my eight children... (laughter)

Eva: They cannot go to a disco.

Katherine: They will enjoy sharing the bed with...us (laughter).

Claudia: Yes...but mum's house is in a small town and... (overlap with Pedro).

Pedro: We are listening to the same as last year...

Claudia: Ah! (Stops talking and looks to the right and down).

Eva: You are right Pedro, my favourite!

The character Claudia is playing also appears to be an independent and self-reliant woman who looks down on her mother and sister, both with no higher aspirations than being at home looking after their families. Here Claudia is making a point by talking about the location of her mother's house while the other members of the family are discussing where to organize the party for next Christmas. Claudia's character does not seem very enthusiastic about celebrating. It seems hardly worthwhile for Claudia's role-play identity to make an effort to celebrate Christmas with her family; however an easily accessible place would suit her better.

Claudia is interrupted by Pedro who makes a well-received claim, that they are talking about the same issues as they did last year, which is later endorsed by her mother. Consequently Claudia stops talking and looks to the right and down after uttering an interjection (Ah!). Claudia's intention of achieving collaborative dialogue seems to be stronger than her efforts at taking the floor. She doesn't show affiliation with what Pedro says, but prefers to stop talking. Pedro is clearly against continuing this discussion and Claudia's character accepts this. Nevertheless, Claudia's real life identity shows some frustration, through her body language when she looks to the right and down.

Claudia seems to choose to go with the flow to keep the session going, reinforcing her learner identity as a supportive and positive student, while restraining her remarks in order to keep

the conversation going and to keep the task on track, thus contributing to an encouraging class identity. Her class identity values Pedro's intervention about changing the topic in order to agree on a new one, with which Eva also agrees ("You are right Pedro, my favourite!").

4.2.2 Claudia's empowered role-play identity during sessions 3 and 4

Claudia's motivational energy redirected her from her performance in sessions 1 and 2 to a completely different one in sessions 3 and 4, where she seemed to use all her sociocultural competence and her personal experience to empower her in her new role-play identities.

4.2.2.1 Session 3

During session 3, Claudia's character was a traditional and severe mother and she was very engaged with her character during the whole session. While performing it, she challenged her values and her own views of a mother. She declared in the Stimulated recall that the character she had to perform was different from her; putting her character's values in conflict with her own beliefs, considering the character's perspective in this session. Freeman and Capper (1998: 258) claim that "being anonymous allows students to challenge their own stereotypical views", and this seems to be the case with Claudia, whose role-play identity is a tool she used to challenge her husband's opinions, highlighting as well as reducing the effect of bias factors such as gender in order to make her position prevail over her husband's. "I want something better for her, so she can find a better spouse than you;" "maybe you have to work more my love;" "Your father will find a solution," and "I cannot! You can sell your car!" (answering to her husband's requirement: "You need a job!"), are some examples which show Claudia freely expressing herself through her role-play identity, confident that what she says will not be badly interpreted as well as that her real life identity is not affecting her interactions during the session. Going to extremes is a way of relaxing the atmosphere for Claudia. Her role-play identity engages participants in humorous interactions. She uses aggression, superiority and

irony to talk to her role-play husband. Consequently all participants seem to perceive this as an amusing stimulus that contributes to the group humour and relaxed interaction, manifested in various situations as in the following example:

Example 3 - Session 3 [0:18:15]

Spanish

Claudia: ...Y también una cosa muy importante, vas a conocer a otras chicas del mismo nivel que tú y quizás de nivel social un poco mejor que nosotros también, y es muy bueno para tu futuro.

Eva: Ellas son aburridas, sólo hablan sobre la moda y sus coches y estrellas de televisión.

Claudia: ¡No, no es verdad, no sabes nada!

Eva: Prefiero a mis amigas de los barrios, ellas son...

Pedro: ¡Esto es increíble! viajar a Europa, va a una universidad privada ¿Dónde vamos a encontrar el dinero?

Eva: ¡Sí mamá!

Pedro: Mi preciosa esposa, tú necesitas buscar un trabajo como yo para pagar por nuestra hija.

Claudia: ¡Estás loco, no puedo trabajar! Puedes vender tu coche quizás, puedes ir a trabajar a pie (laughs).

Eva: No sé por qué estamos discutiendo esto, mamá siempre...mamá va a tener la decisión final como siempre.

Pedro: No puedo vender mi coche para nada (laughs), no para su educación ni... (laughs).

Claudia: ¡Sí puedes vender tu coche!

Pedro: ¡Es mi coche...fijar sus manos! (laughs).

Claudia: También puedes vender tu barca también...

Pedro: No es tan costoso... ¿costoso?... no es tan caro...

.....

¡Mi coche no es para vender en absoluto! (laughs).

Claudia: Puedes vender tu colección de libros.

Pedro: O tal vez tus joyas... ¿joyas?...joyas.

Claudia: No, no es posible para una mujer

Eva: ¡Mamá, papá, tengo una solución!...

Pedro: Valen más que mi coche...mucho más.

Eva: ...Una solución: ¡No voy a la universidad!

English:

Claudia: And also an important thing, you will meet other girls of your status and maybe of a higher social status than us and this is very good for your future.

Eva: They are boring, they only talk about fashion, their cars and TV stars.

Claudia: You do not know anything about this!

Eva: I prefer my friends from the neighbourhood, they are...

Pedro: This is incredible! Travel to Europe, go to a private university...where can we find the money?

Eva: Yes indeed, mama!

Pedro: My precious spouse (laugh), you need to look for a job like myself to pay for our daughter.

Claudia: You are crazy, I cannot work! You can sell your car maybe, you can walk to work!
(laugh).

Eva: I do not know why we are discussing this...mama always...mama is going to have the final decision as always.

Pedro: My car is not for sale at all! (Laugh).

Claudia: You can sell your book collection

Pedro: Or maybe your jewellery...jewellery? ... jewellery.

Claudia: No, this is not possible for a woman.

Eva: Mum, Dad, I have a solution...

Pedro: They cost more than my car...much more!

Eva: a solution...I will not go to university!

It is interesting to see the way that the three role-play identities are connected, based each one on a different and solid place, they join in the fun (a mother that humiliates her husband, a husband that tries to bring her back to reality and a daughter who finds herself at the centre of the argument). Claudia's ironic observations are the form of interaction that she chooses to win the argument; she teases her husband as an intentional provocation, evoking negative emotions through derogatory comments that make his possessions like a car and books very disposable. On the other hand, Pedro's character saves face when adding a sarcastic comment "my precious spouse" to his answer, so facilitating the interaction with his wife by making this humorous remark. Eva's role-play identity is also eager to conclude the discussion and so she proposes a solution (a solution...I will not go to university!).

Claudia's perceptions of these affordances and her familiarity with the topic play an important role in allowing her to immerse in the situation and to fulfil her role. Claudia wrote in her diary of session 3: "To enter into a new individual identity while performing the character was funny" and she described the atmosphere of the session as "relaxed," which made her feel really free to express herself. She also wrote: "I felt really involved in the class when I realized the others were playing their character properly" and "The group managed to listen to each other, to respect each other and their behaviours and responses. The main reason for this was that we were all playing our role". Hence she was aware of the engagement achieved when she and the other participants were playing their roles, and this was a substantial motivator for the strength of her performance which showed competency and was accurate and detail oriented. Imai (2010, p. 283) states that emotions are socially constructed through people's intersubjective encounters as they engage in a certain goal; similarly the shared engagement was essential in shaping the role-play. Claudia's class identity contributed to the engagement through her positive emotions (happiness, respect, responsibility) which generated positive encounters ("I felt really involved in the class"). Her comment in her diary ("I felt really involved in the class when I realized the others were playing their character properly") shows that her learner identity feels good and confident when the situation is under control and it seems to happen during this session when Claudia perceives that all the participants are well prepared and having a good handle on their performances.

During the Stimulated recall session, Claudia commented on her role in session 3 "It was different from me"; but she managed to adapt and transform the character in order to achieve a new role-play identity as strong and powerful as was required by the given instructions, when she "stood in" for her character. She had to choose how to react in response to her role-play husband and daughter's demands; and through a quite equal distribution of power and

roles during this session, her character made her empowered; that is, Claudia was motivated and confident while performing her role in the same way that the other participants were inside the learning environment. For instance, Claudia used humorous answers and a highly emotional vocabulary (“mi amor”, “my love”) during session 3:

Example 4 - Session 3 [0:11:32]

Spanish

Claudia: Tengo una idea.

(Pedro tries to say something)

Claudia: Sí, lo siento, creo que tengo una buena idea, ¿Qué piensas de la universidad católica de Estero? ... es la universidad donde asistí cuando era joven y... ¿tú conoces esta universidad?, está en el centro de la ciudad, está muy prestigiosa, estudié allá y tu abuela también y tu abuelo también. ¿Lo sabes?

Pedro: Es muy lejos...

Claudia: Es un poco lejos pero sé que es la mejor universidad de la ciudad y...

Pedro: Pero es muy lejos de aquí, ¿cómo vamos a visitarte?

Claudia: Es muy lejos de aquí pero tenemos un coche. Esta universidad fue fundada en mil ochocientos y no sé qué...

...

Pedro: Hay una universidad pública al final de la calle, ¿por qué no quieres ir allá?

Claudia: ¡Es que tienes que trabajar un poco más mi amor!

English

Claudia: I have an idea.

(Pedro tries to say something)

Claudia: Yes, I am sorry. I think I have a good idea. What do you think about the Estero Catholic University? I attended this university when I was young. And do you know this university? It is downtown. It is very prestigious; I studied there as did your grandmother and your grandfather. Did you know that?

...

Pedro: It is quite far away, how will we visit you?

Claudia: It is quite far from here but we have a car. This university was founded in eighteen hundred and something ...

...

Pedro: There is a public university at the end of the street. Why don't you want to go there?

Claudia: The fact is that you have to work a little more, my love!

Claudia's role-play identity chooses to win the discussion with the determined attitude of a judgmental mother with a strong independent personality; however her class identity is still very careful in trying to avoid confrontation and to keep the peace in the dialogue. That is, she offers her explanation for each of her preferences to her husband and daughter (Estero University because it is very prestigious and she, her mother and father studied there; it is quite far away but they have a car; Pedro can work more if money is the problem). Being enthusiastic about her participation and passionate about the subject matters to Claudia's class identity who contributes enormously to the emotional involvement of the session as she acknowledges "I felt really involved in the class..."

4.2.2.2 Session 4

Claudia uses all her real life background about travelling including knowledge of the world in session 4, based on the task “Travelling for our honeymoon”. She really engaged both in the task and in her role as an expert travel agent. It was a nonthreatening environment for her and she seemed to enjoy playing her character.

Claudia showed a continuous desire for resolution in this session, knowing always how to respond, staying highly motivated to resolve the conflict and to take decisions, and also constructing the activity in accordance to her character as a well-seasoned and competent travel agent. Hence, engaging in the task and trying to act as she imagines a Spanish-speaking efficient travel agent would be (communicative, assertive and highly involved with the rest of the participants), Claudia’s class identity seemed to be “making a difference” through challenging contributions to the discussion in response to the given goal of the session; her real life identity shapes her role-play identity. In this sense, Dewaele (2005, p. 370) states that students share interacting social and cultural characteristics, among other ones, in developing a second language. Claudia instilled creativity in her interpretation of her character in order to push beyond the boundaries to produce positive results. Her real life identity used her cultural information as a way to accomplish her role, translating her personal experiences and knowledge into the session. For example, when Eva asked for travel options for her honeymoon, Claudia offered many options with a very professional attitude, as if she really knew her job. Later, when Eva and Pedro tried to express their agreement with Claudia’s advice, she continued with her speech or just allowed them a short interruption, keeping the conversation under her control. Claudia was both a good sender and receiver during the conversation; she mastered the topic and used questions (“¿Qué pensáis?” “What do you think?”) and affirmations (“¡Sí!”) to encourage participation. It seems that her class identity

was strong enough to enjoy the role she was playing at that moment and, at the same time, to have the ability to develop a cooperative relationship with her peers.

Example 5 - Session 4 [0:10:50]

Spanish

Eva: Es importante que tenemos otras cosas para hacer como los centros comerciales y las playas.

Claudia: ¡Sí! Creo que tengo dos ideas muy fabulosas, fantásticas. Quizás que podéis ir a París en Francia o a Venecia en Italia. ¿Qué pensáis? (Eva tries to say something but Claudia continues) París es la ciudad de la luz y hay algunos hoteles muy grandes y agradables, y al mismo tiempo, para usted señor, hay una riqueza arquitectura muy interesante...

Pedro: Claro que sí...

Claudia continues: mucho cosas para visitar.

Eva: Me gustaría ir...

Claudia: ¡Sí! es una ciudad muy romántica y Venecia también.

Eva: Me gustaría ir...

Claudia: Sí, es una ciudad muy romántica.

English

Eva: It is important to have other things to do, as shopping centres and beaches.

Claudia: Yes! I think I have two fabulous and fantastic ideas. Maybe you can go either to Paris in France or to Venice in Italy. What do you think? (E tries to say something but Claudia continues) Paris is the city of light and there are some very large and pleasant hotels, and at the same time, for you Sir, there is a vast architectural richness.

Pedro: Yes, of course!

Claudia continues: Many things to visit.

Eva: I'd like to go...

Claudia: Yes it's a very romantic city.

The emotions that Claudia experienced while performing her character in this session are linked to her interest in the topic as well as to her self-management and the class involvement she experienced. Her real life identity helped her to perform her role-play identity in session 4, she reported in the Stimulated recall about session 4: "In the other situations, we were talking and after 20 min it was difficult to find arguments...in the last one we could speak more and more time".

The degree of involvement among the participants during the session was due both to the emotional engagement between them and the topic. In her Questionnaire for session 4, Claudia reported that she strongly felt pleasant feelings like: empathy, enjoyment, excitement and engagement with others. She also reported that she felt pride. It seems that she clearly recognizes having experienced mostly positive affect, without any negative emotion. This seems connected to the image that she formed of herself both as a participant and as the role-play identity she built up; that is, a real life identity full of ideas and knowledge about travelling appeared on the scene through a very convincing role-play identity who made her feel "very relaxed," as she describes in the Stimulated recall. This is supported by Mc Neil (2014, p. 155) who believes that "students' abilities, the task and the environment work in consort".

I asked Claudia about her participation in session 4 during the Stimulated recall, and she was very positive in her answer: "I liked a lot the topic...I can talk about travels the whole day

without stopping...the topic was more interesting for me". Claudia's motivation was clear in the last session, her abilities as a L2 student, who shows a remarkable learning aptitude and using the language as well as her knowledge about the topic appear to be the starting point for her motivation. This session's topic appealed to her enthusiasm about travelling and her experience in this area, therefore her performance showed more conviction and engagement than in previous sessions. She did not look afraid to make mistakes or to find the appropriate words to communicate her thoughts; she showed herself confident, open and relaxed while performing an experienced travel agent who was able to communicate effectively with others.

Claudia is able to express her thoughts and ideas, showing a positive learner identity who liked to be an active participant in the task and consequently in the learning process. She also seems capable of building relationships with the other participants as part of her class identity, which implies a significant and positive emotional engagement with the task for Claudia from the beginning. For instance, she welcomed her role-play clients with a confident "Good morning Mrs, Mr, what can I do for you?" or when she answered with a cheerful "congratulations" after knowing the couple was planning their honeymoon.

4.2.2.3 Conclusion

Claudia reported having experienced positive feelings like empathy, enjoyment, excitement and engagement with others in her Questionnaire for session 2, even when she appeared to play a quiet role during the session. Hence, it seems that these reported positive emotions contribute to her being more enthusiastic during the next sessions. In the Stimulated recall session she said that her role in session 3 was completely different from herself, while the one in session 4 was very similar. Hence, for both sessions the task and the topic seemed to please her and activate her engagement regardless of her degree of identification with the characters.

Claudia actively participated in sessions 3 and 4, where tension and conflict was present all the time between the characters but not between the participants. Her work looked thoughtful and well-prepared; she showed enthusiasm, conviction and involvement in her roles in both sessions. The outcome of her performance was not just because of her attitude and predisposition but because of her interaction with the other participants; she appeared caring and motivated using specific and appropriate language. Her learner identity achieved significant engagement and accuracy with her characters and the situations in both sessions and she spoke and acted in ways that were highly appropriate. She wrote in her diary for session 3: "To enter into a new individual identity while performing the character was funny" and she declared about session 4: "This character was more like me".

Claudia's main reaction in preparing and performing both characters was one of "creativity", it appeared that she really made an effort in the design, choice of vocabulary and acting out of her role and she was "in control" during the whole sessions, always demonstrating effective communication skills. Murphey, Falout, Fukada and Fukada (2012, p. 225) state that "in a group, cognitions and emotions seem to be inextricably linked to each other". Hence, according to what Claudia expressed in her diary of session 3: "The role was not too difficult to achieve and so I felt interested in the role-play" and also according to the emotions she reported feeling in her questionnaire about session 4 (empathy, enjoyment, excitement and engagement with others), it seems that she perceived the task as interesting and challenging. Consequently, she took a risk while building up her role-play identities during both sessions, and she appeared comfortable and confident in her roles. Thomas and Biddle (cited in Freeman and Capper 1998, p. 253) claim that "playing a role is not mere acting but the adoption of a behavioural repertoire or social position". Hence Claudia adopted a role where her behaviour and goals seemed to be carefully designed, and especially in session 4, the fact that the task was appealing to her this time, could be the reason she was able to improvise and

get empathy and engagement with the task as well as involvement of the other participants. During the Stimulated recall of session 4, Pedro commented: “I think Claudia was very prepared, much more than Eva or me”.

Claudia enacted a different way of accomplishing her roles during sessions 3 and 4, while showing the same immersion and involvement in both of them, as if both her learner identity’s expectations and achievement were connected. Her communication and good rapport with her peers was co-constructed and so were the emotions she reported feeling in these two sessions. “Free to express myself and interested in the play” from her diary of session 3, “empathy, enjoyment, excitement, engagement, pride” from her questionnaire of session 4, and “very fun” from the Stimulated recall, all seem to be expressions of emotions as the result of collaborative activity, as she later reported “I felt really involved in the class when I realized the others were playing their character properly” and “The group managed to listen to each other, to respect each other and their behaviours and responses. The main reason for this was that we were all playing our role”.

4.2.3 Claudia’s identity while receiving feedback during sessions 3 and 4.

Claudia’s real life identity had a different attitude during sessions 3 and 4 while receiving feedback. The following examples 6 and 7 illustrate this point.

4.2.3.1 Session 3

Example 6 - Session 3 [0:23:37]

Spanish

Claudia: No, no, tu padre va a encontrar una solución para pagar, pero no tú. (everybody laughs)...y... es el padre que tener que buscar una solución.

Eva: Mamá, tú eres, tú estás muy convincente en este papel (laughs)

(Eva and Pedro laugh, after a while, C laughs too).

English

Claudia: No, no, your father will find a solution for paying, but not you. (Everybody laughs)...and... the father is the one who has to look for a solution. (Laughs)

Eva: Mamá you are very convincing in this role!

(Eva and Pedro laugh, after a while, C laughs too).

This verbal praise (“Mamá you are very convincing in this role!”) rewards Claudia’s role-play identity, which seems to be valued by both Eva and Pedro. Eva’s complimentary comment to Claudia was also important feedback that seemed to encourage her to look forward to the next meeting, where her engagement with the task was even more noticeable than in this session. The feedback from one student to another was both positive and helpful and I was aware of Claudia’s receptive attitude as she did not feel embarrassed in front of the other students, she seemed to accept and value this positive reinforcement; she smiled and shared in the laughs, converting the compliment into a group joke. It seems that her class identity saw the complimentary comment as a tool to achieve closeness in the group’s intersubjective dynamics. It was a cooperative action (talking and laughing about the comment) and through this cooperation the three participants could achieve a good rapport.

Pavlenko, cited in Garrett and Young (2009, p. 211) mentions that during the L2 learning process students can lose and recover their identity and it seems to happen with Claudia who loses her real life identity (a reserved and private person from my point of view, and “modest and shy” as she describes herself in the Stimulated recall) and creates a new one, a role-play identity that makes her enjoy the emotional experience of being a different person and arrive at a shared understanding with the group.

4.2.3.2 Session 4

Example 7 - Session 4 [0:37:52]

Spanish

Claudia: ¡Muy bien!

Pedro: Hemos terminado.

Claudia: Raquel, ¡bueno! (Laughs)

Raquel: Hola acá estoy. ¡Ay, chicos, me encantó, buenísimo!

Pero Claudia me convenció realmente, ¡Qué maravilla de agente...pero qué maravilla de agente de viajes! ¡Muy convincente, muy convincente, muchos argumentos y conoce mucho del mundo, realmente...realmente, bárbaro!... ¡Muy bien! Bueno chicos ¡muy bien, muy bien!

(Claudia's smile is disappearing. She looks sideways and down). (Eva and Pedro laugh).

Eva: ¡sí, sí!

English

Claudia: Very good!

Pedro: We have finished.

Claudia: Raquel, well! (Laughs)

Raquel: Hi, here I am. Ahh, guys, I loved it, very good!

Claudia really convinced me, what a great agent... What a great travel agent, very convincing, very convincing, many arguments and she knows a lot about the world, really...really great!... Very good! Well done, guys, very good, very good!

(Claudia's smile is disappearing. She looks sideways and down). (Eva and Pedro laugh).

Eva: yes, yes!

After the end of session 4, I gave Claudia spontaneous positive feedback, focusing on her performance and effective interventions with a positive intention: to empower her and to help her enjoy her participation in the role-play. It was specific to what she had done very effectively. Feedback must be given at the right moment, and I thought that immediately at the end of Claudia's role-play was a good moment to let her know my opinion. I thought that in this way, it was more related to the character than to Claudia, since my feedback was not based on her personally but on her performance of the character. She responded to my feedback with silence, body language and facial expressions that denoted embarrassment and discomfort. This made me wonder if at that moment in the session she really was listening to my feedback and how she was managing her emotions in an effective way when receiving it.

As Imai (2010, p. 288) claims, the interplay of emotions, cognition and action is complex and nonlinear. Claudia's good performance and L2 accuracy appeared to result in embarrassment when receiving my feedback. She seemed upset; my feedback did not elicit gratification or pride. Maybe she saw me as an authority figure, interpreting the teacher-student relation as a traditional authority figure in spite of the informal spirit of the sessions, and so a negative emotion was produced by my feedback because of her interpretation of teacher authority. Rosenwald, cited by Garrett and Young (2009, p. 211) argues that "the sense of self is partly one's sense of who one is in relation to the audience". Hence Claudia's perception of herself while listening to my feedback was more conditioned by her thoughts about me as a class authority than about the belief in herself. I wonder if the feedback that Claudia sensed through her perceptions was exactly the same as the one she heard from me.

4.2.3.3 Conclusion

Dalton-Puffer (2008, p. 8) describes the symbolic function of L2 as a “mask” which allows students to safely assume the part of some “other.” Claudia’s mask is thicker in session 3, where she personally does not share the position of her character and she hides behind beliefs very different from her own, as she declared in the Stimulated recall: “I liked it...this character is very far from me”. By way of contrast, this “mask” is thinner in session 4, where she shares her knowledge, enthusiasm and pleasure about travelling through the efficient travel agent she plays, a point she notes in the Stimulated recall session: “I liked a lot the topic...I can talk about travels the whole day without stopping...the topic was more interesting for me”.

In order to understand the different ways in which Claudia experienced emotions triggered by the feedback as well as what made her behave the way she did, it is important to recognize the internal or external factors that may have affected her reactions in order to interpret her changing emotions over the sessions and how her real life identity changed when receiving the two feedbacks.

During the Stimulated recall, I asked Claudia what her opinion was about Eva’s comment on her performance: “Mamá you are very convincing in this role”. She first answered “I don’t know” and then she added “I liked it...this character is very far from me”; “I don’t like this kind of schools”; “I was a good actress”. Regarding her performance in session 4, Claudia said: “This character was more like me”. It was easy for Claudia to accept feedback about a character clearly different from herself, without any doubt about the recipient of the compliment which was her character, the mum, and not Claudia, her real life identity, since as we cited before “art avoids the ethical responsibility for roles and actions”. Contrarily, feedback about a travel agent so similar to herself made her feel uncomfortable. Claudia

knew what was being praised was a character similar to her, and this produced the two different types of emotions.

On the other hand, when I asked Claudia about the reason for her reaction in session 4, she answered: “maybe because of the computer and because I am modest and shy, maybe”. When I told her “Now we are talking more to Claudia, and not to the mother”, she replied “yes, good analysis!”, hence sharing my conclusion. Eva’s feedback was handled differently to mine by Claudia. Maybe Eva’s comment was more welcomed as a compliment than as feedback (as my comment was). Probably Claudia not only confirmed what she already knew (that she did great in her role) and maybe the problem was her shyness, self-confidence or self-deprecation; this feedback was received from her as more personal and threatening, being that both her real life and her role-play identities felt so close in this session’s dynamics. Hence, her real life identity was the one that reacted to both feedback comments in a significantly different way.

Méndez López (2011, p. 44) states that “emotions in educational contexts are said to be context-dependent, short-lived and subjective responses to a specific situation, object or person”. Considering the positive intention of the feedback provided to Claudia in both situations, the result was completely different, pointing to the complex relationship between identities.

Chapter 5: Results: Focal Participant Eva

5.1 Introduction

Eva is from New Zealand and she is 27 years old. She has been my student in two previous courses and she is able to speak fluently and communicate clearly. She is creative and I can describe her as a student with a high emotional expressiveness, sociability and confidence. Eva possesses a liberal thought which makes her act as a very determined person.

5.2 Key strands of the interface: Effects of Eva's role-play identity becoming closer and further from her real life identity

“Es inevitable que la realidad puede informar los *characters*” (It is unavoidable that reality can influence the characters), Eva quoted during the Stimulated recall.

Eva's role-play identity changed as she had to create the different characters, depending on what she was involved in during the four sessions: different facets of her role-play identity appeared when she had to perform roles. Nevertheless, her role-play identity seemed to be always linked both to her real life identity's ideology and values and to her relationship with the group. Also, her role-play identity was socially constructed and she seemed to have internalized some of its features from her real life family members.

5.2.1. Real life identity and role-play identity alignment/identification

5.2.1.1. Eva's role-play identity as a journalist in session 1

Eva reported in her diary of session 1 “When I started today I felt a little nervous as I didn't know what to expect and I wasn't sure if my Spanish would be good enough”. Later, during the Stimulated recall she said “the first session was more difficult than the others, we were nervous, but at the end we were much more comfortable”. It seems that she was not confident

at the beginning of the session and also that this changed as the session progressed, as she reported below in her diary: “I felt enthusiastic and pleased when I was able to answer questions/play my part with confidence”.

Regarding performing her character, she also said in her diary: “While performing my character I enjoyed putting myself in someone else’s shoes although, to be honest, I liked my character so it wasn’t too far from my own opinions or reactions to the situations we were presented with.” In order to convey her ideas and values while building up her role-play identity as a journalist during the role-play, Eva used her own thoughts and ideology as well as her idea of how a journalist is, drawing on the fact that her husband has this profession. Eva’s real life identity became an observer of her role-play identity and she let the latter play freely since she found both of them quite similar. Her character was not far from her real life opinions and reactions, as she said, but merging in one. It seems that her role-play identity was consciously constructed as in her own image and so it acted accordingly.

Next she added: “My character resembles me in certain ways, for instance my husband is a journalist so I have some insight into how a journalist thinks and what their job entails. I also respect a journalist’s approach to issues as it involves looking at both sides of an issue dispassionately which I generally try to do as well. However journalists are very opinionated which I can identify with occasionally as well!” Hence in constructing her role-play identity, Eva is resourcing from her own ideology enjoying the freedom to be who she wants in one sense (a dispassionate and opinionated journalist), while at the same time she is reflecting her husband’s views and perceptions as a journalist.

Example 8 – Session 1 [0:14:04]

Spanish

Raquel: Ahora...el periodismo, que es más objetivo, el periodismo que mira...

Eva (moves her head and laughs): ¡Ah sí!

Raquel (laughs): El periodismo que mira desde afuera, ¿Qué opina?

Eva (laughs): Creo que Brazil es un buen lugar para una periodista porque hay muchas...hay una gente atractiva para (laughs) las cámaras, tiene una cultura interesante, y con mucho color y también los asuntos negativos son bueno...buenos para nosotros porque es interesante para nuestro auditorio mundial...entonces para mí...estaba cubriendo el Campeonato en Sudáfrica (smiles and moves her head) en 2010.

Raquel: ¿Y cómo fue esa experiencia?

Eva: Pues...sí, todos...esos asuntos eran problemas en Sudáfrica también. Me parece que todos eventos como el campeonato son oportunidades para discutir el mal y el bueno.

English

Raquel: Now...journalism, that is more objective, journalism that looks...

Eva: (moves her head and laughs): Oh yes!

Raquel (laughs): journalism that looks from the outside, what does it say?

Eva (laughs): I believe that Brazil is a good place for a journalist because there are many...there are attractive people for (laughs) the cameras, it has an interesting culture, and with much colour and also the negative issues are good...good for us because it is interesting for our worldwide audience...so for me...I was covering the championship in South Africa (smiles and moves her head) in 2010.

Raquel: And how was that experience?

Eva: Well...yes, all...those issues were problems in South Africa as well. It seems to me that all the events like the championship are opportunities to discuss the good and the bad.

Eva seems to admire the character she is playing and so she could approach it and sustain it throughout the whole session. She reported having “some insights” about the meaning of being a journalist; hence some memories, anecdotes and backstory from her husband, along with her imagination, were possible sources to build up her role-play identity as a journalist. Her role-play identity seemed to come alive on stage; it had the motivation to convey both an objective and dispassionate media person and an opinionated one. Hence both Eva’s real life and role-play identities cannot be kept separate but work together while she engagingly and convincingly plays the role of a journalist for the session.

5.2.1.2 Eva’s role-play identity as a spouse in session 4

The example below shows Eva’s role-play identity agreement with Pedro, who is playing the role of her husband. They are trying to choose where to go for the honeymoon and despite their differences of opinion, they succeeded in keeping the balance of the conversation.

Example 9 – Session 4 [0:46.45]

Spanish

Eva: Mi opinión es su opinión

English

Eva: My opinion is your opinion

Eva completely agreed with her role-play husband’s opinions, as she revealed in her diary, to support the idea of a happy couple. She said that Pedro and she were performing a couple and

so she used the image her own relationship with her husband in order to build up some features. She added in the Stimulated recall session that her husband always says that “a happy wife is a happy life” and that when Pedro asked for her opinion, she said “My opinion is your opinion” to support her idea of peace and agreement in the marriage, where a happy wife leads to a happy couple.

Eva’s feedback from her diaries of the sessions shows various emotions constructed as she performed her role-play identity, such as nervousness, enthusiasm, apprehension and enjoyment. She wrote: “When I started today’s session I felt a little nervous”; “I felt enthusiastic and pleased when I was able to answer questions/play my part with confidence”; “I felt a little apprehensive throughout the session as I wasn’t sure if I would be able to answer the questions or participate well”. It seems that Eva felt rather insecure at the beginning of both sessions 1 and 4. It appears that she was insecure about her learner identity and she was also doubting both her own worth as a student and being able to handle her role.

Eva’s perceptions of herself and her performance gained perspective on her abilities and achievement once the sessions were going and becoming a developing process. The negative feelings that she experienced at the starting point of the sessions were not impeding on her positive ones. Being able to answer questions as well as to play her role, as she mentioned in her reports, was the main reason for Eva to progress from negative to positive feelings and this was probably possible when she perceived an environment that provided a sense of safety for her, a feeling of acceptance and encouragement from the other participants. Engaging in the discussions was also essential for her change of mood and feelings; her desire to share with the group was bigger than her fear of embarrassment.

Eva became aware of the causes of her lack of self-esteem at the beginning of the sessions, when she declared feeling self-conscious and insecure, and so she activated her abilities and

tried to gain perspective on all her talents to be able to perform both characters. It possibly required a lot of empathy and flexibility from Eva to avoid being overwhelmed by those feelings and consequently to help build classroom community, while developing her identities.

In this session (4), Eva plays the role of a modern girl who is getting married and all she needs to be happy is a nice wedding reception and an interesting and fun place for her honeymoon. She feels very comfortable when playing this role as the following example shows:

Example 10 – Session 4 [0:15:52]

Spanish

Claudia: No sé si hay playas... ¿Raquel?

(Raquel types): NOOOOO

Claudia: No hay playas

Eva: Creo que no (laughs having fun, retreats from the screen and comes back again, making cheeky facial expressions). Hay una voz en mi cabeza que dice NO (continues laughing).

English

Claudia: I don't know if there are any beaches. Raquel?

(Raquel types): NOOOOO

Claudia: No beaches

Eva: I don't think so. (laughs having fun, retreats from the screen and comes back again, making cheeky facial expressions). There is a voice in my head that says NO (continues laughing)

Eva enjoys making a joke while the group is trying to find a place for the honeymoon. She always seems to give life to her role-play characters, putting her own stamp on her roles and looking for impact with her comments, trying to positively affect the other participants with what she is saying. Eva reported in her diary of this session: “I felt successful after the session because I was able to communicate reasonably well with my peers; there was a lot of joking and laughing which helped because it meant we were all enjoying ourselves”. It seems that both trying to connect with the others and through humorous responses, she is contributing to build an encouraging and friendly class identity. That is, a collective pursuit of common goals and the importance of sharing learning and comradeship is the salient identity here.

Eva seems to feel free to enjoy the activity, to make jokes and to create a role-play identity that pleases her. She reported in her diary: “I felt riskiness and challenge because I wasn’t sure how to express myself in Spanish in some instances so I had to find my way publicly but it was fine because it was such a supportive non-judgemental environment”. Understanding how she fits in with the group helps Eva feel free to convey her ideas and values, basing her role-play identity on her real life one.

5.2.2 Real life identity and role-play identity dissociation

5.2.2.1 Eva’s role-play identity as a stereotypical mother in session 2

In this session, Eva looks very relaxed and she uses quite formal expressions which show the preparation for her role where she creates her own character and situations.

During the Stimulated recall of this session, I asked Eva what she did to perform her character and what tools she used. She answered that her grandmother is similar to what she imagines a Latin-American one to be: everything is about food and they always want to give

food to everybody in their home. She also reported her use of expressive body language and gestures, acting “very exaggerated like an actress”. When I asked if this mother that she performed was similar to herself, she answered “No... well, mmmm, maybe after drinking wine, beer, after dinner, maybe in the future...” It seems that Eva rejects to fulfil her grandmother’s stereotype for her real life identity while she builds up her role-play identity based on it. Eva’s role-play identity during this session seems to be quite far from her real life identity, she does not see herself exaggerating so much as this iconic mother who seems to be going a bit too far. Her character is relying on a strong stereotype and there is a disruption between her real life identity and her role-play one. She recognizes that maybe there is some relation between them under some circumstances (alcohol, within a few years) but she is clear about how unrelated they are to each other now.

5.2.2.2 Eva’s role-play identity as a daughter in session 3

Eva plays the role of a daughter trying to decide her future (tertiary) education. She feels very comfortable and relaxed while doing it. The following example illustrates this point:

Example 11 – Session 3 [0:28:03]

Spanish

Eva: Mamá, ¿fuieste a una universidad privada para conseguir un esposo? (Getting closer to the screen while making a sarcastic grimace)

Pedro: ¿Qué?

Claudia: Primero trabajé y después te cuidé

English

Eva: Mum, did you go to a private university to find a husband? (Getting closer to the screen while making a sarcastic grimace)

Pedro: What?

Claudia: I worked before (you were born), then I took care of you

Eva's voice was full of sarcasm. She is defending her position as rebelling against such a prejudiced mother so different from her in this dispute between her parents and sarcasm is really helpful to make clear where she stands. The following example is an excerpt from the Stimulated recall between Eva and the teacher. I asked Eva about her role as a daughter during session 3 and she recognized the worth of Claudia's performance as her mother; she described her French accent and the way she looks.

Example 12 – Stimulated recall [0:45:45]

Spanish

Eva: ...su acento francés, tiene un aire, como una madre que le gustan las escuelas privadas y lo mejor para su hija

Raquel: ¿Y cómo te sentiste siendo la hija de esa madre?

Eva: Ah, muy bien, diferente que mi madre, sí, sí, sí porque es una posición muy segura y tengo todas las oportunidades en el mundo, y también es importante para tener en cuenta mi experiencia propia porque como lo dije, mi madre es diferente. Era divertido para jugar este papel

English

Eva: ...her French accent, she looks like a mother who likes private schools and the best for her daughter

Raquel: And how did you feel being this mother's daughter?

Eva: Ah, very well, different from my mother, yes, yes, yes, because it is a very safe place and I have all the opportunities in the world, and it is also important to take into account my own experience, since as I have already said, my mother is different. It was fun to play this role

Eva is very enthusiastic when describing Claudia's role as a mother, nevertheless she seems to value not just Claudia's performance but her lifestyle and personality. She really emphasizes the fact that her two (real life and role-play) mothers are the opposite of each other and that she enjoys having such a safe place in this ideal family.

Later, I asked Eva if her character was different from herself and she replied that it was very similar "cuando era esta edad" ("when I was this age"). Even so, it seems that she is not focussing on her real life identity to perform her role-play identity in this session, but in the relationship of her real life identity and her real life mother, which maybe did not offer her all the good things that this French mother does. Hence Eva walks away from her real life identity relationship with her mother and builds up and enjoys her role-play identity one when playing her role.

Before starting the role-play, in the warming up part of session 4, Eva was talking about her daughter and I said:

Example 13 – Session 4 [0:19:44]

Spanish

Raquel: Que ella no tenga unos padres tan malos como los tuyos.

(Eva becomes very serious).

Raquel: Unos padres tan malos como los tuyos, como los de ayer.

Claudia (apparently trying to clarify the situation to Eva, who looks stressed): Como los de tu personaje de ayer.

Eva (laughs) ¡Ah sí!

English

Raquel: I hope she does not have parents as bad as yours.

(Eva becomes very serious).

Raquel (clarifying): Parents as bad as yours, as the ones yesterday.

Christine (apparently trying to clarify the situation to Eva, who looks stressed): As the parents of your character yesterday.

Eva (laughs) Oh yes!

During the Stimulated recall session I asked Eva if it is easier to talk about characters than to talk about reality and if she got serious because she thought that we were talking about her real parents and she replied “Todos buscamos una relación entre nuestros *caracteres* y la realidad” (“We all look for a connection between our characters and reality”).

During the Stimulated recall with Claudia (a different one from Eva’s) I asked Claudia her opinion about Eva’s reaction in this regard and her answer was: “Porque ella pensó que era sobre sus padres reales, fue un momento de duda, se sintió sorprendida” (“Because she thought it was about her real parents, it was a moment of hesitation and she was surprised”).

Eva’s role-play identity could feel easily comfortable dealing with a mother different from her real life mother, and even during the Stimulated recall, she supported this preference. On the contrary, before starting the role-play, her real life identity was unable to confirm it and she also felt a negative emotion when she thought we were criticising or valuing her real life

parents in a negative way. Her role-play identity was a complete mask that allowed her to show us her choice while what she perceived as explicit references to her real life identity unsettled her.

5.2.3 Conclusion

It seems that we can fruitfully explore Eva's interface focusing on her role-play identities along the sessions in relation to the similarities there are (or not) between them and her real life identity. She chooses either to compare or to contrast both identities while playing her roles, finding alignment or dissociation. Also, these choices are not unconscious for Eva when she approaches each situation; she was able to explain the reasons for considering each role-play identity choice. Her characters have both strengths and weaknesses, they are not completely stereotypical ones, and she can put her character in a more as well as in a less powerful position during different situations of the same role-play. For instance, she is a strong mother but also an affectionate one who uses emotional vocabulary "my favourite child"; the spouse she performs is a determined woman and at the same time she is very kind "One moment my love..."; she plays a confident journalist who can lead a debate and also be able to say "I agree" several times, and a daughter who listens attentively to her parents and who makes her voice heard all at once. In sticking to the characters, body language is frequently used by Eva to handle the different situations according to the outcome she is hoping for; different facial expressions, movements of her head side to side to denote doubt or disagreement, arm placement to exaggerate or stress her arguments, her proximity to the screen, etc., all essential in order to convey her sociocultural values and viewpoints. Her tone of voice and intonation were also part of Eva's role-play identity skills to shape her characters' personalities.

The characters developed by Eva were (quite) a response to her real life identity as well as to different aspects and issues of her family (herself and her husband's profession, her family-focused grandmother, her relationship with her mother and with her husband) and she seems to bring life to her characters, creating full and engaged role-play identities while at the same time contributing to the creation of a friendly, dynamic and engaged class identity as a group.

Chapter 6: Results: Focal participant Pedro

6.1 Introduction

Pedro is a New Zealander and he is around 50 years old. He has been my student in a previous Advanced Spanish course. He holds a very high degree of motivation and initiative always keen to actively participate in class. He is very creative and a natural team leader. Prioritization and concentration are some of the skills that define him as an L2 student. Pedro seems self-confident and educated, he is well-educated and well-informed.

6.2 Key strands of the interface: The effect of humour, technology and leadership on Pedro's learner and role-play identities.

During sessions two, three and four both Pedro's learner, class and role-play identities have jointly played a role in different situations, with one at times taking more prominence than the others. Pedro's use of humour, his interaction with technology, and his position as a class leader and language tutor are the main threads of his learning interface that we are going to analyse here.

Shared humour provides emotional involvement with the class and Pedro uses it to manage his relationship with his peers. He is perceived both as a supportive classmate and a leader and humour helps shape his interactions within the group, fostering his empowerment and enhancing his leadership. Furthermore, Pedro's achievement goals are not restricted by technology, a communication tool for him to facilitate collaboration and to face challenges. Specifically, the analysis shows how these main threads are related to Pedro's identities and how he is able to freely work with his role-play and learner identities while adjusting his real life identity to those. He works with his identities in these ways in order to build up his

characters, to lead effective peer corrections and even more, to humorise the class and overcome problems.

6.2.1 Role-play identity and the use of humour during sessions 3 and 2.

During session 3, Pedro is playing the role of the father of the family, Claudia the mother, and Eva the daughter, and they are discussing the right education for Eva's character and also if she is going to attend a free public university or a private and very expensive one. The parents have conflicting views. While the father considers the public university as the best option for her daughter's education, the mother believes that a private university is a safer place and the best option. Eva plays a rather immature daughter who does not know which option to choose.

Example 14 – Session 3 [0:29:52]

Spanish

Pedro: Habíamos...habíamos...eh...disfrutábamos...no, disfrutados por nuestros juventudes...ah, no sé...nuestro juventud, y tú...not, what...ah, tú no...ah...I can't think...would...would...what's that... ¿podrías?, ¿tú no podrías?

Eva (interrupts): Estas borracho papá. ¿Más vino?

Pedro (laughs)

Eva (laughs): ¿Un poco más vino?

Pedro: Este tema requiere vino...tú te gusta viajar, a mí me gusta pasar los momentos (laughs) con una bebida o dos...

Claudia: o tres

Pedro: o tres (laugh) es más barato que un vuelo.

Eva: Por supuesto!

(Everybody laugh).

English

Pedro: Now everything is different, Young people do not know what is important

Eva: to enjoy life

Pedro: We had...I had...eh...were enjoying...enjoyed in our youth hood...ah, I don't know...our youth hood, and y you...not, what...ah, you no...ah...I can't think...would...would...what's that...could you?, couldn't you?

Eva (interrupts): You are drunk Dad! More wine?

(Pedro laughs)

(Eva laughs)

Pedro: this topic requires wine...you like flying, I like spending moments (laughs) with a drink or two, it is cheaper than flying.

Claudia: or three

Pedro: or three (laughs) it is cheaper than a flight.

Eva: Of course!

Humour is part of the dynamics of this session and it helps build the emotional involvement in the class, contributing to reducing any stress in the class and promoting a nice relaxed atmosphere. Pedro struggles with his Spanish when he tries to explain how different things used to be during his youth, so Eva tells him: “You are drunk, Dad! More wine?” Pedro laughs and answers to her also using humour: “this topic requires wine...” Claudia also jokes about that: “or three!” and Pedro echoes her: “or three” and laughs again. This is a positive

emotional experience that keeps the session going regardless of Pedro's mistakes and doubts about the Spanish language. The three students acknowledge the issue and laugh at it, trying to build humour and finding the funny side to an awkward situation. Humour even motivates them to create a funny episode that could have had a completely different outcome. Each student responded positively to each other's jokes, softening the L2 deficit and also facilitating group involvement.

In her diary of session 3, Eva reported "I felt successful after the session because I was able to communicate reasonably well with my peers; there was a lot of joking and laughing which helped because it meant we were all enjoying ourselves". Pedro, for his part, wrote in his diary "The role was easy to achieve and so I felt...cómodo cuando hablé en el grupo" ("comfortable when I spoke in the group"). He didn't mention at all any negative emotion about him struggling with the language, so it seems that Eva's creative and humorous thinking and the situation she helped create allowed Pedro to cope with his lack of vocabulary and grammar at that moment; his role-play identity then used humour to fulfil an answer he could not produce otherwise. Humour was a powerful tool that contributed to the emotional involvement of the class and encouraged the participants to keep going without stopping or feeling uncomfortable because of Pedro's mistake. They looked eager and engaged when Eva's humorous comment brought content to life as well as positive feelings to the class. The comment also seemed to help Pedro cope with the stress when trying to express himself correctly in Spanish, diverting attention from his hesitation and transforming this into the co-construction of a new fun conversation.

During the Stimulated recall Pedro reported "The problem is when I cannot think of the correct word, is that I know what I want to say, sometimes I need to change a lot to substitute the word, and it can lose the sense. Then in this seconds there is some panic... but it is normal, a difficult situation". Hence he seems to identify the episode of struggling with the

language as a source of two opposite emotions: “panic” reported during the Stimulated recall and “comfort”, reported in his diary of the session. It could be said that while his learner identity felt panic at an individual lack of immediate action, later his class identity felt comfort contributing to his positive relation to the group, hence shifting his conflicted learner identity to a more promising class one. It seems that self-confidence together with a suitable involvement played a major role in building his encouraging class identity.

In previous feedback, Eva showed admiration for Pedro’s knowledge of Spanish and his ability to navigate and to set the tone for different situations, as when he in session 1 in his role-play identity as a Brazilian citizen who considers Brazil both very safe and an amazing place to live in, claims: “Por supuesto, Brazil es un lugar fantástico e increíble para vivir y visitar” (“Of course, Brazil is a fantastic and incredible place to live and visit”). Eva consequently laughs at such a strong claim because it obviously states the opposite of what Pedro really thinks, as he had already declared in his diary of this session: “my character was very different from me”. Also, during session 2, when Eva and Pedro are playing the roles of mother and son respectively, humour allowed them to achieve a good rapport, as it is shown for instance in the next example:

Example 15 – Session 2 [0:40:14]

Spanish

Pedro: Está bien para mí, no, está bien, y siempre y cuando haya suficiente comida para mí (Eva and Pedro laugh, Katherine and Claudia smile) no importa cuántas personas hay en la fiesta, tengo un apetito grande. (Pedro moves sideways in his chair while talking).

.....

Eva: Siempre una porción especial para ti Pedro, mi favorito. (She is nodding in agreement with Pedro’s requirement).

English

Pedro: That's fine for me, no, that's fine and as long as there is enough food for me (Eva and Pedro laugh, Katherine and Claudia smile) I do not care about how many people there are in the party, I have a huge appetite. (Pedro moves sideways in his chair while talking).

.....

Eva: Always a special serving for you Pedro, my favourite. (She is nodding in agreement with Pedro's requirement).

Eva is jokingly playing her character as the domineering mum who is not afraid to show partiality towards her only son. Pedro, who plays the role of a very traditional old fashioned son who likes to continue old traditions, accepts this joke and laughs, thus acknowledging Eva's humour and sharing it with her, without feeling offended or ridiculed.

In the previous extract from Session 3, Eva's character, the daughter, was the one who expressed her amazement and who made the joke "You are drunk, dad! More wine?", and this is another element to take into account for Pedro to accept it. The dialogue between the participants was not stopped either by the mistake nor by the joke; it continued in the same way. This humorous comment seemed to be unplanned, spontaneous and with the only aim of reacting playfully to a funny situation, and maybe this is the reason why Pedro's learner identity wasn't threatened since the comment was not related to Pedro's mistakes at all but to his character, the father; hence this humorous situation was appropriate and fitted comfortably in the role-playing, helping Pedro solve the situation inside a comfort zone and building group cohesion. In his diary of session 3, Pedro wrote "I felt successful after the session because...like all the sessions I was put in a difficult situation – having to debate a character that doesn't align with your own values and beliefs in a language that is not natural to you – and managed to survive to the end and deliver to the best of my abilities". He also

reported “Me sentí seguro de que estaba en una situación donde no había consecuencias por lo que hablaba a través de mi carácter” (“I felt confident I was in a situation without consequences because I was talking through my character”). It seems that having a role-play identity very different from both his real life and his learner identities allowed him to cope well with challenging situations using humour and at the same time sharing it with the other participants.

This co-construction of positive emotion in response to difficulty is supported by Imai’s claim (2010, p. 279): “Emotions are not just an individual’s private inner workings in response to external stimuli but are socially constructed acts of communication that can mediate one’s thinking behaviour and goals” and so it is the participants’ desire to create humour to cover L2 deficits during spontaneous communication that ensures they successfully overcome them while reducing negative emotions about language proficiency. Emotions seem to determine how Pedro connects himself with the task and consequently how it evolves. His role-play identity represents a mask that connects him with the real world; this identity seems to be absolutely involved with the task. He clearly stated that he had to debate a character that doesn’t align with his own values and thoughts since he has a different view; anyway his role-play identity shows a character that fits in the family he belongs to. It seems that stepping back and looking at the situation from his role-play identity’s perspective helped him take on his role for achieving the role-play goal.

6.2.2 Pedro’s learner identity and the use of technology during session 3.

Example 16 – Session 3 [0:32:55]

Spanish

Claudia: Yo quiero algo mejor para ella, así puede encontrar un mejor esposo que tú

Eva: Tú has perdido la discusión

(Pedro disappears. Everybody laughs)

Claudia: Mi amor, ¿dónde estás? Seguro que fue por más vino

Eva: ¡Pobre papá!

Pedro: Perdón, me caí de la silla...mi computadora se rompió (laughing and moving sideways). ¿Dónde estamos?

Claudia: ¿dónde estamos? No me acuerdo

English

Claudia: I want something better for her, so she can find a better spouse than you

Eva: you have lost the discussion

(Pedro disappears. Everybody laughs)

Claudia: My love, where are you? I am sure he went for more wine

Eva: Poor dad!

Pedro: I am sorry, I fell from the chair...my computer broke down (laughing and moving sideways). Where are we?

Claudia: where are we? I don't remember

During this episode in session 3, father, mother and daughter are still discussing the best university to choose for the daughter to attend. Pedro integrated technology into the classroom in a very natural way without affecting his approach to his role-playing performance. Pedro had an internet connection problem and he managed to solve it without leaving his character. He reacted and talked first still in his role-play identity while

continuing to be fully engaged with the class. He was able to take control over the situation and make a decision about how to reappear “on stage”. He was in a position to defend his role-play character. When summoned because he had disappeared from view, he immediately added: “mi computadora se rompió” (“my computer broke down”), without having to dissociate both identities. The confidence he feels both about language competence and technology led him to quickly cope with the situation and he took pride in being able to do this in a meaningful and fun way. He was also able to use his role-play identity first and his learner identity second, at once to explain his absence and to make the problem explicit; suggesting that his trust in his technological abilities together with his communicative language skills made him feel empowered as a student to overcome the trouble.

The small technology issue did not affect the active engagement of the participants. On the contrary, Pedro built a connection between his last contribution to the discussion and his comeback. Claudia’s character’s reaction provided a humorous explanation for Pedro’s sudden disappearance from view: “Mi amor, ¿dónde estás? Seguro que fue por más vino” (“My love, where are you? I am sure he went for more wine”), as well as Eva’s character’s comment: “pobre papa” (“poor dad”). These were rapidly complemented by Pedro as a collaborative dialogue “Perdón, me caí de la silla...” (“I am sorry, I fell from the chair”). Imai (2010, p. 288) clarifies this, noting that the value and meaning of the members’ emotionality is not predetermined but locally situated and intersubjectively negotiated by the individuals participating in the collaborative learning activity. In this case, the three participants worked together to establish a conspiratorial relationship, also creating a safe environment and getting emotionally involved. Pedro resolved the conflict that appeared during the conversation according to his role-play identity, choosing the appropriate discourse and actions. The other participants remained in their role-play identities as well while interacting between them at first and also with Pedro when he re-appeared. Hence the

task effectively carried out by their class identities, the problem was not made explicit and the participants coped with it with humour, solidarity and commitment.

6.2.3 Pedro's learner identity as a leader during session 3.

Example 17 – Session 3 [0:42:12]

Spanish

Pedro: Estoy esperando el postre todavía (moves and smiles).

Claudia: ¿Qué postre?

Eva: Vas a engordar

Claudia: Voy a buscarlo. Adiós.

Pedro: Tenemos una decisión.

English

Pedro: I am already waiting for the dessert (moves and smiles).

Claudia: What dessert?

Eva: You will get fat.

Claudia: I'll go get it. Good bye

Pedro: We have a decision!

Session 3 demanded much more participation from Pedro. The participants were asked to get inside a problem about education. Pedro defined his own learner identity and was aware of others' role-play identities, judging by his involvement in the task as well as the empathy and friendship generated during the interactions. In this extract participants were discussing different university choices and suddenly Pedro said: "Estoy esperando el postre todavía" ("I

am still waiting for the dessert”). Pedro used a funny prop to steer the conversation in a new direction as a fine conversational exit strategy. He changed the topic completely choosing a new one that was both of interest to a family (food) and timely (participants set time and place in the kitchen after dinner), considering his relationship with the other participants as well. It also seems that Pedro was behaving as a male chauvinistic Latin American father when voicing such a strong demand, as entitled to be served by both his wife and daughter. In this way, Pedro initiated the conclusion of the session by changing the topic, something that was well-received by the other participants who supported him adding comments such as: “¿Qué postre?” (“What dessert?”) “Vas a engordar” (“You will get fat”) and “Yo lo traigo. Adiós” (“I’ll go get it. Good bye”).

Pedro’s role-play identity suggested ending and probably because the other participants considered him a kind of a leader in the class, they did not hesitate to follow him in wrapping up the role-play session. It looks like Pedro created a challenging situation that empowered his role-play identity, and consequently he engaged participants in an affective moment; hence while his role-play identity was satisfied, as his body language showed (moves his head and smiles), it made his class identity emerge, actively involved with the group. Apparently Pedro’s identities were playing together. At first sight we can think that his role-play identity spoke, but looking at his learner identity’s profile we can deduce that his learner identity was the one eager to close the session that had already covered all the important suggested points, reaching a satisfying resolution for everyone. His learner identity seemed to be highly motivated to resolve the conflict and he showed the ability to take the decision when he thought it was time to do it.

The task was affected by Pedro’s role-play identity, moving forward towards the ending, and consequently by group dynamics, the activity was reinterpreted following Pedro’s initiative. The other participants interpreted his intentions, accepted them and accepted to engage in

social interaction and positive affect. Later, showing confidence, Pedro takes the floor again and says: “Tenemos una decision” (we have a decision”). Pedro influences others to follow him and he succeeds without dominating them. The interpersonal communication worked very well between the three participants’ role-play identities to understand each other and to agree in finding a way to conclude the role-play. To lead the situation and working as a team were not opposite in this case since both Claudia and Eva seemed comfortable when following Pedro’s suggestion. He is not just aware of his class identity as part of the group, but the other participants’ as well; for him to take this decision implies his ability to take for granted the others’ perspectives and also both their empathy and emotional involvement. His character was not over-structured by the tutor and he had space to create when he decided to act in this way with a humorous result. When he voiced his decision (to finish the session), he assumed a leader role and he also provided necessary input (the dessert). He re-appropriated the end of the task and the other participants co-constructed the situation with him in a collaborative dialogue, where their class identities seemed to understand Pedro’s initiative. Pedro reported in his diary of this session: “The role was easy to achieve and so I felt...cómodo cuando hablé en el grupo (comfortable when I spoke with the group)” and “Me sentí seguro de que estaba en una situación donde no había consecuencias por lo que hablaba a través de mi carácter (“I felt safe to be in a situation without consequences because I was speaking through my *character*”). It seems that Pedro’s sense of belonging towards the group makes him feel safe and comfortable while his class identity helped shape the group dynamics.

Also, it appears that the whole group enjoys the interchange, as they are empowering each other; their class identity is being keenly felt in a collective activity. Both Claudia and Eva chose the same prompt from other ten in their diaries of session 3: “The group managed to listen to each other, to respect each other and their behaviours and responses. The main

reason for this was that...”. Claudia completed it writing: “...we were all playing our roles”. Eva, for her part, wrote “...we know each other to some extent, having been in previous sessions/papers together. The other two participants are likeable and amiable people anyway so it was easy to be respectful of them and work collaboratively with them”. It is noteworthy that, in her diary of this session, Claudia also mentioned “I felt riskiness and challenge because I found the session a bit too long. At the end I could not find anything interesting to add. In reality such conversation could not last 1 hour but maybe 20 minutes maximum”. Then, it seems that Pedro’s initiative to end the session was a good solution for her. It is possible that Claudia’s negative emotion about considering the session too long optimised her engagement with Pedro’s initiative to wrap it up.

Regarding the other students’ opinion of Pedro, during the Stimulated recall, Eva praised both the way Pedro used Imperatives “Cocínalo” (“cook it!”), and how freely he was asking questions during the role-playing sessions. Claudia reported in her diary of session 1 that she started to be involved with her character when Pedro started to argue and she realized it was the opposite of what her character was supposed to think. Hence, it seems that both Eva and Claudia recognized the leadership skills in Pedro and he could establish an emotional connection with the other participants which made them agree with him without any confrontation but with positive engagement. It is also worth mentioning that during the first session Katherine, another one of the participants, had internet connection problems and Pedro tried hard to help her solve them, demonstrating empathy towards her needs and problems; in this regard, I wrote in my journal during the session, referring to Pedro: “very polite and patient”.

6.2.4 Pedro’s learner identity: fellow students’ helper and language tutor during session

4.

Example 18 – Session 4 [0:20:52]

Spanish

Eva: Queremos viajar por un mes. ¿Tiene un acuerdo para nosotros?

Pedro: ¿Un acuerdo?

Eva: A deal

Pedro: Ah! Una oferta...oferta (moves in his chair and smiles)

Eva: Una oferta, sí (retreats from the monitor and moves in her chair)

Claudia: Voy a organizar...

English

Eva: We want to travel for a month. Do you have an agreement for us?

Pedro: An agreement?

Eva: A deal (in English)

Pedro: Ah! a deal! (moves in his chair and smiles)

Eva: Deal, yes! (retreats from the monitor and moves in her chair)

Claudia: I will organize...

Pedro and Eva were playing the role of a couple who was going to marry soon and visited a travel agency (where Claudia's character is one agent) to choose a place for their honeymoon. Pedro plays the role of a guy who loves travelling around the world and who knows many places. He is very keen to choose a place where history and culture meet. He is very sophisticated, has refined or cultured tastes and habits. On the other hand, Eva plays the role of a modern girl who wants a nice wedding and an interesting and fun place for her

honeymoon. Sun, shopping and night life is a perfect combination for her. In the example above, Pedro is seeking confirmation about the correct meaning of the word “acuerdo”. He has shown himself to be a competent learner and user of Spanish throughout the four sessions and he appears to have high expectations about the accomplishment of the role-play by the group. Hence, when he rephrases Eva’s word as a question, he doesn’t seem to be showing off but looking for reinforcement either from Eva or the group about a word that is less than clear. Eva didn’t overtly ask for the help received; nevertheless Pedro’s suggestion seemed to be timely and well received by Eva who immediately corrected herself by using the appropriate word “oferta” (“deal”). Likewise, Eva accepted the correction without questioning Pedro because she already knew the proposed word’s meaning, hence it was easy for her to understand and accept help built on what she already knew.

Pedro could have behaved in a different way to make Eva notice her mistake; nevertheless he chose an effective way, being able to give the correct term as part of cooperative group’s engagement. His strategy was to resolve his doubt just by paraphrasing the word as a question (“¿un acuerdo?”) without mentioning if he had realized about the mistake or if on the contrary, he was making Eva notice it. He did it in an unobtrusive way, like thinking aloud with a rhetorical question. . He seems to be familiar with the vocabulary he uses and it makes him help others to resolve their second language deficits. It also seems to be spontaneous and so he is welcomed as genuine in his endeavours. The positive effects of his behaviour also helped to keep the conversation going. Pedro did not lose his role-play identity while asking the question, on the contrary, both his role-play and class identity were playing together in order to solve the conflict through self-thinking, as his own work and being constructive at the same time. Students worked as a team to solve the mistake, focussed on form instead of meaning for a while and Pedro gauged what was helpful for the session at that moment; he

was continuing the conversation rather than simply correcting Eva as a peer, without interrupting the flow of the conversation, while encouraging the recognition of the mistake.

Sadler and Good (2006:3, citing Baird and Northfield, 1992; McLeod, 2001; Pfeifer, 1981; Weaver & Cotrell, 1986; Zoller, Ben-Chaim, & Kamm, 1997), studied the impact of peer grading and they claimed that “Affective changes can make classrooms more productive, friendlier, and cooperative, and thus can build a greater sense of shared ownership for the learning process”. In a similar manner, peer correction has the capacity to develop into teamwork and support in this group.

This co-construction between Pedro and Eva was also a positive emotional experience. Eva didn't show any negative emotion about the situation, yet the exchange constructed a positive encounter with positive emotions. She reported in her questionnaire that she “hardly felt any fear of peer negative evaluation” while during the Stimulated recall she expressed that “Pedro is not afraid about making questions”. Regarding Pedro, he reported in his questionnaire to strongly feel empathy, enjoyment and engagement with others. Then, considering the positive comments from both of them, we can deduct that everyone benefited themselves by pointing out and correcting mistakes together as a team, acknowledging the achievement as collaborative work.

Pedro's role-play identity was the one who asked the question. However, his learner identity was also interested in the clarification since this identity is the one eager to accomplish the role-play effectively. Accuracy seems to be a priority of his and he prefers being corrected to being uncertain whether what he says or understands is correct or not. For instance, at some other moment during the same session, Eva said “Necesito mantener mi figura” (“I need to maintain my figure”) and Pedro immediately said “No entiendo” (“I don't understand”) Eva replied: “Mi cuerpo” (“My body”) and immediately Pedro laughed and added “Ah, figura”

(“Ah, figure”). Pedro’s role-play identity notices and acts to fulfil the learner identity’s need of accuracy and it is through the dialogue and interchange between peers that they solve this. Furthermore, Pedro’s uncertainty about the meaning of the word did not represent an obstacle to communication nor was it disruptive or demotivating for the other participants. This collaborative way to learn seems to work for the group, their class identities look comfortable while asking and giving information in an instructive dynamics e with good affective rapport. Cognition and emotions seem to be connected for Pedro who looks happy and relaxed after being sure about the intended meaning, as if he really minds the language while engaging in the role-play.

Similarly, in Session 1, Eva used the expression “pan y circo” (“bread and circus”) which Pedro did not understand, so he asked her to write it down on the chat pod on screen. Once again he looked interested and engaged in the situation and also eager to fully understand what was said. Thus while his class identity assumes his doubts and actively tries to clarify them together with the other participants, his learner identity gets benefited and looks happy about receiving feedback, proving that this is the way he likes to learn.

6.2.5 Conclusion

Pedro leads by being a supportive peer and without exceeding his powers but strengthening teamwork, and humour helps him and so the group to achieve their goals during the sessions. Pedro’s sense of humour also gives him the ability to manage and solve problems. He laughs at himself and accordingly he brings humour into the sessions as well as using it as a resource to construct his leadership. Possibly he intends his role-play identity to be humorous to bridge the gap with his real life identity that usually has a completely different point of view about the topics, as he states during the Stimulated recall “The only one related to me was the last one, the traveller, the first three were very different, the last one quite similar to me”.

Previously, Pedro reported in his diary of session 3: “To enter into a new individual identity while performing the character was difficult at first, but it became easier and more fun after each session”. It looks as if Pedro has gradually framed his different role-plays identities shaping them as he was getting involved session after session.

Pedro is aware of both positive and negative aspects of technology (he seems to feel comfortable with it and he knows how to help others with connection problems because he does not panic when connections fail), and uses it as a tool to accomplish his purpose, while exploring the limits of his role-play identity.

Leadership, humour and technology are significant components in Pedro’s learner and class identities that value collaboration and its impact on his role-play identity performance. He seems to be aware of what he means for the others when developing his role-play identity. This identity, which was initially built from both his real life and learner identities, soon received the feedback of the other participants (affective responses, humour, acceptance, etc.) and helped the developing of a strong and highlighted class identity, which organizes and mediates during the sessions. At once he creates a tight relationship both between his own different identities and the other participants, who seem to “authorize” him to be a leader. Even more, his class identity does not allow him to disrupt the flow of the class because of his real life identity’s point of view and so it hides itself under a thick mask, his role-play identity. On the other hand, Pedro does not lose his learner identity at all; the leader, the fellow student and the humourist are present all the time during the role-play sessions. It seems that he views the role-plays as changing and challenging his points of view more than merely playing a role previously assigned to him (by a teacher); instead they are an opportunity to learn for him, taking a deep approach to the task and also actively engaging with class emotions in the affective domain.

Chapter 7: Discussion and Conclusion

7.1 Introduction

In this section the findings relating to both emotions and the main aspects impacting on learners' emotional experiences and identity during role-play online contexts will be discussed, as well as the tight relationship between them. We have identified strands of the interface that continually develops and changes for learners as they interact with one another, with the teacher and with technology. Findings emerging essentially from the interface developed with the learning context during a dynamic process are studied under the perspective of the learner context interface model of language learning.

7.2.1 Online L2 teaching/learning – The case of the web cam

The online sessions focus on several key principles that are fundamental to the aim of this research in an attempt to show the potential for the study of emotions and identities in online learning contexts. The sessions were planned using communicative language teaching principles to provide the best conditions for a high degree of interactivity. Engaging in online conversations through role-plays provides opportunities to students for online collaboration with peers. This thesis has provided a detailed analysis of different interactions which demonstrates that technology mediated language learning can offer rich sites for the study of L2 learners' emotions, identity and how these are constantly recreated and modified as vital strands of the learners' interface.

Learners' collaborative interchanges along with their private behaviours are considered a critical aspect in this study, and in this sense the web cam is a valuable tool to make the ongoing situation significant and observable in the online scenario. A web cam is used in all the online sessions, although classes do not rely only on that. The camera, as part of the

recordings, displays a real-time interactive setting, critical to document students' exchanges. The camera captures body language that we would otherwise miss. The web cam is also used for capturing moments and enhances interaction between learners by allowing students to monitor their peers' reactions and attitudes. It captures images that can be meticulously analysed and contrasted, providing a deeper understanding of situations and actions. Furthermore, different from face to face encounters in the flesh, meetings on Adobe Connect allow one to see all participants simultaneously. Reading emotions and behaviours becomes extremely helpful in order to analyse the different learners' encounters. De Los Arcos et al. (2009) consider that anonymity can alternatively make students feel less embarrassed and less anxious, or might cause anxiety and lower motivation. In the current study, the possibility of not just listening to but seeing real-time participants' expressions allowed us to spin the fine details to examine both emotions and attitudes while they were interactively constructed. Thus, the examination of expressions, reactions and attitudes is more useful than anonymity in this analysis. Visual cues are a substantial tool both to analyse and corroborate information, as well as to supplement the analysis as it is shown in the following examples:

Example 2 from Session 2 shows an episode full of humour between Eva and Pedro (playing the roles of mother and son). The recording shows that while Eva and Pedro laugh, Katherine and Claudia just smile. Thus, the web cam captures what is meaningful about what students are doing, showing more or less humour as well as more or less engagement. As is shown later, humour was considered as a tool to adjust interactions and valued as a way to achieve a good rapport in the class during this interchange, strengthening the class identity. Hence, affect, humour and engagement are emerging issues all contributing to the interface, and the web cam allows for the observation of subtle differences that audio cannot necessarily catch, such as the difference between a wide or a forced smile. The camera also detects significant motion in Pedro, who moves sideways in his chair while talking, and in Eva, who nods in

agreement with Pedro. The participants are sending and receiving non-verbal messages supporting Pedro's verbal message. Once again, our visual cues reinforce the analysis as a valuable input device.

Pedro had an internet connection problem and he managed to solve it while continuing to be fully engaged with the class. Example 3 from Session 3 shows Pedro laughing and moving sideways, while he says "Perdón, me caí de la silla..." (I am sorry, I fell from the chair...). This movement shows him physically engaged and connected with what he is saying. Pedro does not show any negative emotion like anxiety or shame, on the contrary his relaxed and funny attitude joins the other participants' attitude, contributing to the encouraging and enthusiastic atmosphere.

Examples 3 and 4 from session 2, show Claudia being interrupted by Katherine in the first example and by Pedro in the second one. As will be discussed later, in both situations Claudia chooses to show her class identity in order to achieve class engagement. Nevertheless, paying attention to her body language as well, we can conclude that both overlaps configure two different interfaces for Claudia; while in the first example her learner identity is happy, in the second one it shows signs of frustration. Her gestures and expressions can be explored through visual cues, providing a window into the analysis to better understand Claudia's behaviour. The camera is a powerful tool of analysis because it allows for recording and later accessing meaningful information during the learning process. Carr et al. (2013) reported how TELL (Technology Enhanced Language Learning) makes different opportunities available for relevant interaction in classrooms when incorporated into off-line classes. Similarly, in this study, learners' conversational expressions are monitored using the camera, enabling a richer and more meaningful interpretation of their encounters.

7. 2. 2 Role-play

In these online role-play sessions, students are asked to complete a task, reaching a consensual decision related to a specific situation, and so the students can see a tangible objective which facilitates a meaningful interaction. The chosen topics for each session are three controversial ones in family gatherings (a Christmas venue, a place for a honeymoon, a good tertiary education for a daughter) and a social issue: Brazil nowadays. The role-plays were designed as a way to allow participants to freely create their characters and at the same time to use their own experience. The study has confirmed findings that collaboration and creative communication are main aspects of role-play: students can learn together while feeling comfortable and free to express their ideas to complete a task (Richards, 1985; Edstrom, 2013), to improve writing and talking skills (Yen-Chen Yen, 2015).

Some students reported being more involved in the role-plays when they felt more connected or more related with the topic and they demonstrated more engagement and more collaborative interactions. Nevertheless it is also interesting to observe them rising above a role they do not like or see little with which to identify, and finally making progress and reaching the intended target. Richards (1985) explains how learners have to negotiate to complete a task aimed at improving comprehension (see example 5, session 4), communication (see example 6, session 4) and their characters' performance (see example 1, session 1).

Further to consider role-play as an activity which promotes communication, the current study analyses what happens inside communication. The role-plays in this study were designed to provoke a diverse set of emotions and to promote different identities, and having students reverse roles worked well to this end. The group dynamic is linked to the lived experience of each learner fostering the interplay of identities (personal, learner, role-play and class) that

develop in the process. Students found themselves in roles that presented them as empowered or powerless; a mature and independent person or a dependant and childish one; an uncommitted citizen or a serious father, for example. Brief information about the topic and the characters was set up as a framework for the participants to sustain their interest while exploring possibilities and expressing emotions. These results are consistent with a growing body of research highlighting role-play's positive effects in learning: Yen-Chen Yen et al. (2015) show role-play's positive effects on motivation, reducing negative emotions and creating a more positive speaking environment; Cockett (2002) explains how learners' thoughts and feelings and disruptions to their expectations condition role-play, when for instance, conflicts between students' thoughts and their speech appear. This study has provided confirmation to the literature that role-play tasks provide rich and complex opportunities to critically explore meanings in learners' words and behaviours in order to further examine emotions and identities created in interaction.

7. 3 Emotions in L2 learning – The case of humour

The results of this study through the qualitative analysis of the data show that emotions play an extremely important role in the learning process and, as Dewaele (2005, p. 375) states, they are “a crucial aspect of human mental and social life” as learners are key witnesses of their own learning process. Similarly, role-plays displaying how to make a decision or to resolve a conflict from an open-ended situation, reflecting the interactions between learners and the way they communicate and interpret each other's contributions, are seen here as a representation of human life and therefore a source of spontaneous emotions. In this sense, Dewaele (2005) acknowledges emotions as something that any learner must experience spontaneously during the learning process as a response to dealing with specific situations. Imai (2010) considers emotions as mediators between the cognitive demand of acquiring a language and subsequent language behaviour, where verbal communication with immediate

others is one of the main sources of emotional experiences. This mediation becomes a lively and dynamic interaction, and it is through this performance/interchange that emotions emerge during the learning process. In the current study, emotions are also considered as part of the learning process, emerging from and affecting both it and the learners. Learners' processing and responding to emotions while enhancing their own and shared behaviours become a substantial source of data for this research. The learning process is valued here as a setting that promotes emotional outcomes and so as critical for this study. This research is concerned about the process of learning more than just the outcomes, as a way to interpret learners' roles and perceptions. Accordingly, Bown and White (2010) identify qualitative methods of enquiry as the most appropriate for analysing and evaluating emotions, considering them as a substantial part of the language learning process and the critical difference between engaged and unengaged learners through the interpersonal process of learning. The interpretative approach in this work provides valuable support in the observation of learners constructing their own reality with the aim of eliciting emotional responses.

Many words denoting emotion were used by participants to address their peers during role-play: "my sister, honey" as a way to create a more agreeable environment and the sense of closeness and intimacy, "Pedro, my favorite" to value another participant's intervention, "my precious spouse" and "my love" to facilitate interaction both between husband and wife and mother and son identities/characters. Emotional words are capable of transforming situations, transmit more effectively a message and contribute to creating a suitable atmosphere, "a moment" in the role-plays. These examples help us show how learners are evoking emotional states by conveying emotional words and influencing other participants in some way. These emotional words chosen sometimes carefully, sometimes more spontaneously, are substantial strands of the interface that is being continually created and re-created as a tool to create

collective emotions as well as to make the participants change from one emotion to another, contributing to an engaging situation and enhanced opportunities for positive emotion and significant collaborative learning. An example of this is when Claudia, playing the role of Pedro's wife, tries to win a discussion addressing her husband as "mi amor" (my love) sarcastically. Claudia uses this emotional word to create an interface to allow her role-play identity to make her point. Later during the same session, Claudia asked "¿Mi amor donde estás?" (my love, where are you?) and Eva added "¡Pobre papá!" (poor dad!), both showing preoccupation and concern about Pedro, who had lost his internet connection. Emotional words were used by Claudia to reinforce her discourse and to signal her mood, upset in one situation and concerned in the other.

A range of diverse positive and negative emotions expressed by learners have been analysed in this study, trying to also unveil some of the multiple combinations of these emotions and making the most of the full range, "to investigate how emotion is regulated in particular moments, events and contexts" (Bown and White, 2010, p. 433).

Among the emotions observed during this research, humour figured prominently as a substantial tool during role-play sessions, where participants enjoyed making and sharing jokes, sometimes using sarcasm, sometimes body language or laughter. Learning relationships and group cohesion were built through humour during the sessions, enhancing classroom joy as well as keeping participants engaged and involved. Humorous unplanned comments were always appropriate and never offensive or too personal as if students knew each other and how far to go with jokes. Even more, it seems that each humorous comment became an opportunity that allowed the broadening and consolidation of affectivity. A learner reported in her diary: "there was a lot of joking and laughing which helped because it meant we were all enjoying ourselves". Then humour was perceived and valued by her as a positive component of the session (encounter). Similarly, other students reported feeling

“success” and “comfort” because of the humorous episode. In another moment, humour helped reduce stress in class: when Pedro struggled with his Spanish, Eva made a joke and Claudia also joked about that; this unleashed a funny episode with a completely different outcome from the possible embarrassment of an incorrect response. Sometimes humour was the instrument to achieve a good rapport in class, like in the relationship between the characters of a very close mother and son lovingly supporting each other: “That’s fine for me, no, that’s fine and as long as there is enough food for me”, comment that brought laughter to the two of them and smiles to their other peers. Brash and Warnecke (2009) claim that role-play underlines the playfulness of language, humour, motivation and self-confidence, and Imai (2010) argues that humour is a way to show empathy and involvement with peers. In the current study, humour, empathy and affection become a substantial strand in the interface; learners’ role-play identities feel comfortable and productive using humour to cope with different situations. On the other hand, humour, inherently social, is also a critical strand for the class’ emotional involvement, hence for learners’ class identities as they work to construct an enjoyable interface.

Humour was also what learners chose to resolve a technological problem that appeared during a session. Pedro had an internet connection problem what was faced with humour and transformed into a humorous situation for both him and his peers. The introduction of jokes proved useful in avoiding negative emotions such as feelings of embarrassments or awkwardness, and the group was able to diffuse a tense situation and experience positive emotional involvement.

Humour was also chosen by participants to wrap-up (finish) a role-play session. The conversation had begun to dwindle and the session had run for almost a full hour, when Pedro took the initiative to finish it with a joke: “I am still waiting for the dessert.” He used a funny prop to steer the conversation in a new direction as a fine conversational exit strategy, and

was followed by his peers who rapidly engaged and also replied in a humorous way: “you will get fat” and “I’ll go get it. Good bye”. In her diary of this session, Claudia reported to feeling riskiness and challenge because the session was a bit too long and that at the end, she could not find anything interesting to add. We can deduct that Pedro’s initiative to end the session was a good solution/resource for her, with her negative emotion about considering the session too long became a catalyst for feeling empathy and engagement with Pedro’s initiative. MacIntyre, (2002) suggests that to understand the differences between engaged and unengaged learner, we need to relate engagement to the emotions students experience during language learning. Then, to be able to overcome a negative emotion, building greater connections with others through humour and positive emotion proved to be a very rewarding experience that enabled learners to be fully engaged in the role-play by sharing Pedro’s initiative and so creating positive affect together. The engagement achieved during role-plays as a positive emotional atmosphere depends on many features and there are various encounters between the participants in the current study which represent a way to illustrate this point. Results also revealed that the affective atmosphere generated was contributing to the emergence of positive emotions. Imai (2010, p. 283) states that emotions are socially constructed through people’s intersubjective encounters as they engage in a certain goal. Throughout the different sessions and different learning experiences, diverse emotions were constructed as part of the class social interaction.

Humour, however, was only one in a variety of emotions that emerged during the sessions in this study. Among the more positive ones, some examples were: Pedro overcoming technological problems because of the confidence he feels in both his language competence and technology; students creating a non-threatening environment and also generating a relaxing moment by respectfully taking turns, helping each other with Spanish, etc.; Pedro as a helper contributing to another emotional situation with Eva, and Claudia giving up her right

to speak to another student. Other emotions emerged that were not necessarily enabling for the learners, e.g. Claudia's frustration after her efforts at taking the floor. Nevertheless, engagement was usually achieved among the participants and the emotional involvement of the class was always present. Eva defined the group as "supportive and non-judgemental", and she valued this as enabling her to feel free to express herself; Claudia's intention of achieving collaborative dialogue seemed to be stronger than her learner identity's purposes when she decided to stop talking because she was interrupted by a peer overlap. Hence, emotions can be considered as critical strands of the developed learner-context interface, and even when not all of them were facilitating for all learners, emotions are a direct consequence of the emotional involvement originated in the interface.

7.4 Identities

Attention to identities has played a substantial role in the current study, trying to identify how real life, learner, class and role-play identities turn up in the scene, which is the one that stands out from the rest, how they change depending on different key drivers, and how learners create and negotiate their different identities influenced by the learning interface and its strands. Providing further interpretation of the data gathered in the role-play sessions, Stimulated recall, students' questionnaires and diaries, this section will illustrate identities finding their space through role-play interactions.

Brash and Warnecke (2009) point to Cockett's understanding of drama-based role-play as a creative and learner-centred activity in the language classroom, which may facilitate innovative learning experiences that allow identity formation in second language acquisition. According to Cockett, participants are hooked by the disturbance of reality, and tension arises between the surface level of speech and the inner level of thoughts and feelings. The analysis of role-plays in this study corroborates the emergence of the different identities, their

construction and co-construction, where role-play identity is socially constructed and based on alignments and on non-alignments or dissociation with real life identity. Similarities and differences between a real life and a role-play identity help learners play freely in the process of building and achieving a character. For example, in session 1 Eva constructs her role-play identity as a journalist based on both her own ideas about how a journalist is and the fact that her husband is a journalist as well. She also created her role-play identity as a wife in session 4, drawing from her experience as a spouse and some personal experiences, as she revealed in her diary, to support her idea of a happy couple. On the other hand, Eva reported using her grandmother's personality to perform her role-play-identity as a mother in session 2, but she strongly rejected any similarity with her real life identity. A parallel situation is created when Eva plays the role of a daughter in session 3, walking away from her real life relationship with her mother and building up a new one. Suzuki (2013) claims that learners' identities may change from one moment to the next; they are negotiated on a moment-by-moment basis and they are shaped by both external and local factors. One strand of the interface is the construction of Eva's role-play identity, a conscious process in which Eva is immersed, focusing on accomplishing the task while leaving her mark on the role-play. Motivation and admiration become crucial to her engagement.

In a similar way, Claudia showed the same enthusiasm and involvement during sessions 3 and 4. She described her role in session 3 as "a new individual identity" while in session 4 as "more like me". Consequently, we can follow that the role-play identity is created by means of the interplay of the different identities or some of them. On top of that, the engaged construction of a new role-play identity is not just the result of any identification or dissociation between them, but of a positive learner identity negotiation.

Claudia's learner identity showed the same positive attitude and her class identity was absolutely engaged with the other participants during both sessions. Then two different strands as identification and non-identification affected her performance in the same positive way, playing in consort with other strands like her enjoyment in playing her roles, class involvement and engagement with the topics.

Claudia's interest in the task was an essential part of the interface she created during session 4 to achieve her role-play identity. She effusively manifested that she liked the topic very much as well as how relaxed she felt during the session. Confidence and empowerment helped her perform the role-play without much effort since it was quite aligned with her real life identity, and consequently her learner identity showed itself as positive and actively participant in the task. Therefore, her interest and passion for the topic, her empowerment based on her knowledge and sociocultural background were important strands of her interface. The study confirms the view that learners consider and interpret tasks in a personal and subjective way and sometimes they construct their relationship with the task on their self-constructed goals (see Coughlan and Duff, 1994; Donato, 1988).

Claudia acknowledged having performed a role-play character very different from her role-play identity as a mother during session 3; nevertheless this dissociation was not an impediment to achieving a substantial class identity contributing to the dynamic of the role-play while engaging the other participants in humorous interactions. Claudia felt free to express herself and adopt a cheeky attitude towards her "husband" by using expressions like "I want something better for her, so she can find a better spouse than you" and "maybe you have to work more my love". Her enjoyment while playing her role-play identity, her humour and confidence, were the main strands contributing to her class identity and so to the group interaction in an emotionally involved environment. This is supported by Deci and Ryan

(1985) self-determination theory which considers the task as an intrinsic motivation that gives the learner a sense of identity and pleasure. Hence the task is another strand also contributing to a pleasant and inviting interface for both Eva and Claudia.

Examples 6 and 7 show Claudia's identities vary markedly when she receives feedback during sessions 3 and 4. Two different strands appear as critical in both interfaces: teacher and peer participation (see the learner-context interface theory (White 1999, 2003, 2005). Of special interest to identity construction is Dalton-Puffer's (2015) description about L2 as a *mask* which allows students "to safely assume the part of some *other* who may be representing positions that they do not share and/or they do not like to be seen to share by their peer-group. Acting out the part in the L2 makes them feel more secure in that what they say will not be mistaken as their personal voice" (8). Hence, Claudia's mask seems thicker during session 3, where her role-play and real life identities are different, as she declares in the Stimulated recall "this character is very far from me", while her mask appears to become thinner during session 4 where these both identities are quite similar: "This character was more like me". Both feedbacks were handled differently by Claudia, and her learner identity's reaction was different as well. The subjective experience of receiving feedback is a strand that generates different emotions for her, and her contrasting attitudes to feedback are part of her emotional response: accepting the praise for her role-play identity and rejecting it for her learner one.

Similarly, through the observation of Pedro's comments, we can arrive at a parallel conclusion. In his diary of session 3, Pedro reported feeling successful about the session because his role-play identity was not aligned with his own values and beliefs in a foreign language and because he managed to survive to the end and deliver to the best of his abilities. He also reported feeling confident since he was in a situation without consequences because

he was talking through his character; here his learner identity seems to judge the situation allowing his role-play identity to enjoy the play without negative consequences. It seems that the strand he develops through his role-play identity involves two main emotions: pride in the challenge of his role and confidence because of the lack of responsibility of his real life identity. The mask created by Pedro through his role-play identity is thick but it becomes thicker considering that he is absolutely aware of it. That is, Spanish as a second language and a role-play identity are both very different from his real real life identity and become two strong strands contributing to the construction of an interface that makes Pedro feel absolutely comfortable and riskless. On top of that, Pedro is consistently aware of creating his role-play identity and a pleasant class identity which he builds and maintains along the role-play sessions, as he reported in his diary of this session: “The role was easy to achieve and so I felt comfortable when I spoke with the group” and “At the beginning it was difficult to perform a new character but it became easier and funnier with each class”. Example 3 shows how Pedro overcomes a technological problem. The fact that Pedro knows his real life identity and perceives it as different from the other ones, is critical for the creation of a role-play identity and consistently live up to it. Two key strands of Pedro’s developing interface are both his technological abilities and his communicative language skills. White et al. (2016) show how strands of the interface influence the ways learners perceive and manage with the affordances and constraints of the setting. Pedro perceives the internet connection problem as easy to solve and non-intimidating since he considers himself able to get rid of it. Egbert and Harrison-Smith (2007) highlight the importance of an optimal language learning environment for each learner in a CALL (Computer-assisted Language Learning) classroom. The session environment is emotionally positive for Pedro and he develops an affective interface as his peers show encouraging attitudes and engaging humour: “My love, where are you? I am sure he went for more wine” and “Poor dad!” The class identity of the three participants was eager

to continue with the role-play. Using the online environment, Pedro entered his role-play identity and his learner identity at once to explain what happened: “I am sorry, I fell from the chair...my computer broke down...Where are we?” De Los Arcos et al. (2009) emphasise the use of audio-graphic tools to avoid anxiety in L2 learners; the authors consider that since learners cannot see each other, their feeling of embarrassment is often momentary and brief. In spite of this position, this research’s visual cues during role-plays show not only that image does not necessarily cause anxiety and other negative emotions, but that it can also help learners develop their class identities, contributing to emotional involvement during the sessions. The use of the web cam proves, in this study, to be significant to maintaining productive interaction and learners’ attention and engagement, thus problematizing and adding complexity to De Los Arcos et al.’s (2009, p. 6) claim that “the loss of embodiment may be experienced as both liberating and restricting.”

According to Bhabha’s theory, identity is constructed and reconstructed continually through our interactions with others. In this sense we see role-play in line with Brash and Warnecke (2009) and some modern social constructionist identity theories (Gergen 1999 and Foucault 1966) establishing that identities are constructed everyday through language and social relations, giving way to different, personal and subjective constructions of identities in response to different situations. In addition, social constructionists claim that “we do not have one core identity but we use different identities depending on our interactions with other people and their identities. Our identities are then changeable, multiple and de-centred” (Brash and Warnecke, 2009:101).

Different exchanges show a predominant engagement due to the kind of interface learners construct during communicative language learning. For instance, strands such as diverse emotions and identities are important learner contributions to the interface they develop to

reach a goal. Different learners' exchanges showing the interplay of the emerging identities in turn, illustrate that: Claudia and Eva's both real life and role-play identities seemed to work side-by-side. Their real life identities liked the topics and knew them thoroughly. Then, their role-play identities assumed and played their roles linking the performance to real life contexts. Donato (1988) points out the importance of how learners relate themselves to the learning task, and how this relationship is based on the learner's self-constructed goals. Likewise, it seems to be easy and enjoyable for Claudia and Eva to achieve the goals of fulfilling their role-play identities, experiencing joy and enthusiasm. From the observation of these performances, we can notice not only that these two students were on task but also the quality of their engagement. Learners are evaluating the stimulus, the topic, as interesting, familiar to them and not too hard to model; following Deci and Ryan (1985), the task gives them a sense of identity and pleasure. Then two aspects became highly valuable in these role-plays: as teachers, having considered which activities truly engage students, and for participants, which strategies to use to reach a successful outcome from a topic that they really liked. We can also conclude that different expectations of learners about the same task can generate markedly different emotions. For instance, not all participants engaged with the task in the same way: Claudia's performance as an expert travel agent was praised by her peers, whose individual appraisal of the task was different. Embracing learner diversity turns into an asset in the whole analysis; this made them act in a different way and so responding with both different emotions and different engagement, confirming Coughlan and Duff's (1994, p. 75) conclusion that, "different learners conceptualise the same task differently".

7.5 Conclusion

This study provides an analysis of different interactions in a series of online Spanish L2 sessions structured around role-play activities. The analysis makes use of the learner-context interface model to provide insight into the research question: How do emotions and identity contribute to the construction of the learner-context interface in online Spanish role-plays?

In order to address said question, this study analyses the interplay of learner and context through the dynamic interaction among language, agent, and environment (Dörnyei 2009). Further, it analyses links developed through the analytical research model closest to our research, the learner-context interface model (White 1999, 2003, 2005) and (White et al. 2016), which consists of diverse strands that co-occur and impact both learner and context simultaneously. The salient strands that have been identified in this study as vital for the construction of the learning interface are as follow:

- emotions: such as humour, pride, joy, frustration, embarrassment, etc.;
- technology: the web camera and the internet connection;
- task: description of the role-play situation, characters and goal;
- identities: real life, learner, role-play and class.

The language learning process has been shown to be both social and collaborative in this study, involving learners' social relationships, the construction and co-construction of encounters as social situations and the emerging affective rapport between learners. In addition the study has shown how each encounter and each situation is personal and individual for each learner, and dependent on the interface developed moment by moment.

Emotions have been conceptualised in this research as socially constructed through learners' dynamic encounters and seen as unpredictable and spontaneous, originated during the verbal

communication through the learning process. Hence, emotions can be considered as critical strands in the development of the interface, as both the origin and direct consequence of the engagement and the emotional involvement originated in the interface.

As an essential part of the language learning process, emotions therefore influence its consequences and conclusions and promote its emotional outcomes. Data shows that while positive emotions lead to positive outcomes, negative emotions do not necessarily lead to negative ones, for instance when students overcome negative emotions by turning them into a positive encounter or a positive reaction in leading to the creation of an interface.

This study shows how emotional expressions have been capable of transforming situations, transmitting more effectively a message and contributing to the development of a suitable atmosphere; then, they are also regarded as critical in the investigation of the language learning process.

In considering how emotions come into play during the four sessions, humour was found to generate many positive emotions among learners' relationship and to frequently help achieve a good rapport in class. Humour was also what learners used to resolve a technological problem, as a powerful source for a positive response to a negative event. On the other hand, humour, inherently social, is also a critical strand for the class' emotional involvement, hence for the learners' class identity that establishes an enjoyable interface.

This research traced the interplay of identities and how real life, learner, class and role-play identities interrelate at particular moments. Our study showed that identities emerge and change moment by moment, depending on different key drivers and they are also created and negotiated by learners in collaboration with their peers, following Bhabha's idea of identity as never fixed and continually constructed and reconstructed through our interactions with others.

This work has further addressed the concept of “mask” as related to L2 introduced by Dalton-Puffer (2015), which helped us in the analysis of students assuming and representing different roles and so the interplay of the emergent identities.

A number of methodological implications arise from the study: In order to generate quality data, multiple data collection procedures were employed. The findings show that the affordances of an online environment relates to this study in a positive way.

Students were required to complete a diary and a questionnaire. When the four sessions were completed, students participated in a Stimulated recall session to investigate students’ interactions in a number of different situations. After these students’ self-referential reflections, the last step was the analysis and evaluation of session recordings by the researcher.

Role-play has been a valued way to elicit our data and the moment-by-moment collection data was critical in this research. The possibility to observe learners in action and later to watch the video-recordings several times enriched the observation and reflection. The pre-task online discussions were a positive way to introduce each role-play. Students had the possibility to ask questions and details to complete their information for both their characters and the whole topic.

Considering the pedagogical implications of this research, role-plays have been observed to achieve collaboration and creative communication (Richards, 1985; Edstrom, 2013; Yen-Chen Yen, 2015), motivation (Yen-Chen Yen et al., 2015) and to be strongly linked with identity (Bash et al., 2009). This study was based on online role-play contexts, where the use of technology is considered critical for the analysis. The group relationship contributed to the creation of session atmospheres which proved to be comfortable and encouraging. Technology via videoconferencing was essential for data gathering. The camera was

especially critical to document students' exchanges, to provide a deeper insight into situations and actions and to enhance interaction between learners.

Each role-play was unique and special and at the same time part of a same thread, which helped us to examine them in their entirety. Role-play enhanced communication and a deeper understanding of the topic. Learners were able to observe and be involved in real situations which fostered their participation and involvement. Learners' attitudinal changes while performing their role-play characters have been vital for this research in searching for emotions and identities. Also, we see role-play as a way to increase and adjust interpersonal connections that promotes the exchange of ideas and negotiation of meanings. That is, learners' perceptions, actions and attitudes are revealed both in a pedagogical and social way. Consequently role-play is highly valued in this research as a way to help students overcome the difficulties of the online context while they perform their roles and construct their learning.

As regards theoretical implications, this study, based on the social constructivist view of learning, leads us to consider the learner-context interface model to study how learners attempt to enter and construct a new language learner context. The research also shows how active engagement might facilitate students' discussion and negotiation and, ultimately, learning. The dynamic interplay between learners and their contexts are seen here as a site where emotions and identities are constantly (re) created and modified, always in collaboration and exchange with peers, giving shape to the active learner-context interface, in constant change.

The significance of this work rests on its consideration that understanding students' emotions is critical during the language learning process. That is, to pay more attention to emotions could help teachers solve or at least understand in more depth learners' attitudes, obstacles

and conflicts during the challenging but potentially rewarding process of learning another language.

I have examined the dynamics of emotions and identities in a Spanish language class to respond the research question, but this study offers the possibility to refine and extend the emerging findings. For example, this study can be extended in comparative ways to include the interaction between learner, target language and online context in communicative activities without using role-play as a technique when students pretend to be someone else. I think a completely different outcome would result since the interplay of identities would probably be also different. For example, it would precisely be the lack of role-play identities, the cause of a significant change in the dynamics of the other identities. Something similar could occur with students' emotional experiences where their emotional responses would come from the students themselves rather than their characters. Further studies could be designed to provide rich quality and quantity data that prompt interestingly different reflections.

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Appendices

Appendix A: Low-risk Ethic approval notification



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

10 June 2014

Elida Direnzo
168 Derwent Street
Island Bay
WELLINGTON 6023

Dear Elida

Re: Learning Spanish Online: Emotions and Identity in Role Play Settings

Thank you for your Low Risk Notification which was received on 5 June 2014.

Your project has been recorded on the Low Risk Database which is reported in the Annual Report of the Massey University Human Ethics Committees.

You are reminded that staff researchers and supervisors are fully responsible for ensuring that the information in the low risk notification has met the requirements and guidelines for submission of a low risk notification.

The low risk notification for this project is valid for a maximum of three years.

Please notify me if situations subsequently occur which cause you to reconsider your initial ethical analysis that it is safe to proceed without approval by one of the University's Human Ethics Committees.

Please note that travel undertaken by students must be approved by the supervisor and the relevant Pro Vice-Chancellor and be in accordance with the Policy and Procedures for Course-Related Student Travel Overseas. In addition, the supervisor must advise the University's Insurance Officer.

A reminder to include the following statement on all public documents:

"This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research."

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact Professor John O'Neill, Director (Research Ethics), telephone 06 350 5249, e-mail humanethics@massey.ac.nz."

Please note that if a sponsoring organisation, funding authority or a journal in which you wish to publish requires evidence of committee approval (with an approval number), you will have to provide a full application to one of the University's Human Ethics Committees. You should also note that such an approval can only be provided prior to the commencement of the research.

Yours sincerely

A handwritten signature in black ink that reads "J. O'Neill".

John G O'Neill (Professor)
Chair, Human Ethics Chairs' Committee and
Director (Research Ethics)

cc Prof Cynthia White
School of Humanities
PN242

Dr Kerry Taylor, HoS
School of Humanities
PN242

Dr Celina Bortolotto
School of Humanities
PN242

Massey University Human Ethics Committee
Accredited by the Health Research Council

Research Ethics Office, Research and Enterprise

Massey University, Private Bag 11222, Palmerston North 4442, New Zealand T 06 3505573; 06 3505575 F 06 350 5622
E humanethics@massey.ac.nz; animaethics@massey.ac.nz; gtc@massey.ac.nz www.massey.ac.nz

Appendix B: Invitation to students



¿El frío les congela el español?
¡Sesiones extra GRATIS durante las vacaciones de invierno (junio-julio)!
¡Participen de cuatro sesiones de una hora con mucha conversación, cultura y actividades divertidas!
Si les interesa asistir on-line, contacten a Raquel
por e-mail: R.Direnzo@massey.ac.nz
¡Los esperamos!



Appendix C: Representative Research information sheet



School of Humanities

Spanish Department

Colombo Village

Palmerston North

23 June 2014

Dear Sir/Madam

Learning Spanish Online: Emotions and Identity in role-play settings

My name is Raquel Dizenzo, and I am currently studying a M. Phil in Second Language Teaching at Massey University. As part of this qualification, I am doing a small research project, and its goal is to investigate the role of emotions in students' experience of L2 learning as influenced by personal and contextual factors in a series of online Spanish sessions, structured around role-play activities.

You are invited to participate in 4 online sessions in Spanish, to improve your Spanish language and gain cultural awareness. These sessions do not form part of the coursework or assessment of trimester units.

I will study the dynamic class interactions will take place, where participants work together on conversation tasks. The research will pay special attention to verbal communication students' interactions with each other and also their own reflections on these experiences as insights into of emotional involvement and agency in the context of online sessions structured around role-play activities.

You are invited to volunteer to take part in this project as a learner of Spanish. There will be 4 online conversation sessions, small enough to encourage participation and engagement with the tasks.

This project has been approved through the Massey University Low-risk notification process.

As part of the project, you are invited to participate in the online conversation sessions and to be involved in class tasks as well as to complete and submit questionnaires and learning diaries and participate in reflections on the online tasks. The time involved will be approximately 5 hours from 1 July 2014 to 15 July 2014.

Results will be published in thesis form; it is also possible that I will include the published data in conference presentations or other research outputs. A process of member-checking will be used with each of the participants before any data pertaining to them is used.

I will dispose of the data and it will be kept in locked facilities in the school through which the research is being conducted.

You can access to a summary of the project findings when it is concluded, if you wish.

You are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- decline to answer any particular question;
- withdraw from the study (from 1 July 2014 to 15 July 2014);
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name will not be used unless you give permission to the researcher;
- be given access to a summary of the project findings when it is concluded;
- ask for the recorder to be turned off at any time during the interview;
- completion and return of the questionnaire implies consent;
- you have the right to decline to answer any particular question.

If you are interested in participating, please contact me directly within a week. You can email me at R.direnzo@massey.ac.nz

You are also welcome to contact my supervisors, Prof Cynthia White, School of Language Studies, Massey University, at c.j.white@massey.ac.nz and Dr. Maria Celina Bortolotto at M.C.Bortolotto@massey.ac.nz

This project has been reviewed and approved by the Massey University Human Ethics Committee on 10th of June of 2014. If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact Professor John O'Neill, Director, Research Ethics.

Telephone 06 350 5249, email humanethics@massey.ac.nz".

Raquel Direnzo
021-0728748

Appendix D: Representative Participants Consent form (individual and group)



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

School of Humanities

Spanish Department

Colombo Village

Palmerston North

Learning Spanish Online: Emotions and Identity in role-play settings

PARTICIPANT CONSENT FORM - INDIVIDUAL

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/do not agree to the interview being sound recorded.

I agree/do not agree to the interview being image recorded.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signature:

.....

Date:

.....

Full Name - printed

.....



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

School of Humanities

Spanish Department

Colombo Village

Palmerston North

Learning Spanish Online: Emotions and Identity in role-play settings

FOCUS GROUP PARTICIPANT CONSENT FORM

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree not to disclose anything discussed in the Focus Group.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signature:

.....

Date:

.....

Full Name - printed

.....

Appendix E: Representative Diaries and Questionnaires

DIARY of SESSION 1

1. I'd like to hear some ideas from you about your experience during the session and how you were dealing with what was going on, giving as much detail as possible.

- When I started today's session...
- I felt...in the situation when...
- While performing my character, I...

2. Please choose 3 more prompts from the following 10 to tell more about your experience. Again, please write as much as you like.

- The class environment was/wasn't encouraging because...
- I felt enthusiastic in the situation when...
- I found support/lack of support from peers when...
- I started to identify myself (to be involved) with the character when...
- The interaction that I really enjoyed in today's session was when ...because
- The interaction that I least enjoyed in today's session was when... because...
- I saw myself more clearly different from others when...
- My character resembles me in certain ways, for instance...

- My character doesn't resemble me at all because...
- Some shared emotions existed in the group when...

DIARY of SESSION 3

1. I'd like to hear some ideas from you about your experience during the session and how you were dealing with what was going on, giving as much detail as possible.

- I was interested in expressing myself in Spanish when...
- The role was easy/difficult to achieve and so I felt...
- To enter into a new individual identity while performing the character was...
- I felt really free to express myself because...

2. Please choose 3 more prompts from the following 10 to tell more about your experience.

- I felt really involved in the class when...
- I think what my role has provoked in others is..... because... Others' roles have provokedin me because.....
- The situation felt most real to me when... because...
- What I found really supportive was...
- The group managed to listen to each other, to respect each other and their behaviours and responses. The main reason for this was that...

- I have performed my character taking into account a broader social community, represented in that case by my peers. I think that I managed to...
- I have found some/important shared divergences of meaning in the group when...
- I felt successful after the session because...
- I felt riskiness and challenge because...
- I felt peers wanted to hear different opinions because...

QUESTIONNAIRE for SESSION 2

For each of the emotions/moods below, please decide whether you:

(1) didn't feel at all; (2) hardly felt any; (3) uncertain about whether you did or not; (4) felt the emotion; or (5) strongly felt the emotion

and circle the appropriate number. If there is no word to describe appropriately your emotional or mood state in the session in the list below, please describe it in your own words in the bottom space.

Empathy	1 2 3 4 5
Enjoyment	1 2 3 4 5
Boredom	1 2 3 4 5
Anxiety	1 2 3 4 5
Relief	1 2 3 4 5
Sadness	1 2 3 4 5
Pride	1 2 3 4 5
Shame	1 2 3 4 5
Admiration	1 2 3 4 5
Contempt	1 2 3 4 5
Excitement	1 2 3 4 5
Frustration	1 2 3 4 5
Communication apprehension	1 2 3 4 5
Fear of negative peer evaluation	1 2 3 4 5
Engagement with others	1 2 3 4 5
Accuracy with your role	1 2 3 4 5
Other	

QUESTIONNAIRE for SESSION 4

For each of the emotions/moods below, please decide whether you:

(1) didn't feel at all; (2) hardly felt any; (3) uncertain about whether you did or not; (4) felt the emotion; or (5) strongly felt the emotion and circle the appropriate number. If there is no word to describe your current emotional or mood state in the list appropriately, please describe it in your own words in the bottom space.

Empathy	1 2 3 4 5
Anxiety	1 2 3 4 5
Anger	1 2 3 4 5
Enjoyment	1 2 3 4 5
Admiration	1 2 3 4 5
Pride	1 2 3 4 5
Shame	1 2 3 4 5
Disappointment	1 2 3 4 5
Excitement	1 2 3 4 5
Frustration	1 2 3 4 5
Engagement with others	1 2 3 4 5
Fear of peer negative evaluation	1 2 3 4 5
Relief	1 2 3 4 5
Contempt	1 2 3 4 5
Other	

Appendix F1: Students' roles for Session 1

CLASE 1: Un debate - A debate

TEMA: Brazil multifacético. Campeonato mundial de fútbol.

TOPIC: *Brazil: multi-faceted. Soccer World Cup.*

You are going to participate in a panel session about Brazil nowadays and its particular situation in connection with the Soccer World Cup.

- **As a group, you are going to discuss whether or not it is a good idea to choose Brazil as a host country for 2014 FIFA World Cup, considering both good and bad aspects of the country.**
- **You will also choose a motto/slogan to identify the tournament. It has to be descriptive about Brazil as a host country.**

You can also comment on whether or not it is a good idea to spend so much money in its organisation when the country has such a high level of poverty. Besides, is Brazil safe enough to host people coming from all over the world.

You can analyse the problem, as well as show and talk about your position, thoughts, views and ideas about the topic.

Remember that it is a debate, where you may feel free to express yourself and interrupt and confront others.

Vas a participar en una mesa redonda sobre Brazil en la actualidad y su situación especial en relación con el Campeonato mundial de fútbol.

- *Discutirán en grupo acerca de elegir a Brazil como la sede del campeonato mundial de futbol.*
- *También elegirán un lema para identificar el Campeonato, el cual deberá describir a Brazil como país anfitrión.*

Podrás comentar también acerca de si te parece una buena idea gastar tanto dinero en su organización, cuando este país tiene tan alto nivel de pobreza. Además, es Brazil un país lo suficientemente seguro como para recibir a tantas personas de todas partes del mundo?

Puedes analizar la problemática, así como mostrar y hablar de tu posición, parecer y puntos de vista sobre el tema.

Recuerda que éste es un debate donde puedes sentirte libre de expresarte e interrumpir y confrontar a los otros participantes.

ROLE/PAPEL:

1) A Brazilian citizen who considers Brazil both very safe and an amazing place to live in.

Un ciudadano Brasileño, quien considera a Brazil como un lugar seguro y maravilloso para vivir.

Puedes debatir sobre los siguientes temas:

Es una pena perderse la noche de Río por temor a la inseguridad. Es posible salir a divertirse si se toman algunas medidas de precaución. ¿Cuáles podrían ser algunas de ellas? A veces la gente exagera al hablar de delitos en Brazil.

¿Cuáles son las inversiones del gobierno en materia de seguridad? ¿Es fiable la seguridad que proporciona la policía?

No existe un peligro real, existe solamente una sensación de inseguridad.

En general las intenciones son buenas en la inmensa mayoría de los Brasileños. Brazil es tan grande y hay tanto por conocer... ¡aprovechen y diviértanse!

Brazil gasta mucho dinero en organizar este evento porque su economía se verá muy favorecida con el turismo.

2) A recently arrived migrant, who feels very unsafe and who is very critic about how things work in Brazil.

Un inmigrante reciente que se siente inseguro y es muy crítico acerca de cómo funcionan las cosas en Brazil.

Puedes debatir sobre los siguientes temas:

La fiabilidad de la seguridad, la actitud de la gente en la calle: ¿Ayuda y solidaridad o indiferencia?

La inseguridad en las calles esta potenciada por el campeonato mundial? Hay que limitarse a las zonas turísticas y ni siquiera salir de noche, todo es muy peligroso en la calle.

La belleza de este país se ve totalmente eclipsada por la violencia ¿Hay alguna forma de disfrutar de todas maneras de unos días de vacaciones, sol, playa y futbol?

3) A journalist who is covering the world championship.

Un periodista que está cubriendo el Campeonato mundial.

Puedes debatir sobre los siguientes temas:

¿Es Brazil es un país seguro para albergar el mundial? ¿Es la seguridad uno de los aspectos que más preocupan a la hora de decidirse a disfrutar del campeonato?

El narcotráfico; en determinadas zonas existe un estado de guerra constante entre traficantes rivales o entre traficantes y la policía. No es muy claro si el gobierno está interesado realmente en acabar con un negocio tan lucrativo como es el negocio de las armas y de las drogas.

Brazil es como cualquier lugar grande donde es muy factible que haya robos o violencia ligada a las grandes diferencias sociales. ¿Un lugar con justicia/injusticia social?

¿Existe un concepto de seguridad diferente al del resto del mundo? ¿Está bien relacionar pobreza con peligrosidad?

¿Son la mayoría de los delitos perpetrados por integrantes de favelas?

¿Es justo que Brazil gaste semejante cantidad de dinero en la organización de este campeonato en vez de fomentar la ayuda a los más necesitados, como casa (housing for poor people), educación, salud, etc?

4) A man living in a “favela”.

Un hombre proveniente de una “favela”.

Puedes debatir sobre los siguientes temas:

A veces existe discriminación social por pertenecer a una favela. ¿Son víctimas de prejuicios por el color de la piel? ¿Por la falta de dinero? ¿Por la ropa que llevaban?

Muchas veces estas son personas favorables a la paz. ¿Son la mayoría de los delitos perpetrados por integrantes de favelas?

¿Desean estas personas salir de las favelas y cambiar su nivel de vida? ¿Es la lucha contra las favelas en realidad, una lucha racial? ¿El gobierno está interesado realmente en acabar con un negocio tan lucrativo como es el negocio de las armas y de las drogas?

Tal vez no sea justo que Brazil gaste semejante cantidad de dinero en la organización de este campeonato en vez de fomentar la ayuda a los más necesitados, como casa (housing for poor people), educación, salud, etc.

5) A Brazilian citizen who considers that Brazil has better things to do than to organise a tournament. Education, health and safety are more important issues to take into account.

Un ciudadano Brasileño, quien considera que Brazil tiene cosas más importantes de las que ocuparse, como la educación, la salud y la seguridad, en vez de organizar un campeonato.

Puedes debatir sobre los siguientes temas:

Quizás el delito sea un problema serio en Brazil.

Tal vez el gobierno no invierte lo suficiente en materia de seguridad. ¿Es fiable la seguridad que proporciona la policía?

El nivel de educación es muy bajo y no hay conciencia de la importancia de la educación por sobre el deporte y la diversión.

Brazil gasta mucho dinero en organizar este evento y su economía no se verá muy favorecida con los resultados, sino que por el contrario, Brazil terminará más pobre.

VOCABULARY: This is some terminology related to this debate that could help you.

VOCABULARIO: Esta es una terminología relacionada con el tema del debate, que podría ayudarte.

violencia, integridad física, peligro, inseguridad, crimen, delito, justicia, educación, armas, pobreza, riqueza, actos de sabotaje, actos vandálicos, enfrentamientos con la policía, autodefensa, tácticas, estrategias, impunidad, tensión, revueltas, paz, igualdad, desigualdad, prevención de la violencia, brechas sociales, gobierno, autoridades, corrupción, secuestros, alta/baja tasa de delitos, leyes, rigor, justicia social.

A continuación, algunas frases para introducir comentarios y opiniones, para interrumpir, mostrar acuerdo o desacuerdo, exponiendo nuestra opinión de forma tolerante, amable y teniendo en cuenta la fluidez y el tono adecuado del debate.

Establecer una opinión de manera informal

- **In my opinion:** En mi opinión...
- **I think / feel that:** Creo que...
- **It seems to me that:** Me parece que...

Dar una opinión de manera formal

- **I'd like to point out:** Me gustaría señalar...
- **Don't you agree that...?:** ¿No le parece que...?
- **I'd just like to say that:** Sólo me gustaría decir que...

Mostrar acuerdo

- **You're right:** Tienes razón.
- **I think so too:** Yo también lo creo; pienso igual.
- **I agree with you:** Estoy de acuerdo contigo
- **You could be right:** Podrías estar en lo cierto.
- **I couldn't agree more:** No podría estar más de acuerdo.
- **That's a good point:** Ese es un buen punto.
- **I see what you mean:** Veo lo que quieres decir; entiendo.
- **That's just what I was thinking:** Eso es justo lo que estaba pensando.
- **I agree entirely:** Estoy totalmente de acuerdo.
- **That's exactly what I think:** Eso es exactamente lo que pienso.

Mostrar desacuerdo

- **You're wrong:** Te equivocas.
- **I don't think so:** No creo.
- **I disagree:** No estoy de acuerdo.
- **You can't be serious:** ¿Lo dices en serio? / No lo dices en serio, ¿verdad?
- **Yes, but:** Sí, pero...
- **I think you're wrong:** Creo que estás equivocado.
- **Yes, that's quite true, but:** Sí, es bastante cierto, pero...
- **Perhaps, but don't you think that:** Tal vez, pero no creo que...
- **I see what you mean, but:** Veo lo que quieres decir, pero...

Appendix F2: Students' roles for Session 2

CLASE 2: Un encuentro familiar - A family meeting.

TEMA: La familia latinoamericana y sus estereotipos.

TOPIC: *The Latin American family and its stereotypes.*

You are going to participate in a family meeting at the old family house.

- **The members of this family are going to discuss where to organise the party for next Christmas.**

Remember that it is an informal family meeting, where you may feel free to express yourself and interrupt and confront with your relatives.

Vas a participar en una reunión con la familia en la antigua casa familiar.

- *Los miembros de esta familia discutirán acerca de dónde pasarán la próxima navidad.*

Recuerda que éste es un encuentro familiar informal donde puedes sentirte libre de expresarte e interrumpir y confrontar con tus parientes.

ROLE/PAPEL:

1) A very traditional old fashioned son. He likes to continue old traditions and have Christmas at his mother's house. He'd like to eat old fashioned traditional Christmas food, to hear Christmas carols and to share old family stories.

Un hijo muy anticuado y tradicional. A él le gustan las viejas tradiciones y pasar las navidades en la casa materna. Le gustaría comer comida tradicional navideña, escuchar villancicos y compartir viejas historias familiares.

Puedes discutir sobre los siguientes temas:

La importancia de lo tradicional por sobre lo nuevo, lo novedoso, lo moderno; de qué manera lograr "un espíritu navideño" a través de canciones, comidas y temas relacionados a la navidad.

2) A traditional powerful and manipulative mother who really cares about her family and how to keep it closely united.

Una madre muy tradicional, poderosa y manipuladora que se preocupa por su familia y de qué manera mantenerla unida.

Puedes debatir sobre los siguientes temas:

Las virtudes e importancia de una familia unida. Cómo se sienten sus miembros. Por qué es importante la presencia de “la madre” como sostén de la institución familiar. Cuál es la importancia de la casa materna/paterna como referente de la unidad familiar. Como actuar estratégicamente con la complicidad de su hijo “tradicionalista”.

3) A fashionable daughter who is more involved in nowadays life, parties, music, modern expensive clothes and friends.

Una hija muy actual, a quien le gustan las fiestas, la música, la ropa moderna y cara y los amigos.

Puedes debatir sobre los siguientes temas:

¿Hay alguna razón para viajar tantos kilómetros desde su ciudad hasta la casa materna para pasar una navidad tan aburrida como siempre? ¿Cuál es la ventaja de reunirse con la familia en vez de hacerlo con amigos? La comida casera y navideña engorda, entonces ¿No es mejor brindar con champagne en un restaurante de lujo? Como transformar la vieja fiesta navideña tradicional en una fiesta moderna y divertida.

4) A single old uncle who loves drinking beer, wine, and whatever contains alcohol and who loves Christmas parties just to do something different in his tedious life. He does not get along with his traditional sister. The others see him as a pathetic old man and a loser.

Un tío viejo y solterón a quien le encanta beber cerveza, vino y cualquier bebida que contenga alcohol. A él le encantan las fiestas navideñas por el solo hecho de hacer algo diferente en su vida tan aburrida. Él no se lleva bien con su tradicional hermana. Los otros lo ven como un viejo patético y como un frustrado y resentido.

Puedes debatir sobre los siguientes temas:

Es interesante reunirse con la familia y compartir. No es bueno estar con amigos, además ellos están con su gente. No es demasiado importante el lugar donde se llevará a cabo la

fiesta sino estar todos juntos en familia. No es importante qué ropa llevar, la de todos los días está bien y tampoco es importante ducharse, si total solamente habrá personas de la familia en la reunión. No tiene dinero para comprar regalos y tampoco son importantes.

¿Qué hacer esa noche? No es tan importante, es suficiente beber, charlar de cosas del pasado y...beber.

5) A daughter who is a full time “super mother” of eight children. She is married to a man who dozily obeys her. She strongly suggests spending Christmas at her lovely and cosy home, where she’d love cooking healthy food for the whole big family. She sees her house as more convenient and less disruptive of her daily routine for the venue.

Una hija quien es una super madre a tiempo completo, casada con un hombre que la obedece dócilmente. Ella sugiere insistentemente pasar la navidad en su casa tan adorable y acogedora, donde a ella le encantaría cocinar comida saludable para toda la gran familia. Su casa es un lugar mucho más conveniente y menos perturbador de su rutina diaria para este evento.

Puedes debatir sobre los siguientes temas:

¿Cómo es una familia perfecta? ¿Cuál es el rol de la mujer en la familia? ¿Qué necesitan los hijos y cuál es el límite?

¿Regalos para todos? ¿Solamente para los más chicos?

¿Qué tipo de comidas son apropiadas? ¿Qué tipo de bebidas?

VOCABULARY: This is some terminology related to this topic that could help you.

VOCABULARIO: Esta es una terminología relacionada con el tema que podría ayudarte.

(no) estar de acuerdo, compartir, invitar, ocuparse, homenajear, tradición, recuerdos, divertirse, pasarla bien, aburrirse, regalos, cariño, sinceridad, falsedad, disfrutar, viajar, vestirse, maquillarse, respetar, obedecer, criticar, la comida, la sobremesa, las bajas calorías, los carbohidratos, las proteínas.

A continuación, algunas frases para introducir comentarios y opiniones, para interrumpir, mostrar acuerdo o desacuerdo, exponiendo nuestra opinión de forma tolerante, amable y

teniendo en cuenta la fluidez y el tono adecuado del debate.

Establecer una opinión de manera informal

- **In my opinion:** En mi opinión...
- **I think / feel that:** Creo que...
- **It seems to me that:** Me parece que...

Dar una opinión de manera formal

- **I'd like to point out:** Me gustaría señalar...
- **Don't you agree that...?:** ¿No le parece que...?
- **I'd just like to say that:** Sólo me gustaría decir que...

Mostrar acuerdo

- **You're right:** Tienes razón.
- **I think so too:** Yo también lo creo; pienso igual.
- **I agree with you:** Estoy de acuerdo contigo
- **You could be right:** Podrías estar en lo cierto.
- **I couldn't agree more:** No podría estar más de acuerdo.
- **That's a good point:** Ese es un buen punto.
- **I see what you mean:** Veo lo que quieres decir; entiendo.
- **That's just what I was thinking:** Eso es justo lo que estaba pensando.
- **I agree entirely:** Estoy totalmente de acuerdo.
- **That's exactly what I think:** Eso es exactamente lo que pienso.

Mostrar desacuerdo

- **You're wrong:** Te equivocas.
- **I don't think so:** No creo.
- **I disagree:** No estoy de acuerdo.
- **You can't be serious:** ¿Lo dices en serio? / No lo dices en serio, ¿verdad?
- **Yes, but:** Sí, pero...
- **I think you're wrong:** Creo que estás equivocado.
- **Yes, that's quite true, but:** Sí, es bastante cierto, pero...
- **Perhaps, but don't you think that:** Tal vez, pero no creo que...
- **I see what you mean, but:** Veo lo que quieres decir, pero...

Appendix F3: Students' roles for Session 3

CLASE 3: La educación correcta.

TEMA: Eligiendo la educación correcta.

TOPIC: *Choosing the correct education.*

- **You are going to participate in a family discussion. The members of this family are going to discuss whether their lovely daughter is going to attend a free public university or a private and very expensive one.**

Remember that it is an informal family meeting, where you may feel free to express yourself and interrupt and confront with your relatives.

- ***Vas a participar en una reunión familiar para discutir si su adorada hija va a ingresar a una universidad pública y gratuita, o por el contrario, a una privada y muy cara.***

Recuerda que éste es un encuentro familiar informal donde puedes sentirte libre de expresarte e interrumpir y confrontar con tus parientes.

ROLE/PAPEL:

1) An educated father. He considers the public university as the best option for her daughter's education.

Un padre muy culto, quien considera la universidad pública como la mejor opción para la educación de su hija.

Puedes discutir sobre los siguientes temas:

La importancia de la universidad pública como fuente de cultura, información y formación. Los libros que hay en la biblioteca de una universidad u otra. La importancia de que el estudiante aprenda a valerse por sí mismo. La cantidad de dinero que significa una universidad paga. En qué otras cosas podrían invertir ese dinero. En general una universidad estatal es más exigente e imparte una mejor educación; y a los estudiantes les queda menos tiempo para salir tanto por la noche y para alcohol, drogas y malas compañías. La clase de compañeros que tendría su hija en una universidad u otra. La importancia de ser padres modernos y orientar y preparar a los hijos para este mundo. Educar a los hijos para ser profesionales y hombres y mujeres de mundo. La universidad estatal prepara hombres y mujeres más independientes, etc.

También puedes dar tu opinión a tu esposa sobre donde debería vivir tu hija, una vez que ingrese a la universidad y a tu hija sobre qué debería estudiar.

2) A traditional mother. She considers a private university as a safer place and the best option for her daughter's education.

Una madre muy tradicional quien considera que la universidad privada es más segura y la mejor opción para la educación de su hija.

Puedes debatir sobre los siguientes temas:

Los estudiantes en la universidad pública son solamente "un número más" y no se tienen en cuenta sus necesidades como persona. El precio a pagar es lo de menos. La clase de educación que quiere que reciba su hija. La clase de compañeros que tendría en una universidad u otra. Los libros que hay en la biblioteca de una universidad u otra. El intercambio que podría hacer con estudiantes de otros países. Sería una posibilidad de conocer gente interesante en el extranjero, etc., En general una universidad estatal es más exigente y a los estudiantes les queda menos tiempo para divertirse y hacer otras cosas importantes en la vida.

También puedes dar tu opinión a tu hija sobre qué debería estudiar.

3) A quite immature daughter. She does not know which the best option to choose is, but she really wants to study at the university.

Una hija bastante inmadura confundida sobre su futuro. Ella no sabe cuál es la mejor opción pero realmente quiere estudiar en la universidad.

Puedes debatir sobre los siguientes temas:

Confías bastante en la opinión y decisión de tus padres. Tratas de preguntarles y decidir en base a ello. Tienes también alguna opinión sobre cómo te gustaría que fueran tus compañeros, su nivel social, sus actitudes, etc, cómo quisieras que fuera el campus de la universidad y las instalaciones. ¿Tal vez podrías recibir un préstamo del gobierno para pagar la universidad? Qué esperas de la vida, cómo imaginas tu vida de estudiante, dónde te gustaría vivir, si estas decidida o no sobre qué estudiar

VOCABULARY: This is some terminology related to this topic that could help you.

VOCABULARIO: Esta es una terminología relacionada con el tema que podría ayudarte.

(no) estar de acuerdo, compartir, invitar, ocuparse, homenajear, tradición, recuerdos, divertirse, pasarla bien, aburrirse, regalos, cariño, sinceridad, falsedad, disfrutar, viajar, vestirse, maquillarse, respetar, obedecer, criticar, la comida, la sobremesa, las bajas calorías, los carbohidratos, las proteínas.

A continuación, algunas frases para introducir comentarios y opiniones, para interrumpir, mostrar acuerdo o desacuerdo, exponiendo nuestra opinión de forma tolerante, amable y teniendo en cuenta la fluidez y el tono adecuado del debate.

Establecer una opinión de manera informal

- **In my opinion:** En mi opinión...
- **I think / feel that:** Creo que...
- **It seems to me that:** Me parece que...

Dar una opinión de manera formal

- **I'd like to point out:** Me gustaría señalar...
- **Don't you agree that...?:** ¿No le parece que...?
- **I'd just like to say that:** Sólo me gustaría decir que...

Mostrar acuerdo

- **You're right:** Tienes razón.
- **I think so too:** Yo también lo creo; pienso igual.
- **I agree with you:** Estoy de acuerdo contigo
- **You could be right:** Podrías estar en lo cierto.
- **I couldn't agree more:** No podría estar más de acuerdo.
- **That's a good point:** Ese es un buen punto.
- **I see what you mean:** Veo lo que quieres decir; entiendo.
- **That's just what I was thinking:** Eso es justo lo que estaba pensando.
- **I agree entirely:** Estoy totalmente de acuerdo.
- **That's exactly what I think:** Eso es exactamente lo que pienso.

Mostrar desacuerdo

- **You're wrong:** Te equivocas.
- **I don't think so:** No creo.
- **I disagree:** No estoy de acuerdo.
- **You can't be serious:** ¿Lo dices en serio? / No lo dices en serio, ¿verdad?
- **Yes, but:** Sí, pero...
- **I think you're wrong:** Creo que estás equivocado.
- **Yes, that's quite true, but:** Sí, es bastante cierto, pero...
- **Perhaps, but don't you think that:** Tal vez, pero no creo que...
- **I see what you mean, but:** Veo lo que quieres decir, pero...

Appendix F4: Students' roles for Session 4

CLASE 4: En la agencia de viajes.

TEMA: De viaje...

TOPIC: Travelling...

- **A couple who is going to marry soon visits a travel agency to choose a place for their honeymoon. They are going to discuss where to go, helped by the travel agent.**

Remember that it is an informal meeting, where you may feel free to express yourself and interrupt and confront with the others.

- *Una pareja que se va a casar pronto va a una agencia de viajes para elegir un lugar para su luna de miel. El novio y la novia van a averiguar/consultar acerca de dónde ir, con la ayuda de la agente de viajes.*

Recuerda que ésta es una charla informal donde puedes sentirte libre de expresarte e interrumpir y confrontar con los demás. .

ROLE/PAPEL:

1) PHIL. A guy who loves travelling around the world and who knows many places. He is very keen to choose a place where history and culture meet. He is very sophisticated, having refined or cultured tastes and habits.

Un muchacho a quien le encanta viajar por el mundo y quien conoce muchos lugares. Está muy interesado en elegir un lugar donde confluyan la historia y la cultura. Es muy sofisticado y tiene gustos y hábitos muy refinados.

Puedes discutir sobre los siguientes temas:

Tus lugares favoritos para viajar. El valor histórico y cultural de ciertos países europeos y/o latinoamericanos, las culturas indígenas, la cocina sofisticada, la magia de las ciudades antiguas. Cuál es en tu opinión la meta que se persigue al hacer un viaje: ¿diversión y entretenimiento o conocimiento y cultura? Qué opinión te merecen las personas que no ven las cosas importantes de la vida y sólo se detienen en lo banal? Medio de transporte ideal. Alojamiento ideal.

2) **EMMA.** A modern girl. All she needs to be happy is a nice wedding and a nice and funny place for her honey moon. Sun, shopping and night life is a perfect combination for her.

Una chica muy moderna. Todo lo que necesita para ser feliz es una hermosa boda y un lugar divertido para su luna de miel. Sol, ir de compras y vida nocturna es una combinación perfecta para ella.

Puedes debatir sobre los siguientes temas:

Tus lugares favoritos para viajar. Cuál es en tu opinión la meta que se persigue al hacer un viaje: ¿diversión y entretenimiento o conocimiento y cultura? Los ingredientes necesarios para pasarla bien (¿sol? ¿playa? ¿música?, etc). Actividades que querrías hacer. Medio de transporte ideal. Alojamiento ideal.

3) **CHRISTINE.** A travel agent. She is very efficient and with excellent connections to find any place in the world for them. She does not care about working hard to help them, but she is not prepared to let them go without the tickets to anywhere.

Una agente de viajes. Ella es muy eficiente y tiene excelentes conexiones como para encontrar cualquier lugar en el mundo para ellos. No le importa trabajar mucho para ayudarlos, pero no está dispuesta a que se vayan sin los boletos para cualquier lugar.

Puedes debatir sobre los siguientes temas:

Lugares que les recomiendas según los gustos de cada uno. Ciudades más o menos históricas, modernas, sofisticadas.

Precios. Medios de transporte. Actividades. Alojamiento ideal. Viajar solos o en grupo. Visitas guiadas. Finalmente: ¡Ofréceles las mejores vacaciones del mundo!

VOCABULARY: This is some terminology related to this topic that could help you.

VOCABULARIO: Ésta es una terminología relacionada con el tema que podría ayudarte.

Aduana, destino, aeropuerto, puerto, equipaje, salida, llegada, viaje turístico, viaje organizado, pensión completa, media pensión, hotel de lujo, hotel de primera, segunda, tercera, itinerario, guía.

A continuación, algunas frases para introducir comentarios y opiniones, para interrumpir,

mostrar acuerdo o desacuerdo, exponiendo nuestra opinión de forma tolerante, amable y teniendo en cuenta la fluidez y el tono adecuado del debate.

Establecer una opinión de manera informal

- **In my opinion:** En mi opinión...
- **I think / feel that:** Creo que...
- **It seems to me that:** Me parece que...

Dar una opinión de manera formal

- **I'd like to point out:** Me gustaría señalar...
- **Don't you agree that...?:** ¿No le parece que...?
- **I'd just like to say that:** Sólo me gustaría decir que...

Mostrar acuerdo

- **You're right:** Tienes razón.
- **I think so too:** Yo también lo creo; pienso igual.
- **I agree with you:** Estoy de acuerdo contigo
- **You could be right:** Podrías estar en lo cierto.
- **I couldn't agree more:** No podría estar más de acuerdo.
- **That's a good point:** Ese es un buen punto.
- **I see what you mean:** Veo lo que quieres decir; entiendo.
- **That's just what I was thinking:** Eso es justo lo que estaba pensando.
- **I agree entirely:** Estoy totalmente de acuerdo.
- **That's exactly what I think:** Eso es exactamente lo que pienso.

Mostrar desacuerdo

- **You're wrong:** Te equivocas.
- **I don't think so:** No creo.
- **I disagree:** No estoy de acuerdo.
- **You can't be serious:** ¿Lo dices en serio? / No lo dices en serio, ¿verdad?
- **Yes, but:** Sí, pero...
- **I think you're wrong:** Creo que estás equivocado.
- **Yes, that's quite true, but:** Sí, es bastante cierto, pero...
- **Perhaps, but don't you think that:** Tal vez, pero no creo que...
- **I see what you mean, but:** Veo lo que quieres decir, pero...

Appendix G1: Sample of transcription of Role-play sessions in Spanish

All names used in the excerpts are pseudonyms.

Participants' pseudonyms:

K: Katherine

C: Claudia

E: Eva

P: Pedro

R: Raquel

Selected excerpts of the whole transcription have been translated in chapter 6.

Session 1

E: No me gustan los deportes pero vi algunos juegos pero eran bastante bien y...interesantes.

¿Cómo se dice..."despite myself"?

R: Lo disfruté a pesar de mí, a pesar de mis gustos. A mí me pasa que el fútbol me aburre bastante pero no en la Copa del Mundo

P: Es como la Copa...de América.

R: De América

P: La idea es traer más negocios durante y después del deporte. Brazil está gastando mucho dinero pero se espera que va a cobrar mucho más en el futuro. Es como el gobierno aquí, millones de dólares para tener la copa aquí, para participar.

R: Para ser la sede

P: Pero el dinero que hayan cobrado no va a todos, sólo va a los directores de las empresas más poderosos

R: Podemos empezar por decir nuestra opinión

P: ¿En nuestro carácter?

R: Sí, ya estamos haciendo un debate

P: Es un poco chistoso porque mi carácter es un poco opuesto a lo que creo.

R: A mí no me interesa lo que opine Pedro

P: No existe Pedro, es un ciudadano Brasileño.

E laughs

R: En este debate tienen que decidir si lo elegimos o no, no puede quedar a medias, a ver...

P: Bueno, estoy muy orgulloso de tener los deportes en este país.

Everybody laughs

R: ¿Por qué es una buena idea?

P: Porque el país va a ganar mucho dinero y mucha inversión.

R: Habrá mucha inversión

P: Habrá...habrá

K speaks and it is difficult to understand her

R: Puedes ir a "adjust microphone volume" on the top, ponerlo un poquito más fuerte tal vez

P laugh

R: a ver ahora

K: hola...hola

Session 2

R: Esperemos un poquito más a que aparezca Eva...mientras tanto aparece Eva...de lo que vamos a tratar es de la familia latinoamericana. ¿Qué pasa en este tipo de situaciones en la familia sajona, en una familia neozelandesa, norteamericana, inglesa?... ¿se dan este tipo de situaciones para planear una fiesta? ¿Hay estereotipos tan marcados en lo personajes, en los miembros de una familia o no? ¿Qué les parece?

P: laughs

C: Probablemente que sí, creo que sí

R: Hola Eva

E: Hola. Soy tarde perdón (smiling)

R: No hay problema, estamos charlando sobre la familia pero no la familia latina como la nuestra, una familia sajona, neozelandesa, norteamericana, inglesa..., yo les preguntaba si hay estereotipos como podemos ver en una familia latinoamericana. ¿Se dan ese tipo de situaciones? Claudia decía que sí. ¿Por qué Claudia?

C: Quizas que sí. No sé, depende de la familia...quizá en Latinoamérica la madre es más importante que aquí, no estoy segura, yo soy de Francia y es un poco lo mismo que en Latinoamerica creo, una familia tradicional...Eva, Katherine y Pedro, ¿qué piensan? (overlap)

R: chicos cualquiera

K: (difficult to understand...stops).

R: ¿Y tú crees que en una familia que no sea latina estas cosas pasan Katherine?

K: silence

R: Ay K me parece que no me escucha. ¿Puedes escuchar? Eva ¿qué decías...?

E: En mi familia ambos lados, mi abuela es la persona más importante. Creo que generalmente las mujeres son el centro de la familia y las organizadoras y en la familia de mi esposo, su madre murió diez años antes y la familia no se reúne mucho porque no hay una madre para organizar y los hombres no son buenos para organizar.

R: ¡Qué interesante! Ahí se ve un efecto directo de la causa que falte la madre, que no sea una familia basada en el poder o la organización de la madre, que es la que reúne, convoca, llama. Pedro, ¿qué opinas?

P: Cuando estuve en Latinoamérica, yo me quedé en casa de familia y donde fiestas por había eventos especiales y yo vi que todos en la familia tuvieron una parte de organizar la fiesta, y fue por la mayoría de la fiesta organizada por la madre pero todos tuvieron una parte en que la fiesta ocurriera y la diferencia entre ese y las fiestas en las familias aquí en Nueva Zelanda, es que lo hijos no tienen una parte grande en organizar la fiesta, la responsabilidad es más para los adultos...

R: ¿Y por qué Pedro?

P: Probablemente porque las fiestas aquí gastan más dinero y las partes que son en organizar la fiesta necesita dinero o la organización es más compleja.

R: ¿Más sofisticada?

P: Más sofisticada. No sé, no estoy seguro, yo soy de una familia que no fue muy normal.

E: No familia es normal

R: Ninguna familia es normal.

E: Ninguna familia es normal.

R: Eso es una cosa de la cual uno se da cuenta cuando es adulto, cuando era niña mi familia era normal, era la mejor, era fantástica, y cuando uno va analizando se da cuenta que hay tantos errores dentro de su familia, hay tantas cosas que son no sé, más humana que un ideal que uno tiene.

E: agrees and smiles

P: nadie es perfecto.

R: Exactamente, no hay personas perfectas entonces no hay familias perfectas. ¡Buen punto Pedro, buen punto!

R: Bueno, vamos a empezar, L no va a venir esta vez tampoco así que no va a estar el tío borracho (laughs) Vamos a tener a la madre, y los tres hijos. ¿Katherine escuchas?

K: Sí...la conexión

R: la conexión...no te preocupes, si se desconecta, vas y vuelves.

P: U momento, voy a hablar en inglés para explicar a Katherine.

P, K and R speaks in English about her connection.

R: en este caso yo no soy parte de la familia y no voy a intervenir...no es mi problema, es su problema.

P: smiles

E: La Navidad debería ser en nuestra casa, como siempre

P: ¡Excelente! Estoy de acuerdo

E: Precioso Pedro, mi hijo.

P: laughs. Madre mía.

K: Querida, mi casa es cómoda...Quiero invitarlos a la familia a mi casa...(difficult to hear)

E: Tu padre está enfermo; no sería bien viajar a tu casa, está lejos.

K: Sí pero...sería (difficult to hear).

P, C: No puedo escuchar

E: just try to understand (gesture)

K: ¡Ay Dios! Mama, para ti es demasiado para preparar por la familia.

E: Sí pero es posible que me ayuden en casa. Yo tengo todo lo necesario aquí. Claudia ¿Qué piensas?

C: Lo siento pero yo no quiero ir a tu casa, estoy segura que vamos a comer el mismo ¿no?

E: Ahhhhhhh!

C: ¿Qué vamos a comer? Estoy segura que vamos a comer las empanadas de la tía, los dulces...podemos ir a un restaurante por ejemplo...

P: laughs

E: gestures and sounds of disagreements

P: No hermana

K: nooo

C: Hay un Nuevo restaurant cerca del Mercado, se llama...no me acuerdo

Session 3

Laughs

P: Estoy leyendo la primera vez.

R: Ay pero que padre tan desaprensivo, yo que digo que es tan culto y tan inteligente y tan responsable... ¡Ay que personaje tan diferente!

P: Soy educativo pero ocupado también

R: Ah ocupado también. Bueno pero no importa Pedro, porque esta es una guía y tu Pedro te tienes que dejar llevar, puedes crear todo lo que quieras. Estuve en una conferencia esta semana muy Buena donde el lema era: “Languages give you wings”

E: Laughs

E: gracias... ¡Muy bien! (con ganas de empezar)

R: no, de nada. Bueno ¿Podemos empezar?

P: Si, OK.

R: ¿Si? ¿Todos listos? la madre, el padre, la chica, ¿están todos listos?

E: Laughs

P: Sí. Todos estamos en el mismo lugar

R: Sí Pedro

P: ¿Esta conversación es por teléfono o...?

R: ¡Ah! Como ustedes quieran, como ustedes quieren. ¿Qué quieren? Pueden estar juntos en la cocina de la casa, o pueden eh estar charlando vía Skype o pueden estar charlando por

teléfono, o pueden estar dos juntos y uno separado, lo que ustedes quieran, como se sientan más cómodos, como les parezca más piola.

P: Ah para mí no importa...pero ¿Ustedes que piensan?

C: Ah como quieras, todos juntos, ¿no? en la cocina.

E: asiente

P: En la misma casa. Muy bien. Laughs. OK. ¡Buenoooo!

E: Es la cena, por la noche ¿sí?

P: OK después de la cena

C: Mejor es todos juntos ¿no? en la cocina

P: en la misma casa.

C: Sí

P: OK. Muy bien

R: Bueno, yo me fui, yo no estoy eh. Chau chau adiós. (Laughs).

P: (Laughs) OK

E and C laugh

P: Bueno...

E: Que es...la cena...por la noche, ¿Sí?

P: OK. Después de la cena

C: si, durante la cena, después de la cena

E: Sí, después de la cena

P: OK. Buenooo. Un momento...

E: quiero hablar por teléfono con mis amigas. Overlap

P: un momento...antes... (Laughs)

E: ¿Puedo ir a mi dormitorio? (Laughs)

P: Antes de salir de la mesa, yo...yo quisiera hablar un poco sobre tu educación

E: Noooo, noooooo que aburrido!

P: Nonono...siiiiii, siiiiiiiii, siiiii

E: ¡Qué aburrido!

P: ¡Piénsate! ¡Por favor piénsate!

C: Escucha a tu padre

P: Como sabes tú, qué bueno que vayas a alcanzar el nivel universitario y que vas a la universidad, estoy como siempre hija mía, muy orgulloso de ti, como siempre y es bueno que pienses en serio sobre tu educación y como ya sabes, yo fui...cuando era joven yo fui a la universidad y después la vida fue mucho más fácil y creo que es una buena idea. Yo he hablado con su madre y tenemos opiniones diferentes...

E: ¡Sí, como siempre!

P: (Laughing) sobre la universidad. ¿Qué piensas tú? ¿Tienes una universidad favorita o no?

¿Tienes una favorita?

E: Sí sí, viajar por un año... no sé qué universidad ahora, prefiero viajar por un año.

Session 4

Talking about E about her daughter

R: No padres como los tuyos, tan malos!

E is serious

R: Que no tenga unos padres como los tuyos, como tus padres de ayer

E: Estamos discutiendo sobre colegios para mi hija, tenemos distintas posiciones, mi esposo no es fácil para ganar un argumento

C: Buen día señora, señor, ¿Qué puedo hacer para vosotros?

P: Nosotros queremos un viaje para celebrar nuestra boda

E luna de miel, nuestra luna de miel

C ¡Felicidades!

P Estamos felices

C ¿Alguna idea de dónde quieren ir?

E Tenemos ideas diferentes y necesitamos su ayuda

C Por supuesto ¿Qué tipo de vacaciones les gustan? Buen apetito señor

P: Gracias

E Para mí me gustan las playas, comercios, necesito un hotel grande con la piscina y todas las cosas modernas, viajes ¿Bajo el mundo?

P: ¿Por todo el mundo?

E: Por todo el mundo

C ¿Le gusta quedarse en un hotel, en un resort muy grande?

E: 5 estrellas

C: Creo que tengo algunas ideas, algunas soluciones interesantes. ¿Le gustan islas como la isla de Hawai, de Taiti o Bora Bora?

P: Ya conozco, es buen lugar.

E ¿Hay centros de comercios?

C: En Taiti y Bora Bora no, Bora Bora es una isla muy pequeña en el sur Pacífico, muy bonita pero...

E: Mi amor ¿Qué piensas?

P: Primero necesitamos un lugar para la boda, pero también para las vacaciones, es mejor un lugar con algo sofisticado, una cultura diferente, un poco exótica, tenemos centros comerciales en nuestro pueblo, me gustaría ir a un lugar un poco más interesante que un centro comercial

C: Sí entiendo, en Hawai las playas son fabulosas, los centros comerciales magníficos...

P: Está lleno de americanos ¿No?

C: Sí...¿Les gusta visitar museos y cosas diferentes?

P: Para mí sí...una boda en un museo.

Eva: Es importante que tenemos otras cosas para hacer como los centros comerciales y las playas.

Appendix G2: Sample of transcription of Stimulated recall sessions in Spanish

Stimulated recall

A. Claudia y Pedro

1. Pedro dijo “es difícil mantener un carácter tan diferente a mí”

P: Fue un poco difícil porque fue la primera sesión y para pensar en un carácter diferente que yo, uno necesita pensar en las cosas diferentes que lo normal y también traducirlo y pronunciar. Es algo más que nosotros tenemos que pensar normalmente.

2. Pedro y Claudia son dos personajes totalmente diferentes están de acuerdo en que Brazil puede llegar a ser la sede para el campeonato, pero después Phil dice que sí y Claudia dice que no porque es muy peligroso. ¿Cómo se sintieron más cómodos, estando de acuerdo o en desacuerdo?

P: Estoy más contento de tener un personaje similar que yo pero para el debate o para el ejercicio es mejor tener que luchar con el personaje.

C: No tenía una opinión muy precisa sobre el tema, no sé si hay mucha violencia, no estoy muy segura, por eso no fue muy difícil, el personaje fue solamente un personaje y no mi opinión. No fue difícil confrontar, fue divertido.

P: Normalmente hay mucha emoción en una situación así, pero en un debate o proyecto como esto es más fácil, no hay consecuencias, es seguro.

3. A Katherine no se le escuchaba bien. ¿Cómo se sentían?

C: Es como si Katherine no estuviera aquí. No había problema, me sentía bien

P: No había problema

4. Eva llegó tarde. ¿Cómo llegó? ¿Qué sentimientos expresó?

C: Un poco de culpabilidad

5. Katherine tenía problemas en la comunicación y Pedro le explicó en inglés. ¿Por qué?

P: Porque la computadora está programada en inglés, entonces es mejor hablar en la lengua de la computadora y también es algo técnico y yo no sé todas las palabras técnicas.

R: Para actuar tu personaje, te sientes mejor en español o en inglés?

P: Es más fácil en inglés pero a veces es más fácil en español porque hay un límite de temas y vocabulario para usar.

C: En español me falta vocabulario y gramática. A veces no puedo decir lo que quiero y digo solamente cosas muy básicas. A veces no puedo decir lo que quiero

R: ¿Y cómo te sientes cuando estás limitada por el idioma?

C: Un poquito frustrada. Mi vida es una gran frustración en este momento, pero estoy acostumbrada.

6. Overlap entre Claudia y Katherine. Claudia está seria. ¿Por qué? ¿Qué sentiste?

C: Me sentí frustrada y nerviosa quizás por la conexión

R: Estaba hablando Katherine y Claudia no podía escuchar y dijo “Puedes hablar más fuerte mi hermana, cariño?”

C: Es porque estábamos actuando un papel, no era la falta de Katherine, y tenía ganas de actuar para crear un ambiente más agradable.

7. En la sesión 3 decidieron que el encuentro tenía lugar después de la cena y Pedro se impone y dice “un momento”. ¿Es el personaje o es Phil que quiere organizar?

P: Fue el personaje, creo...espero.

C: El personaje también.

B. Eva

8. R: ¿Cómo te sentiste en la primera sesión?

E: Un poco nerviosa porque no conocía mucho a los otros

9. R: Pedro dice que su personaje es lo puesto a él. ¿Por qué lo dice?

E: Porque era importante explicarnos a nosotros que sus opiniones no eran las mismas

R: ¿por qué era importante para él? Fue el único que lo dijo?

E: Era importante decir que él tiene opiniones diferentes, su carácter tenía opiniones malas

10. Eligiendo el lema para el campeonato.

R: ¿Cómo te sentiste?

E: Los países de Sudamérica se simbolizan por la imagen de una mujer, eso estoy estudiando ahora. Brazil para mí es una mujer.

R: ¿Lo dijo el personaje o Eva?

E: Es mi opinión

R: ¿La periodista estaba de acuerdo?

E: Quizás no porque la periodista necesita tener datos. Quizás en privado sí pero no en público.

R: La periodista lo dijo de todos modos ¿Por qué?

E: Porque quizás la idea sea ofensiva o la audiencia no entienda exactamente lo que piensa

R: ¿Qué les pareció a los demás tu comentario? ¿Qué pensaron?

E: A Pedro le gustó

R: ¿Por qué?

E: Estaba riendo y porque es un hombre que le gustan las mujeres en bikini. A Katherine y a Claudia no sé, quizás no, pienso que ellas no entendieron lo que yo dije, porque no nos conocemos bien. Por ejemplo tú y yo nos conocemos, pero ellas no saben nada sobre mí, mi sentido del humor, etc

11. E: En la primera sesión nos sentimos nerviosos, después más confiados. Por eso, cuando Pedro decía algo, todos podíamos contribuir a la fluidez de la conversación al final.

E: Pedro constantemente preguntaba sobre el curso y cosas que no entendía, él no tiene miedo. Me quedé impresionada por la conjugación de Pedro “¡cocínamelos!” pero Katherine tenía miedo de preguntar y estaba nerviosa, tal vez para ella el grupo no era un lugar seguro.

R: ¿Cómo me ves a mí en la clase?

E: Como parte del grupo, no como una profesora

12. E: ¡Estoy tarde!

R: ¿Cómo te sentiste?

E: Un poco nerviosa e incómoda

R Pero no demasiado

E No, porque el ambiente de las sesiones era muy amable y cuando llegué a esta sesión sentía que no tenía miedo porque Pedro y Claudia eran muy amables

Appendix H: Teacher's journal of the role-play sessions

Teacher's journal

SESION 1

Antes de RP

E relajada

P relajado. Tenía q decir q su personaje es LO OPUESTO.

Después

K Pide disculpas: Estoy en blanco.

P se ríe y hace reír a los demás.

K no entiende bien.

K a lo largo de la sesión: mejor

C muy relajada.

SESION 2

Antes de RP

P relajado. "ayer fue difícil" porque pienso en inglés y debo traducir al español.

Después

Empieza Emma, muy desenvuelta.

Buen feeling entre madre e hijo. (Bien lograda la conexión).

Van más allá del script. (hijo preferido y enamorado de la madre).

K intervino fluidamente.

E inventó que el padre está enfermo.

Buen argumento.

K hace chistes. Ahora actúa.

E grita actúa, hace gestos, ademanes bien latinos.

Overlap como en las flías.

Pero C se calla cuando empieza una frase y otro too).

K vocabulario.

E Usa expresiones de las dadas.

P habla en inglés xa explicar4 problemas de tecnología a K.

Pide disculpas y vuelve al español. Smoothly.

a K no se le escucha bien.

Todos support al principio y durante la clase.

Maybe no so much at the end.

Cuando se despiden: “Gracias hermano”.

Involvement perfecto.

C: poca participación. Muy durita.

K dijo “Hasta luego” y se fue.

Los demás se quedaron haciendo chistes y despidiéndose.`

SESSION 3

E parece muy descontracturada y divertida

“my love”: muy sarcástico – RP ident.

C y P agree divertidos

Muy ingenioso P al pedir “postre”. Las chicas lo acompañan.

C genial como madre insoportable

P mucho sarcasmo.

E típica hija componedora “no voy”. Genial.

E: “Mamá, you are very convincing...” Buena evaluación. De acuerdo.

P es muy gracioso!!! (Q Q Q???) Muy gracioso!

Pedro desapareció.

E muy determinada a encontrar una solución. Genial su role de hija achicando el problema.

Genial el cierre juntos- C ident.

SESSION 4

Mmmmm, E no entiende el chiste.

P parece realmente contento, como un novio enamorado. jaaa

C muy graciosa: Buen apetito!

E muchos gestos, genial como logra el personaje

C muy graciosa y relajada

acuerdo – oferta

E fui con otro novio: nadie parece notarlo, para mí muy inteligente.

Teacher's journal (translation)

SESSION 1

Before RP

E relaxed

P relaxed. He had to say that his carácter was the opposite.

After

K apologises: Pide disculpas: My mind is a blank.

P laughs and makes the other laugh.

K does not understand well.

K feels better along the sesión.

C very relaxed.

SESSION 2

Before RP

P relaxed. “yesterday was difficult” because I think in English and I have to translate into Spanish.

After

Emma starts, with a very casual attitude.

Good feeling between mother and son. (They achieved a great connection).

They go beyond the script. (favourite son in loved with his mother).

K speaks fluently.

E invented a story about a sick father.

Good argument.

K makes jokes. Now acts.

E shouts, acts and makes latin gestures.

Overlaps as it happens in families.

But C stops when she starts a sentence and another participant do the same.

K vocabulary.

E Use the previously suggested expressions.

P Talks in English to explain technological problems to K.

Apologises and comes back to Spanish. Smoothly.

It is difficult to listen to K.

Everybody very supponive both at the beginning and during the class.

Maybe not so much at the end.

When they say goodbye: “Thank you brother”.

Excellent involvement.

C: Less participation. Looks rigid.

K said “See you later” y left.

The other participants remained making jokes and saying goodbye.

SESSION 3

E looks very relaxed, informal and fun.

“my love”: very sarcastic. – RP the same.

C y P agree amused.

P very clever when asking for dessert. The girls accompany/follow him.

C Great as an unbearable mother.

P Lot of sarcasm.

E typical role of a pacifying daughter “I do not go”. Great.

E: “Mum, you are very convincing...” Good description. I agree.

P is very funny! (what???) Very funny!

Pedro disappeared.

E focus to find a solution. Great in her role of a daughter trying to narrow differences.

Great the closure all together. Class identity.

SESSION 4

Mmmmm, E does not understand the joke.

P looks really happy, as a boyfriend in love. jaaa

C very funny: Buen apetito!

E many gestures, it is great the way she achieves her character.

C very funny and relaxed.

agreement – offer

E “I went with another boyfriend”: nobody seems to notice it. In my opinion, it is a smart comment.