

BENEFITS AND SHORTCOMINGS OF ROLE-PLAY AS A SPEAKING ACTIVITY IN ENGLISH LANGUAGE CLASSROOMS

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ABSTRACT

This paper aims at finding out if role-play is helpful in encouraging Malaysian secondary school students to speak in English. It includes students' reaction to the use of role-play and teachers' perception on the use of role-play as a speaking activity in Malaysian classrooms. The rationale for carrying out this study is to provide useful information and understanding to readers on the use of role-play activities in English language classrooms. An action research study was carried out on seventy-nine form four students from two classes. The data was gathered through questionnaires given to students and teachers. The results suggest that students enjoy carrying out role-play activities and it does encourage them to speak in English to a certain extent. The results also show that not all teachers carry out role-play as a speaking activity because of reasons such as time constraints, low availability of role-play materials and difficulty in class control. The results do not reflect the perceptions of all students and teachers in Malaysia but is only relevant to the particular school where the research was carried out.

Introduction

This paper explores the use of role-play as a speaking activity in secondary classrooms. The study seeks to find out whether role-play motivates students to speak in English as well as increases their cognitive ability. Role-play was chosen because, as stated by Larsson (2004, p.245), role-play affects the dynamics of a classroom leading to "more relaxed relations between teacher and pupils". Thus this research intends to fulfil the following objectives:

- to explore the contribution of role-play in increases students' motivation in speaking English.
- to study whether role-play in increasing students' cognitive ability in speaking English.

This research is significant because role-play is able to encourage students to communicate without hesitation and fear when facing real-life situations. According to Pramela Krish (2001), role play is a flexible learning activity which has wide scope for creativity where students are able to perform according to their own

imagination and creativity. Furthermore, it is student-centred teaching activity that requires students to play a major role in the learning process. In addition, the use of role-play in the classrooms enables students to improve their pronunciation because role-play focuses on fluency and meaning.

Definition

Budden (2007, p.2) defines role-play as “any speaking activity when you either put yourself into somebody else’s shoes, or when you stay in your own shoes but put yourself into an imaginary situation”. Meanwhile, Yardley (1997) defines role-play as a range of activities involving participants in ‘simulated’ actions and circumstances where the participants imagine being in real-life situations under ‘controlled’ conditions. According to Larsen-Freeman (as cited in Pramela Krish, 2001, p.17), role-play “whether structured or less structured, is important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and in different social roles” while Scarcella and Crookall (as cited in Pramela Krish, 2001, p.5), state that role-play facilitates second language acquisition because through role-play, “they are exposed to large quantities of comprehensible input; they are actively involved; and they have positive attitudes”. Role-play is a very useful method of teaching students speaking skills because in a role-play, students’ participation is higher. Typically, students learn and understand better if they are actively involved in that lesson. Therefore, the working definition of role-play for this paper is that it is an activity centered on imagining being in a real-life situation and using language in context to communicate.

The traditional approach that emphasizes accuracy and form of language i.e use of correct structure and vocabulary, and suitable choice of linguistic items when speaking in context (Ladousse, 2003) is not used widely because it does not have a dual approach, unlike the communicative approach, which does. The KBSM syllabus that uses the communicative approach was implemented in 1988 (Pillay & North, 1997) because it not only helps learners to improve their fluency but also their accuracy. According to Hammerly (1991, p.2) “second language acquisition specialists predict that the communicative approach should produce students who are not only fluent but also, in the long run, linguistically competent and accurate, for errors are supposed to disappear gradually through the ‘negotiation of meaning’ that takes place when the language is used”. Therefore, although the communicative approach puts a lot of stress on fluency competency, accuracy can also be achieved through practicing the language.

Advantages of Role-play

Role-play provides a lot of benefits to students in improving their English Language because the main concern of role-play is to enable students to communicate.

Motivation

Role-play activities can inspire students to want to learn a second language without fear. According to Hsu (2002), Via (2003) and Moulding (2003), role-play is a “curative for the frustration and they facilitate acquisition of the target language as a result” (cited in Stern, 2001, p. 210). Furthermore, Stern (2001, p. 208) explains that “language teaching has tended to kill motivation by divorcing the intellectual aspects of language (vocabulary + structure) from its body and emotions, limiting instruction to the former”. Role-play activities are far more enjoyable and require students to get directly involved in the activity that is assigned to them. Students’ involvement in role-play tasks require them to participate physically and mentally. Therefore, role-play techniques restore the body and emotions to language learning, thereby restoring motivation (Maley & Duff, 2001).

Self-esteem

According to Heyde (as cited in Stern, 2001) there appears to be a predictive quality to the correlation between self-esteem and the ability to orally produce a second language. This shows that increased specific self-esteem could improve the language learner’s oral proficiency. Besides this, role-play could help in building students’ self-confidence. Via (2003) explains that “just as a yell accompanies the strike in order to build the confidence and increase the energy of the attacker, so a strong and clear voice (necessary when performing) gives the language learner confidence” (as cited in Stern, 2001, p. 209). Thus, role-play increases self-esteem by demonstrating to L2 learners that they are capable of expressing themselves in real-life communicative environments.

Opportunities for Shy Learners

Role-play often provide a safety-net for shy learners. Many learners may be embarrassed to speak; afraid of making mistakes and being laughed at. But through role-play, shy learners are able to hide behind a ‘mask’ of being someone else, thus enabling them to express themselves better (Ur, 2000). The teacher can provide task-based role-plays for shy learners where information transfer activities are conducted in the form of role-play (Ladousse, 2003). This might give shy learners the confidence to carry out the role-play, hence opening up more opportunities for learners to speak. Yardley (1997) points out that role-play allows learners to try out the language they acquire in the real world in the safe environment of a classroom. One of the reasons why role-play offers a different approach in developing speaking skills is that learners are given the opportunity to try out the language learnt in the safety of the classroom. This gives “a teacher opportunity to rectify any mistakes in learners’ spoken language and avoid fossilization, unlike the traditional audio-lingual method where learners merely repeat perfectly formed sentences” (Shangeetha &

Saravanan, 2010, p.15). Without trying out newly acquired language in the safety of the classroom, learners would never know how competent they are in the target language. Thus, role-play opens up such opportunities.

Learner-centred

Another advantage of role-play is that it is mostly learner-centered. Role-play gives learners the freedom to take control of the activities conducted unlike the traditional audio-lingual method of teaching speaking skills. In role-play, the teachers act as facilitators, listening for mistakes and problems in the spoken language in order to pick out learner's weaknesses for further revision. Livingstone (2004, p.32) points out that for a teacher "role-play is the nearest he can come *in the classroom* to being able to watch his learners perform in the foreign language environment". However, this does not mean that learners are given total control of the role-play activities. The teacher to a certain extent controls the language spoken by learners. As Livingstone (2004, p.26) states "usually the language he is required to produce is, if not totally predictable, then at least limited to a narrow range of options, and can be produced reasonably quickly and correctly without a great deal of thought".

Interesting Activities

Acting out a role is usually fun and enjoyable. When an activity is interesting it often increases learner participation. Van Ments (1994, p.27) points out that learners often become involved in role-play because it is enjoyable and learners "remember it long after they have forgotten much of the learning which they obtained in other ways". This probably implies that learners would be able to speak adequately with role-play activities compared to other methods of teaching speaking skills. Wan (1997, p.90) points out that the use of role-play "is a break from the usual textbook teaching and the 'chalk and talk' method of the teacher". Role-play also offers a sense of purpose and often relates to learners' daily life. Hence, role-play can ensure maximum involvement from learners as the activities are usually motivational and relate to real-life situations. As Harmer (1991) states, learners become more involved in an activity when they see a purpose in doing it. In fact, role-play is not only about getting learners to enjoy the lesson; they also build up learners' confidence to speak. So, role-play offers a sense of fun and enjoyment that encourages them to speak English.

Limitations of Role-play

Although role-play helps in developing learner's speaking skills, they have shortcomings such as difficulty in class control, time constraints and low availability of role-play materials.

Teacher Loses Control over Lesson

One of the main problems of carrying out role-play activities is that a teacher may lose control over the lesson. During role-play activities, it is difficult to ensure that all learners keep to the intended language focus. "In Malaysian classrooms, learners might choose to use their mother tongue for discussion purposes, thus failing the objectives of using role-plays in developing speaking skills" (Shangeetha & Saravanan, 2010, p.16). Other than that, sometimes learners may refuse to participate in the role-play or enter into the character or the situation, resulting in the role-play falling flat. As a teacher, it is not easy to ensure all learners in a class of 30 or more participate.

Time Constraints

Livingstone (2004) and Van Ments (1994) both argue that role-play takes too much of classroom time. Learners need to be familiar with the idea of role-play and ample time is needed for feedback after the role-play. However, short and simple role-plays only take about 20 minutes to conduct. In an English lesson of 40 minutes, the time should be sufficient for a teacher to introduce the role-play and give brief feedback afterwards. Thus, time management is a problem that can be overcome.

Inappropriate Classroom Management

Apart from time management, Livingstone (2004) also argues that the organization of role-play might pose some problems such as unsuitable classroom organization and high noise levels. However, many role-plays do not require plenty of movements from learners. They could act out the roles in their places. Even if the role-play requires plenty of space, it is easy enough to move the table and chairs out of the way. If the noise made by learners is 'healthy', that means "it is not much of a problem as learners are carrying out the task that was intended" (Shangeetha & Saravanan, 2010, p.17). However, the teacher has to ensure that the noise level is kept to a minimum so as not to disrupt other classes.

Incorrect Grammatical Production

Wan (1997) states that role-play encourages learners to produce incorrect grammatical forms since immediate correction is not encouraged. This is a valid argument because as teachers, it is difficult to ensure that learners use correct forms of language especially with unstructured role-plays. Shangeetha and Saravanan (2010, p.17) state that "the solution to this problem would be for the teacher to remind the learners of the correct forms and going through the form again with learners during the feedback session". On the other hand, if the role-play is to teach fluency, learners' incorrect grammar is forgivable as Littlewood (1981, p.91) argues that "excessive correction will encourage learners to shift their focus from meaning to form". Thus learners might be conscious of what is said and this may prevent them from speaking.

Lack of Purpose

One of the issues raised by Ur (2000) in using role-play is the question of purpose. In using role-play, students are given the role and situation they are in but often the purpose of carrying out the role-play is not stated. For advanced learners, this may not be a big problem as they may develop the role-play further and use their imagination to achieve something at the end of it. However for some learners, “this lack of specific direction and purpose sometimes results rather in confusion and uncertainty what to do next” (Ur, 2000, p.10). This could be due to students limited ability to express themselves or even because they are not imaginative enough. Therefore, as teachers, not only should the role and situation be given, the purpose of what is to be achieved should be made clear to students.

Methodology

This study focuses on the use of two types of role-play; structured and free role-play, and to see how students respond orally to both types of activities. The respondents of the study consisted of 79 students from two Form 4 classes in Malaysia. Both the activities were carried out in both classes to increase the sample size and to increase reliability. Both the classes have 5 periods of English lessons each week, with an average of 35-40 minutes per-period. Structured role-play was carried out first to guide students and to familiarise them with the idea of role-playing. This guided role-play was in the form of a flow-chart and students were given information of what to say. Students used the simple future tense to invite and accept invitations. Then free role-play was carried out to gauge students’ oral participation when no guidance was given. A short game was conducted, asking students to describe their friends and guessing who they describe. Students described the physical appearance of people using adjectives. At the end of the activity, questionnaires were given out to teachers (refer to Appendix 1) and students (refer to Appendix 2) to find out their perception of the use of role-play and its effectiveness in encouraging speaking skills.

Findings

Students’ responses to the questionnaires have been transferred into table and graph forms and the values given have been changed into percentage.

Students’ Responses

Table 1: Difficulty of Role Play

| | Structured | Free |
|-----------|-------------------|-------------|
| Easy | 31% | 0% |
| Difficult | 4.5% | 26% |

As illustrated in Table 1, extracted from the main graph (Figure 4), only 4.5% of the students found the structured role-play difficult. Some students lacked understanding of the function of role-play. This could be due to the fact the role-play was given in the form of a flow-chart. Some students were unfamiliar with the idea of flow-charts and had problems understanding how to carry out the role-play in the initial stage. This could explain students' reluctance to perform the activity. However, 31% of the students found the structured role-play easy to do. This may be because they were given guidance to carry out the role-play. Students were guided on what to do, which was not available for the free role-play. On the other hand, 26% of the students thought the free role-play was difficult. This may be due to the fact that students lack the language structures needed to carry out the task. Many students did not know the adjectives to use in describing the picture given. Students may have also felt that the free role-play was more difficult as there was no guidance provided, unlike the structured role-play.

Table 2: Speaking Opportunities

| | Structured | Free |
|---------------------|-------------------|-------------|
| Encourages speaking | 15% | 10% |

Besides that, as the structured role-play was easier to carry out due to the guidance given, more students felt that the guidance enabled them to speak in English as shown in Table 2, extracted from the main graph (Figure 4). 15% of the students felt that the guidance given encouraged them to speak and helped improve their English, as they were required to use the language in attempting the task. These students felt that it helped them to speak because the guidance gave them ideas of what to say and thus they did not feel helpless as the structure was there to help them. Students seemed to like this type of role-play because it was easy to do. The guidance given encouraged them to speak because they felt confident in carrying out the role-play. Only 10% of the students thought that the free role-play encouraged them to speak in English. Very few students thought that this type of role-play encouraged them to speak because they were too caught up with the idea of having fun (describing and drawing pictures). However, it was observed that whenever students spoke in English for this activity, they were indeed using the target language. Thus, unconsciously, this activity did encourage students to speak in the target language.

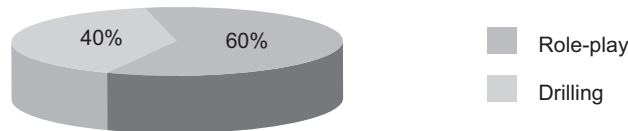


Figure 1: Students' Choice of Activity which provides Speaking Opportunities

As shown in Figure 1, more than half of the student's thought that role-play offered them more opportunities to speak in English compared to drilling because role-play has the element of fun and purposefulness. Although most of the students liked role-play, 40% of them still felt that they speak English more in drilling than in role-play as shown in the pie chart. These students felt that they spoke more English in drilling because they are able to follow and repeat exactly what the teacher says. Some stated that drilling offered them the correct way to pronounce the words and they felt that they spoke more because they had to repeat the words or sentences given. Apart from that, some students felt that in drilling, the whole class repeats after the teacher while in role-play, some may dominate the conversation, leaving others having little chance to speak.

Students' choice of working style would give a clear idea if students liked doing role-play as role-play often involves pair and group work. Figure 2 shows the results of the findings.

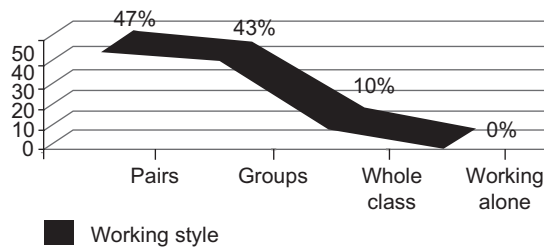


Figure 2: Students' Style of Working

Figure 2 shows that 90% of the students liked either working in pairs or in groups. This implies that students would enjoy carrying out role-play as it involves pair or group work. Students said that one of the reasons they enjoyed both types of role-play was because it involved pair work. Students found it easier and more comfortable to work in pairs, as they were not embarrassed at making mistakes in front of their partners. Thus, students made more effort to speak in English and even helped each other to translate words from the mother tongue to English.

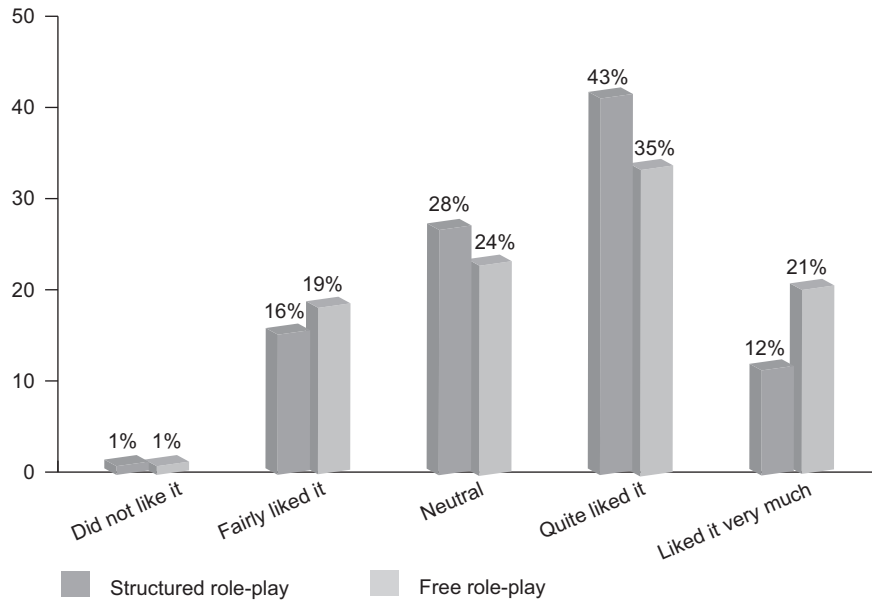


Figure 3: Students' Preference of Role-plays

Figure 3 shows students' preference for each type of role-play. The graph indicates that a lot of the students enjoyed both the structured and free role-play as more students answered that they "quite liked it" and "liked it very much" compared to "fairly liked it" and "did not like it".

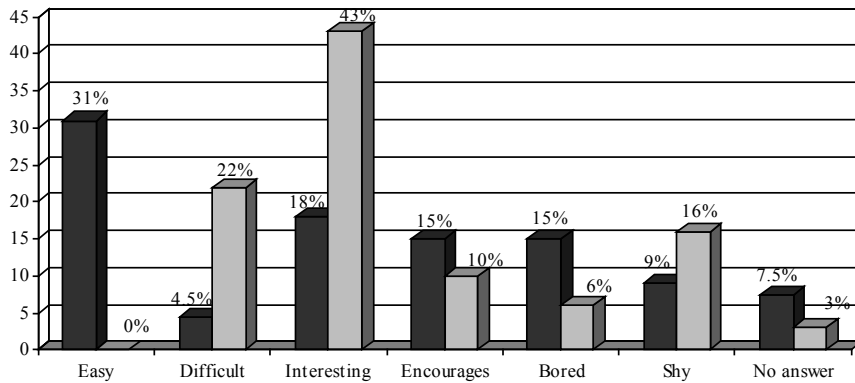


Figure 4: Students' Responses of Role-plays Carried Out in Class

This shows that both types of role-play were quite successful as more than half of the students enjoyed them. Figure 4 shows the reasons given by students for their preference of the two types of role-play carried out in the class.

The graph shows that nearly half the students enjoyed the free role-play because it was interesting while many of them found the structured role-play easier to do. Structured role-play can motivate students with a low level of proficiency to participate freely in the activities because it is easy and students do not have to think a lot in order to communicate. However, free role-play motivates students with a high level of proficiency to participate freely in the activities because it is challenging and requires a lot imagination and creative thinking. In short, teachers play an important role in choosing appropriate types of role-play according to the students' proficiency level. Doing so will minimize students facing difficulties in speaking.

In the penultimate question, the researcher wanted to find out students' preference between role-play and drilling when it came to speaking activities. Drilling was chosen as a comparison to role-play because students seem to be more exposed to drilling than any other method when it involves speaking activities. Figure 5 shows the results of the findings.

Based on the pie chart, 90% of the students wrote that they liked role-play compared to drilling as role-play offers a sense of communication among students and they can exchange ideas with their friends. Some felt that role-play gave them a purpose to communicate with their friends and it was different from their everyday activities where they only had to read from their textbooks. Students seem to enjoy role play compared to drilling because it gives them an opportunity to break away from their daily textbook routine. Role-play also gave the students a sense of purpose in carrying out the activity. Student's choice of method in learning speaking skills was also affected by the methods they have been exposed in their English language classrooms. Many teachers stated that they preferred using drilling and reading aloud compared to interactive activities when it comes to teaching speaking skills. Thus this could explain why a few students felt that they spoke more in English through drilling although they liked doing role-play.

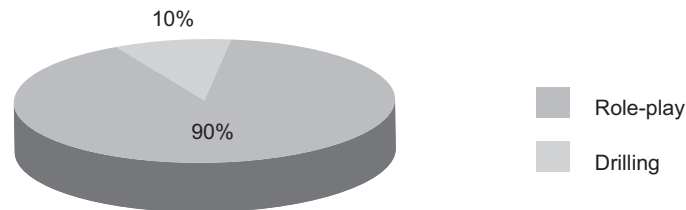


Figure 5: Students' Choice of Learning Method

On the other hand, although many students found the free role-play more difficult to carry out, nearly half of them thought that it was a very interesting and fun activity compared to the structured role-play. Only 18% of the students felt that the structured role-play was interesting enough to do as shown in the Table 3, extracted from Figure 4.

Table 3: Interest

| | Structured | Free |
|-------------|-------------------|-------------|
| Interesting | 18% | 43% |
| Boring | 15% | 6% |
| Shy | 9% | 16% |

Students found the structured role-play less interesting compared to the free role-play because students' responses were restricted by the flow-chart provided. Apart from that, students did not need to use much of their imagination for this role-play and they were not able to expand the role-play further. Many students responded that the free role-play was fun because it involved drawing. Students also enjoyed the activity as they liked the idea of imagining themselves as a police artist. Although students felt that the activity was not easy, there was active participation because students were motivated to do the task as they were having a lot of fun. However, one student wrote that although she found the activity interesting, she did not like it because she was paired with her enemy. Thus this affected both her and her partner's participation in the activity.

Apart from that, the overall responses also shows that the structured role-play was easier to do but it was quite boring compared to the free role-play. This was because the language was controlled and students were not able to expand the role-play further. However, for the less able ones, the structured role-play provided guidance for them to speak in English. As only 9% of students felt shy compared to the free

role-play where there were 16%, it shows that students were more confident in using English through structured role-play.

Only 6% of the students felt that the free role-play was boring. For these students, the role-play could have been boring because they showed the picture to their partner instead of describing it. This took away the suspense of trying to draw the picture. There was also no communication between the students, resulting in them having nothing to do. Some students could have also felt bored because they did not have adequate language to carry out the task. Although the researcher felt that adequate language input was given at the start of the activity, it is unfair to assume that all students would have a good grasp of the language to enable them to do the activity. Some students needed extra input, as their proficiency level in English is low.

Teachers' Perception

The results of the questionnaires clearly show that the teachers polled allocated limited time for speaking skills as shown in Table 4.

Table 4: Time Allocation for Speaking Skill

| Time | Number of Teachers |
|---------------|--------------------|
| Once a week | 0 |
| Twice a month | 2 |
| Once a month | 4 |
| Hardly | 1 |

Only two out of the seven teachers said that they carry out speaking skills twice a month. Four teachers stated that they carry out speaking skills once a month while another teacher wrote that she hardly carries out speaking skills. This particular teacher strongly felt that reading and writing skills should take precedence over speaking skills. This is due to the fact that school examinations concentrate on reading and writing skills. The lack of speaking activities results in students facing difficulties in speaking fluently in English. Role-play could help both teachers and students and teachers could achieve their intended learning outcome by embedding it in role-play activities and students could speak well via practicing through role-play.

The results also show that teaching speaking skills in the form of drilling is favoured compared to interactive activities such as information-gap or role-play as shown in Table 5.

Table 5: Teaching Method

| Teaching method | Number of teachers |
|------------------------|--------------------|
| Drilling | 7 |
| Interactive activities | 4 |
| Language lab | 0 |

The responses given by the teachers indicated that they preferred using traditional methods such as drilling and reading aloud when it comes to speaking skills. Interactive activities are seldom carried out to encourage speaking skills and in some cases, students are not exposed at all to these activities. This could be because many teachers rely on textbooks to teach English and these books offer very few communicative activities, especially role-play when it comes to teaching speaking skills. Thus, teacher's lack of enthusiasm in using other materials apart from textbooks results in the minimum use of role-play or any other types of communicative activities. The teachers' choice of teaching method is also reflected in some of the students' choice of learning method when it comes to speaking skills as these students felt that they learn better through drilling. The language laboratory was not used at all as the school did not have the facility.

Only four out of the seven teachers who responded to the questionnaires used interactive activities when teaching speaking skills. The four teachers responded that role-play was not always favoured when it comes to speaking activities. Table 6 shows how often role-play was used as a speaking activity.

Table 6: Use of Role-play as a Speaking Activity

| Use of role-play | Number of teachers |
|------------------|--------------------|
| Once a week | 0 |
| Twice a month | 0 |
| Once a month | 2 |
| Seldom | 2 |

The table indicates that teachers are reluctant to use role-play activities mainly because they concentrate more on writing skills or are exam-oriented. All four teachers who had used role-plays preferred pair work when carrying out the role-play activities as shown on Table 7.

Table 7: Seating Arrangement for Role-play

| Seating arrangement | Number of Teachers |
|---------------------|--------------------|
| Individual work | 0 |
| Pair work | 4 |
| Group work | 0 |
| Whole class | 0 |

This could be because it is easier to divide the students into pairs compared to groups. Organizing students into groups might take up too much classroom time. Apart from that, in a Malaysian classroom that has an average of 40 students per class, pairing students together would ensure easier seating arrangements than seating in-groups. Pair work also ensures more exchanges of spoken language, as only two students to attempt the task. Group work might result in some students not participating in the activity.

Summary of Findings

The findings of the research show that role-play does encourage students to speak in English. The respondents like the activities carried out in the role-play very much. They felt that they can practice speaking in English among their peers freely in role-play activities. However, the emphasis in the education system which focuses on examinations rather than communicative skills hampers students' development in practising speaking skills. Based on the findings, respondents felt that role-play enabled them to communicate in real-life situations. Therefore, role-play plays an important part in students' life. Teachers also should emphasize speaking skills rather than concentrate on exam-oriented teaching because students are learning not only to pass examinations but also to prepare themselves to deal with real-life situations in future.

Recommendations

The following recommendations should be considered by school authorities and teachers in TESL. Firstly, published books on role-play should be readily available for teachers to use in classrooms. There are many published books on role-play such as Ladousse (1987) *Role-Play* and Lynch (1996) *It's Your Choice: Six Role-Playing Exercises*. In addition, Littlewood (1981) has given suggestions and guidance on how teachers can prepare role-plays for students. These are just some of the books available on role-play activities that can be used by Malaysian teachers to carry out speaking activities. There are many more published materials available on the use of role-play if teachers take the trouble and wish to vary their speaking activities to encourage students to speak in the second language. The school administration could

provide these materials for the use of teachers. A self-access centre could be made available in schools so teachers could have a variety of choices when carrying out speaking activities.

Secondly, when carrying out any role-play, it is important that the teacher gives clear and precise instructions to avoid any confusion over the role-play. A small demonstration of the role-play is encouraged to ensure all learners understand what they are supposed to do. A brief demonstration of the role-play would help to clear students' confusion and enable them to carry out the role-play after the demonstration.

Thirdly, teachers should bear in mind that correction of errors should not be done immediately while students are role-playing. This might disrupt their concentration and they might be too conscious of making mistakes so that the element of fun is taken out from the role-play. However, correction of errors should be done in a general way through class discussions. This should be done during the feedback session immediately after an activity when the activity is still fresh in their minds.

It is difficult to encourage learners to speak in English in Malaysian classrooms as they only have English lessons 5 periods a week. It seems like an almost impossible task for the language teachers to ensure learners speak only in the second language during the English periods as the influence of mother tongue is very strong in Malaysia. Therefore, teachers have to design and adapt activities that are interesting and meaningful, such as role-play, to encourage learners to speak in English.

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APPENDIX 1

ENGLISH LANGUAGE TEACHERS' QUESTIONNAIRE

I am a 4th year B.Ed TESL student carrying out a questionnaire to find out the use of role-plays in encouraging students' speaking skills in ELT classrooms. The items elicited from this questionnaire are to find out the teachers' point of view regarding role-play activities. Please provide sincere responses to all questions provided. All the information and feedback gathered from the questionnaire will be strictly confidential and will be utilized for research purposes only. Thank you for your cooperation.

Instruction

This set is divided into two sections. Answer all the questions by putting a tick (/) in the boxes provided and give comments for the questions needed. Where appropriate, you may tick (/) more than one box.

Section A: Personal Background

1. Gender: Male () Female ()
2. Ethnic: Malay ()
 Chinese ()
 Indian ()
 Others () please specify: _____
3. Age (please specify): _____

Section B: Views on role-play activities

1. How often do you teach speaking skills to your students?

| | |
|---------------|--|
| Once a week | |
| Twice a month | |
| Once a month | |
| Others | |

2. What approach do you use to teach speaking skills?

| | |
|--|--|
| Drilling | |
| Interactive activities (group work/ role-play) | |
| Using language laboratory (tapes of native speaker) | |
| Others | |

3. Do you use role-play to teach speaking skills?

| | | |
|-----|--|-------------------------|
| Yes | | go to the next question |
| No | | you may not proceed |

4. How often do you use role-play?

| | |
|---------------|--|
| Once a week | |
| Twice a month | |
| Once a month | |
| Others | |

5. What type of role-play do you normally use?

| | |
|----------------------|--|
| Structured role-play | |
| Free role-play | |

6. How do you usually carry out role-plays in class?

| | |
|-----------------|--|
| Individual work | |
| Pair work | |
| Group work | |
| Whole class | |

7. Do you find role-plays useful in your teaching? Why / Why not?

| | |
|-----------|--|
| Always | |
| Often | |
| Sometimes | |

Comments (if any):

Thank you very much for taking your time in answering the questionnaire.

APPENDIX 2

SECONDARY SCHOOL STUDENTS' QUESTIONNAIRE

This set is divided into two sections. All the items collected in this questionnaire are basically to gather the students' view about the role-play activities that they have been introduced. All the answers and feedback will be utilized for research purposes and this information will be strictly confidential. Please provide sincere responses to all questions provided.

Instruction

Please mark your option by putting a tick (/) in the boxes provided and give comment for the questions needed.

Section A: Personal Background

1. Gender: Male () Female ()
2. Ethnic: Malay ()
 Chinese ()
 Indian ()
 Others () please specify: _____
3. Age (please specify): _____

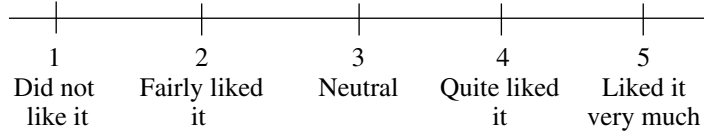
Section B: Views on role-play activities

1. How do you like to work when given an activity?

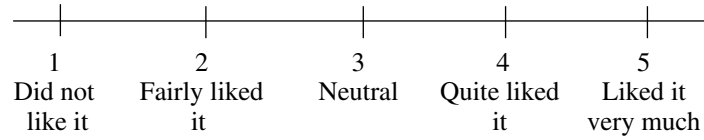
| | |
|-----------------------|--|
| Working alone | |
| Working with a friend | |
| Working in groups | |
| As a class | |

2. From the two role-plays carried out with me in class, how would you rate them?

Invitation:



Description:



3. What are the reasons for your choices above?

Invitation _____

Description _____

4. Do you like to learn through role-play or drilling?

Role-play

Drilling

5. Do you think you speak English more in role-plays or in drilling? Why?

Role-play

Drilling

I have more opportunities to speak English in role-plays because _____

I have more opportunities to speak English in drilling because _____

Thank you for taking your time to complete the questionnaire.