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**levels OF interest of 11TH FORM
STUDENTS AND Teachers in ROLE-PLAY
in SPEAKING LESSONS, THEIR REASONS
FOR levels of interest AND ACTIONS
DURING ROLE PLAYING PROCEDURES**

submitted in partial fulfillment of the requirement for
the degree of barchelor of art [tefl]

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Hanoi, May - 2011

ACCEPTANCE

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ACTKNOWLEGEMENT

The current research would not have been completed without the wholehearted support of my supervisor, the teachers and the students at the Foreign Language Specialized School - University of Languages and International Studies, my family and my friends.

In the first place, I would like to show my heartfelt gratitude to Dr. Pham Dang Binh, my supervisor, for his enthusiasm for giving me constructive and detailed comments on my thesis. It is undeniable that his invaluable advice was a crucial factor for the completion and the success of the research paper as it enlightened the unclear points I had when conducting the study.

My cordial thanks also go to the 11th form students at the Foreign Language Specialized School - University of Languages and International Studies as well as their English teachers for their willingness in completing the questionnaire and answering the interview questions.

Last but not least, I would like to give my high appreciation to my family and all of my friends who stood by me during the time I was conducting the study.

ABSTRACT

Recently major changes have been made in the methods and techniques used for the Teaching English as a Second Language. To be more specific, a number of communicative activities namely group discussions and role-play have been applied in the English lessons. However, whether these activities have been used effectively at high schools is still an open question. For this reason, the study was carried out to investigate the levels of interest of the teachers and the students in role-play, their reasons for these levels of interest, and their actions during role playing procedures. For the accomplishment of the purposes, 100 tenth form students of English classes and 8 English teachers at the Foreign Language Specialized School - ULIS - VNU were invited to answer the questionnaires and 5 semi-structured interviews with the teachers were administered. Descriptive analysis and statistical analysis with the use of *mean* only were employed for questionnaire analysis while key word analysis was used for interview analysis. The results showed that the students liked role-play because of the innovation in the teaching method and the opportunities to use the language freely and creatively. Meanwhile, the teachers admitted enjoying it or staying neutral because of its stimulation to student's use of real life conversations and the freshness in the teaching method. This research also found out main actions of the students and the teachers during role playing procedures, which showed the student's active participation in role-play and the tendency to have actions requiring beforehand preparation than language and material preparation. It was proposed that teachers should do more factual and linguistic preparation to prepare students for the activity and be careful with choosing the situations and roles for role-play.

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Abbreviations

CLT: Communicative Language Teaching

TESL: Teaching English as a Second Language

ULIS: University of Languages and International Studies

VNU: Vietnam National University

CHAPTER I: INTRODUCTION

1. Statement of the problem and the rationale of the study

It was undeniable that recently Communicative Language Teaching (CLT) used in the Teaching English as a Second Language (TESL) has been paid more and more attention to by educational managers, methodologists, and English teachers. As a result, major changes have been made in the methods and techniques used for the Teaching English as a Second Language. Modern language learners were no longer seen as passive participants in English lessons controlled by the teacher (Sam, 1990). Instead, they became the center in every activity happening in an English classroom. Meanwhile, the teacher took the role of a facilitator who designs activities promoting self-study, group interaction in real life situations (Harmer, 2003). This would be a difficult task for English teachers, even the experienced ones. However, in the light of Communicative Approach, a large number of activities have been proposed by professional educators as a guide for English teachers who have wanted to have more interesting lessons. One of the most typical activities of Communicative Approach has been role-play (Richards, 2005).

Role-play has been used in education since the late 1940s (Blatner, 1995) and used in language teaching and learning since the early 1970s (Savignon, 1991). Until now, role-play has been widely used in many language classes in many countries throughout the world. Those who have supported the use of role-play in language classes have considered it as a good activity for improving language learner's communicative competence (Richards, 2005). Trickshort English (1994) found that role-play was highly flexible and could be used successfully at any level of language teaching. Thanks to a role-play, the learner's knowledge would be put into "live" practice, and their confidence and self-assurance would be improved as well.

In the global economic integration, Vietnam has acquired a number of common approaches to the TESL namely CLT. Thus, the terms CLT as well as “role-play” have become more and more popular with school teachers and students in Vietnam. A number of communicative activities of CLT, namely discussion and role-play have been put in the syllabus for English textbooks to help teachers and students get used to the new approach of teaching. For example, task 2 in unit 3 - People’s Background (English 10, p.35) required students to role play a given situation. However, many people have still wondered whether school teachers and students are really in favor of this activity. Besides, whether the teachers use it effectively in their speaking lessons is an open question. To clarify these suspicions, the study was conducted. Trickshort English et al. (1994) also claims that role-play could develop the learner’s fluency and be used as integration for all the four skills. However, this study was only focused on the use of role-play for developing students’ speaking ability.

There were two main reasons why the study headed to the levels of interest of the 11th form students. Firstly, the researcher was assigned to do the teaching practicum in the 11H at the Foreign Language Specialized School, ULIS - VNU. Therefore, it would be easier for the researcher to approach the 11th form students and their English teachers at this school for the study. Secondly, the 11th form students might be the ideal participants in speaking activities, namely role-play. In the first place, they had a tendency to suffer from less pressure for the entrance exam than 12th form ones. It was obvious that they had more time to prepare for the entrance exam and to enhance skills which were not tested in the entrance exam such as speaking, listening, and writing. As a result, they might participate more actively in speaking activities held in English lessons, namely role-play. Moreover, in comparison with the

10th form students, the 11th form ones were supposed to experience more speaking activities, namely role-play so they might get more used to the activity than the 10th form students.

For the above reasons, the graduation paper *levels of interest of 11th form students and teachers in role-play in speaking lessons, their reasons for the levels of interest and actions during role playing procedures* was conducted. In addition, through discovering the fact of using role-play for 11th form students at the Foreign Language Specialized School, a number of recommendations were put in forward by the researcher to enhance the effectiveness of the activity in the English speaking lessons.

2. Aims and objectives

First and foremost, this research was aimed to explore the levels of interest of 11th form students at the Foreign Language Specialized School and their English teachers in role-play during speaking lessons. Secondly, the study was supposed to investigate the reasons why they had such levels of interest in role-play. Furthermore, it was expected that the research would help to clarify what the teachers as well as the students do during role playing procedures. Last but not least, the findings of the study would help fulfill their roles in role playing procedures. To be more specific, school teachers would know how to organize more interesting and useful role plays basing on the experiences of English teachers at the Foreign Language Specialized School - ULIS - VNU. Moreover, students at other high schools might fully understand what they would need to do to role play successfully. In brief, the study purported to address the following questions:

1. What are the levels of interest of 11th form students at the Foreign Language Specialized School - ULIS - VNU and their English teachers in role-play in speaking lessons?
2. Why do 11th form students at the Foreign Language Specialized School - ULIS - VNU and their English teachers have these levels of interest?
3. What do 11th form students and their English teachers at the Foreign Language Specialized School - ULIS - VNU do during the role playing procedures?

3. Significance of the study

Although the study was carried out on a small scale, not to be generalized, the researchers hoped that its results could 1) investigate the levels of interest of the 11th form students at the Foreign Languages Specialized School - ULIS - VNU and their English teachers in role-play in speaking lessons and the reasons why they have such levels of interest in role-play; 2) explore what the students and their teachers do in a procedure for role-play 3) inform students and teachers in other schools in Vietnam of what they have to do in a procedure for role-play. When they might fully understand about the use of role-play in speaking lessons, the students would perform better in the activity and the teachers would apply it effectively in their future speaking lessons.

4. Scope of the study

Role-play could be used for various purposes, for students at different English levels and in different high schools. However, due to time limitation and length constraint of the study, the graduation paper only focused on the use of role-play in an English lesson for 11th form students at the Foreign Languages Specialized School - ULIS - VNU.

5. Organization

This chapter was a brief introduction about the study which explained the rationale of the study, aims and objectives, significance and scope of the study. More detailed information about the study would be provided in the rest of the research paper.

Chapter two would provide a brief overview of the literature on the research topic, which would set the conceptual framework for the study, find out the gaps in the previous studies and direct it to fit these gaps.

Chapter three was expected to outline the research method for the study, which involved the participants, and sampling method, data collection instruments and data analysis method. The reasons why the participants and these methods were used would also be explained clearly.

Chapter four was the discussion and findings of the research where quantitative data and qualitative data were analyzed with comprehensive explanations. Besides, a number of pedagogical implications were given in this chapter.

In the last chapter of the study, major findings of the research were summarized and a number of limitations would also be exposed. Furthermore, several suggestions for further research would also be made.

CHAPTER II: LITERATURE REVIEW

This chapter will provide a brief overview of the literature on the research topic, so lay the theoretical basis for the research paper. Firstly, a critical explanation of the key concept such as *role-play*, the distinction between *role-play* and *simulation* and a classification of role-play will be given. Secondly, related studies will be reviewed to contextualize the paper, and find out the gaps in these studies, and justify for the direction of this research.

1. Role-play

1.1. Definition of role-play

It is undeniable that together with the development of CLT in Vietnam, the term *role-play* has become more and more familiar with Vietnamese language teachers and learners. However, this term can be used in many different ways, in many different contexts, so its definition can sometimes get confusing.

There are a dozen of ways to define what role-play is. One of the most common definitions is stated by Ment (1999). According to this author, role-play involves with asking someone to imagine that they are either themselves or another person in a particular situation and to behave exactly as that person would. As a result, the players as well as the rest of the class can learn something about the person and/ or situation. Thanks to role-play, each participant can “check their repertoire of behavior or study the interacting behavior of the group”. (Ment et al., 1999, pp.4-5). This definition is rather detailed because it clarifies the nature of role-play as well

as its effects on the participants. Nevertheless, Ment's definition is too broad to suit with the scope of the study. In fact, the term is viewed as role play in education and training in general.

Matwiejczuk (1997) defines the term in another way. He considers role-play as a range of activities involving participants in "as-if" or "simulated" actions or situations. Though the level of complexity and the duration of the situations or settings may range a lot, the activity must be controlled by the "experimenter or therapist", who is responsible for initiating or defining it. Compared with Ment's definition, this one is better when defining the controller of this activity, who is the "experimenter or therapist". This also means that the term is understood as role-play in research and applied psychology, not in education as the researcher expects.

However, it is not difficult to choose appropriate definitions of role-play in language classrooms. Livingstone (1983) states that role-play is a class activity providing the students with opportunities to practice the "language aspects of role-behavior" when playing the actual roles they may need outside the classroom.

Meanwhile, Sam et al. (1990) views role-play as an activity which requires a person to play a role that is real or imaginary. It involves spontaneous interaction of participants as they try to complete a task.

It is undeniable that these two definitions are similar, when considering role-play as an "activity" and emphasizing the "role" participants have to take on. However, both of them have their own strong points. In the former definition, the participants of the role-play who are

students are specifically defined. The setting for the role-play which is in class is also restricted. While the former emphasizes the effects of role-play on students, the latter explains the nature of role play and the factor involved with role-play, which is the interaction of participants.

Sam's definition also helps to distinguish *role-play* with *simulation*, another drama activity. The phrase "a role which is real or imaginary" denotes the difference between *role-play* and *simulation*, which lies in the authenticity of the roles taken by students. According to Kodotchigova (2002), in a *role-play*, the students might play a part they do not play in real life (e.g., Prime Minister, Managing Director of a Multinational Company or a famous singer). Meanwhile, in *simulation*, the students play a familiar role, which they sometimes have in real life (e.g., buying groceries or booking a hotel). In the other words, role-play is flexible and can be imaginative. Meanwhile, *simulation*, which is defined as a structured set of real life situations in which participants act as instructed by Dougill (1987), is complex, lengthy and rather inflexible (Ladousse, 1987).

For the above reasons, Livingstone's definition and Sam's are chosen to demonstrate clearly the kind of activity that is included in the paper. They fit the variety of activities in the study, but they do not fit many other activities that go by this name, such as the role plays in research and therapy, or the highly structured sketches.

1.2. Classification of role-play

Littlewood (1981) classifies role-play activity into four main types basing on the factors which control the activity and the skills that students need to practice.

1.2.1. Role-play controlled through cues dialogues

In this type of role-play, students often have their cues printed on separate cards. After that, they have to make a dialogue basing on the cues and situation provided on these cards. Like in real life communication, each participant must listen to his partner before formulating a definite response. However, the cues will help them to predict a large proposition of what the others will say, and to prepare a general gist of their own responses. Besides, the cued dialogues can also help learners to draw on language forms that they would have difficulty in using with complete spontaneity. Thus, a large number of language teachers use this kind of dialogues to elicit forms which he has just taught or which his students would otherwise avoid. This use of the forms in a semi-communicative context helps to prepare students to use them later in fully spontaneous interaction. The cued card below is an example of this type:

Student A:

You meet B in the street.

A: Greet B.

B:

A: Ask B where he is going.

Student B:

You meet B in the street.

A:

B: Greet A.

A:

B: *B: Say you are going for a walk*

A: *Suggest somewhere to go together.* A:

B: *B: Reject A's suggestion.*

Make a different suggestion.

A: *Accept B's suggestion.* A:

B: *B: Express A's pleasure.*

1.2.2. Role-play controlled through cues and information

Role-play controlled through cues and information is the second type of role-play in Littlewood's classification. In cued dialogues, two sets of cues must interlock closely, in such a way that no cue produces an utterance which conflicts with what follows. This places tight limits on the amount of creativity that is possible within that format. If only one learner gets detailed cues, a more flexible framework will be set up. The other has information that enables him to respond necessary. In the example below, two learners play the roles of a prospective guest at a hotel and the hotel managers:

Student A: *You arrive at a small hotel one evening. In the foyer, you meet the manager(ess) and :*

Ask if there is a room vacant.

Ask the price, including breakfast.

Say how many night you would like to stay.

Ask where you can park your car for the night

Say what time you would like to have breakfast.

Student B: *You are the manager (ess) of a small hotel that prides itself on its friendly, homely atmosphere. You have a single and a double room vacant for tonight. The prices are: 8.50 pound for the single room, 15.00 pound for the double room. Breakfast is 1.50 pound extra per person. In the street behind the hotel, there is a free car park. Guests can have tea in bed in the morning, for 50 p.*

In this example, the main interaction comes from A's cues. A can thus introduce variations and additions without causing B any confusion. For the most part, B plays a role to respond rather than initiate, but he may also introduce the topics himself.

This kind of role-play is best suited to those situations where there is a natural initiator, whose cues control the interaction. In most of the situations in this role playing type, one person needs to gather information or obtain a service, for example: in a travel agency, where one player wants to ask for train times and fares, and the other has timetables and brochures; in a bank where the manager has to get personal information about a client who wants to borrow money; interviews for jobs, interview for news reports, and so on. Because of the information gathering element, this type of the role-play may often be very similar to some of the functional communicative activities which involve the learner in discovering missing information. However, there is greater emphasis on the social context in which the information is acquired.

1.2.3. Role-play controlled through situation and goals

The next type is *role-play controlled through situation and goals*. Although students progress, the teacher do not need to abandon the use of cues. He may sometimes want to produce a particular range of functional meanings and forms, which can be achieved by using cues. There will also be increasing scope; however, for providing a looser structure, which requires students to create the interaction themselves. The control now determines not so much the specific meanings that students express. It is directed at the higher level of situation and the goals that students have to achieve through communication. For example:

Student A: *You wish to buy a car. You are in a showroom, looking at a second- hand car that might be suitable. You decide to find out more about it, for example how old it is, who the previous owner was, how expensive it is to run and whether there is a guarantee. You can pay up to 900 pound in cash.*

Student B: *You are a car salesman. You see a customer looking at a car in the showroom. The car is two years old and belonged previously to the leader of a local pop group. It does about twenty miles to the gallon. Your firms offer a three- month guarantee and can arrange hire purchase. The price you are asking for the car is 1,400 pound.*

In this role play, students must be aware of the overall situation and their own goals right from the beginning of the activity. They have to negotiate the interaction itself as it unfolds, each one responding spontaneously to the other's communicative acts and strategies.

1.2.4. Role-play in the form of debate and discussion

The last type in the Littlewood's classification of role-play is *role-play in the form of debate and discussion*. He explains that this kind of role playing activity is a variation of *role-play controlled through situation and goals*. However, the major difference is that the situation of this role playing type is always a debate or discussion about a real or simulated issue. Students must ensure that they have adequate shared knowledge about the issue and different opinions or interests to defend. Nevertheless, they must come to a concrete decision or put the issue to a vote at the end of the activity. For example, in the activity called ***Over to you***, students have to work in groups of four.

You are a group of people who are anxious to help the old in your small town, and you have managed to make a start by collecting 1,000 pounds from local inhabitants and holding jumble sales. Study your role and then discuss how the money can best be used.

Student A: *Role: Miss Julia Jenkins, spinters.*

You feel that you should contact one of the charity organizations advertised on pages 94- 95, at least for advice.

Student B: *Role: Rev. Ronald Rix, the local vicar.*

You wish to found an Old people's Club which will meet in the church hall. Some of the 1,000 pounds that has been collected was raised by holding jumble sales in the church hall.

Student C: *Role: Mr David Hicks, headmaster of the local primary school.*

You are anxious for the pupils at your school to play a role in helping the aged.

Student D: *Role: Mrs Dorothy Foster, widow.*

You think the money should be used to renovate an old country house which could be used as an old people's recreation centre.

2. Role-play in Teaching English as a Second Language (TESL)

Trickshort English (1994) found that role play is highly flexible and can be used successfully at any level of language teaching. Thanks to a role play, the learner's knowledge is put into "live" practice, and their confidence and self-assurance are also improved. Role-play can be used for a variety of purposes. Firstly, as it can develop learner's fluency, role-play can be used as integration for all the four skills (Trickshort English, et al., 1994).

Listening skills can be integrated by the use of role-play. Sasse (1999) states that he has used role playing in his classroom as an effective listening and speaking activity in which the whole class is involved in judging their peer's performance (p.5).

Furthermore, role-play can be used as the reading part. It can be a method to teach a class specific points which students have trouble comprehending (Sasse, et al., 1999, p.5).

Writing skills can also be integrated by role playing activity. According to Amtzis (1995), role-play was used in narrative writing as a teaching and learning method for Nepali college students. Through role-

play, the students developed the characters which were suitable with their own stories (p.18).

The skills in which role-play is most frequently used are Speaking skills. According to Ladousse et al. (1987), a wide variety of experience can be brought into the language classroom through role-play. The number of functions and structures and the areas of vocabulary which can be introduced in role-play outnumber those used in other pair and group work activities, namely conversation, communication games, or humanistic exercise. Thus, it is obvious that teachers can train their students in speaking skills in any situation. (p. 6).

Beside developing student's language skills, role-play also helps to build up their social skills from a low level (Ladousse, et al., 1987, p. 6). He points out that the situations in which the students are put by role-play require them to use and develop "phatic form of languages", which are often neglected by the language teaching syllabus. A large number of students have very little small talk as they believe that language is only to transfer specific information from one person to another. As a result, they "often appear unnecessarily brusque and abrupt" (Ladousse, et al., 1987, p. 6).

Ladousse et al. (1987) also states that role-play is also a good way to increase student's motivation and promotes interaction in the classroom. Sasse et al. (1999) argues that it is an effective, fun, and creative method for motivating students towards real-world communications. Focusing on meaning, it creates opportunities for students to produce communication freely (p.4). Furthermore, role-play can provide masks for shy students. It

enhances student's creativity and "provides an outlet for expression" without requiring embarrassing personal revelations (Sasse, et al., 1999, p.4).

According to Sasse et al. (1999), role-play can be used as an alternative method of assessment. It is a good way to evaluate whether the students understood different structures or situations that have been talked about in the class. ER. Dacanay gives an example of using role-play as a testing method. In this example, the students must respond to a situation provided by the teacher. As there may be different logical answers basing on the student's feeling, thought and personal experience, Dacanay states that the correctness, quality of production, and sophistication should be used as the standards for the teacher's evaluation (Sasse, et al., 1999, p. 5).

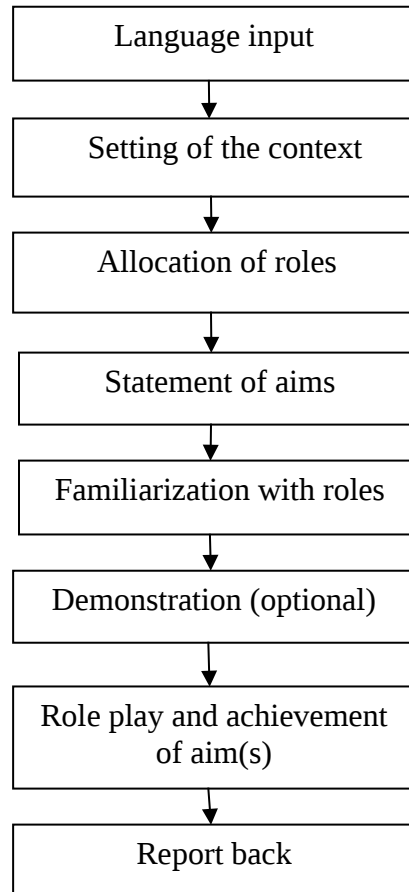
Role playing activity can also be used to teach some aspects of language. Kodotchigova (2002) insists that role play is a way of co-teaching language and culture. Specifically, this technique is very useful for experiencing "cultural principles and cultural awareness" because the participants may involve in cross-cultural learning and reflect upon cultural differences. They can also "learn to examine their own perceptions and treat representatives of other cultures with empathy". (Kodotchigova, et al., 2002).

According to Sasse, et al. (1999), role-play can be used in second language classroom as a way to teach difficult concept. He states that C.L. Moder and G.B. Halleck used role-play to teach foreign students entering U.S. universities about plagiarism. Specifically, they put the students in the roles of teachers and students. The teacher must decide if there is any plagiarism in the student's writings. If so, the students must defend his or her

paper. These authors go on to say that teachers who used role-play such as the one above had students who better understood the issues involved with plagiarism. (Sasse, et al., 1999, p.7)

3. Procedure for role-play

Dangerfield (1985) suggests a standard procedure for role-play with the following diagram:



Language input means the stage in which a language item is presented by the teacher and practiced by the students. It may also mean the pre-teaching of some vocabulary and/or other language which are considered necessary and useful for the context of the role-play.

The second stage of the role play, *setting of the context*, should be done to help students fully appreciate the circumstance in which they will be role playing. Visuals can be used to enhance the effectiveness of the stage. The context may be set before the pre-teaching of some language or vocabulary.

In the *Allocation of roles* stage, the teacher assigns roles for the students. It is necessary to consider this step clearly because if the choice for roles is made by voluntary students, the extrovert students will always get the best roles.

Statement of aims is a vital phase in the role-play procedure because it leads students to the expected outcomes of the role-play and motivates them to play their roles better. It also provides a clear result for students and teachers to discuss in the report-back stage.

In the *familiarisation with roles* stage, students can read their role cards which are provided by the teacher or discuss their roles. This helps them understand more clearly about the roles and their relationships.

The next phase in the procedure for role-play is *role-play and achievement of aim(s)*. If some groups finish much earlier than the others, the teacher ought to have another activity which can keep them occupied when they wait. This should ideally be in the form of an extension of the role-play, for example writing up their final decision.

Report back is the stage concerning how the different groups reached their aims, i.e. what decisions each group made, etc. This is an important phase because students are often interested in comparing their decisions with

others. It also provides an opportunity for them to talk about their problems and it rounds off the activity. However, it would make this stage longer and more tedious if all the fifteen pairs of students have to report back in turn.

The last phase is *follow up*, which can take two forms: written work based on the role play, perhaps set for the homework, and remedial work based on mistakes noted by the teacher while monitoring students' performance.

4. Advantages of role-play

Sam et al. (1990) finds out that role-play has seven major advantages.

In the first place, role-play *stimulates authentic conversations*. According to Richard (1985), this activity can stimulate authentic learner-to-learner conversational interaction. Besides, it is useful for developing student's conversational competence.

Furthermore, role-play *is a fluency activity*. He considers role-play as a fluency activity where students are provided with the opportunities to use language freely and creatively. It focuses on using language as a conversational resource.

Another advantage of role-play is that it *is suitable for consolidation*. Since it is more practice or revision activity rather than teaching activity, it is very useful and suitable for consolidating and practicing aspects of conversational proficiency than teaching new forms.

In addition, role-play *creates sensitivity and a sense of awareness*. It is obvious that it brings the outside world into the classroom. This could have effective effects in terms of social interaction and cultural awareness.

Like other pair and group work activity, role-play *increases student's motivation*. This activity requires the students and the teacher's active preparation and concentration. Situations are created for the students to use the language meaningfully and this would motivate their participation. The less motivated students will be gradually drawn into the activity when they see the rest of the group having a good time.

Sam also called role-play as "*a break from routine*". This means the use of role play in a language class is a break from the usual textbook teaching and the "chalk and talk" method of the teacher. Students have a chance to mix around and to act out different roles. The atmosphere in the classroom is less formal and this can reduce tension.

Last but not least, role playing activity *prepares students from real life and unpredictability*. It is undeniable that real life situations and communication are unpredictable. A student may learn all the correct forms of communication but may not know when to use them appropriately. Role-play can provide them with the opportunities to react to these situations and to enjoy "a taste of real life" (1990).

Teaching techniques (2004) adds that role-play can have two other advantages. Firstly, it is simple and low cost. Besides, it does not need material or advance preparation.

5. Disadvantages of role-play

Beside the advantages mentioned above, like any other issue in this life, role play also has some disadvantages. Sam et al. (1990) finds out nine disadvantages of role-play.

The first disadvantage of role-play is that the *activity is artificial*. Richard et al. (1985) observes that even though role-play is expected to provide authentic situations for students to produce communication, the situations sometimes created are artificial and not relevant to the needs of the students.

Secondly, the *activities are difficult to monitor*. Containing so much activities both physical and verbal occurring, it is sometimes difficult for the teacher to monitor or control a student's performance. A large number of teachers are afraid that the students are enjoying too much fun and that no learning is taking place.

Moreover, role-play *can cause embarrassment* for the students. In several circumstances, especially among adult learners, role playing activity causes much embarrassment, awkwardness and very little spontaneous language use. The choice of appropriate roles for different students is thus very important.

Another disadvantage is that the use of role-play *encourages incorrect forms*. As the teacher is supposed not to correct mistakes immediately so as not to discourage students, he or she can not control a student's production of ungrammatical and inappropriate forms.

Moreover, the use of role-play *contains cultural bias itself*. To be more specific, in cultures where students are familiar with the teacher-

dominated classroom, they may not respond willingly to the activity and has low appreciation for it. Thus, Richard et al. (1985) advised that role-play should only be used to teach the students from cultures where role-play and other student-directed activities in teaching are common.

Another problem which is common in using role-play in language class is the *teacher's fear of losing control*. It is obvious that this activity requires the full participation of the students and minimum of the teacher's participation in the class, so the teacher may fear that he can lose control of the class. Besides, students can get carried away and become disruptive.

There's also other drawbacks in using role-play in a language class, namely *the lost of spontaneity*. In fact, students rarely get too catch up with what to say. They hesitate to choose their words and do not interact spontaneously.

The eighth disadvantage of role-play is that *timing lesson is difficult*. The teacher has to spend much time on preparation work. As the activity is carried out by the students and the ability of each class varies, the teachers, especially inexperienced ones can not predict the amount of time for role-play in each class.

Last but not least, *activities may not be suitable for all levels*. Since role-play involves a large amount of conversation and discussion, it may not be very suitable with low proficiency students who do not possess the necessary communicative competence to do the activity. It is better to use role-play for intermediate and advanced students (Sam, et al., 1990).

Teaching techniques et al. (2004) adds one more disadvantage of role-play, which is *the inappropriate discussion followed the activity*. This may occur frequently if what the teacher needs to observe is not explained clearly to the students. As a result, students have no idea to comment on the other group's performances in the class discussion later.

6. Levels of interest of teachers and students in role-play in speaking lessons

Statistics shows that levels of interest of teachers and students in role-play in speaking lessons have been discussed in a number of studies in the world and in Vietnam. However, basing on the assumption that the results of Vietnamese studies can be more suited to the context of Vietnam than the foreign ones, this study only mentioned a number of Vietnamese researches investigating this in order to find their gaps and the direction of this study.

To begin with, Lien (2010) investigated levels of interest of the freshmen and the teachers at English Pedagogical Department, University of Languages and International Studies in role-play in speaking lessons. She found out that 77% of the first year students at English Pedagogical Department, University of Languages and International Studies liked the activity and found it useful. 19% of the subjects did not like role-play very much and only 4% of the students hated the activity because it was useless. Besides, 90% of the teachers totally believed in the effectiveness of role-play in speaking lessons while 10% of the respondents were doubtful whether role-play could take full effects in a speaking lesson.

Furthermore, Linh (1999) also conducted a study on levels of interest of 10th form students and their English teachers in role-play in speaking lessons. This author found out that in general, the students appeared very interested in the activity while the majority of the teachers were not in favor of using role-play in speaking lessons.

7. Reasons for teachers and student's levels of interest

Lien et al. (2010) found out that there are two reasons why the teachers were in favor of using role-play in speaking lessons. Firstly, role-play could put them into real-life situations. Secondly, the activity could give them chances to practice the language that they had just learnt. As for the students, most of them liked the activity because it was useful. In contrast, those who hated it supposed that the activity was useless in developing their speaking skills.

It can clearly recognize a gap in the results of the studies mentioned above, which is the clearly explanation of the reasons why their participants had such attitudes. Although Lien's study mentioned several reasons why the teachers and the students had such attitudes towards role-play, her findings about these reasons might not be inclusive as she used the interview as the data collection method whereas Linh's study did not find out the reasons why the participants had such levels of interest in the activity. With the hope to fit the gap of these studies, this research aimed at seeking the reasons for the teachers and student's having such levels of interest. Another thing that might bear the major difference in the findings about the levels of interest of the students and teachers during a role-play lies in the choice of participants. With the choice of the 11th form students and teachers at the

Foreign Language Specialized School, the results of this study may be different from the other studies on the same issue. As for the foreign studies, they also suggested some major actions of the teachers and the students during the role-play procedures, but whether their findings fit the context of Vietnamese high school in general and in a gifted school in particular is still an open question. Thus, this study was carried out with the hope to investigate the actions of the students and the teachers at one gifted school. It was expected that the research would provide theoretical background for those who are interested in the application of role-play and help them apply this activity in speaking lessons more effectively.

CHAPTER III: METHODOLOGY

1. Participants and sampling methods

In order to serve the purpose of collecting data, the 11th form students at the Foreign Languages Specialized School - ULIS - VNU and their English teachers were invited to participate in the study.

As stated in the previous part, the study aims at investigating the use of role play to develop speaking abilities for the 11th form students at the Foreign Language Specialized School - ULIS - VNU. However, not only the teachers but also the students use this activity; and they play different roles in carrying it out. While the teacher plays a role of the organizer or the monitor of a role-play, the students are the real participants in this activity. In other words, the success of a role play depends on the contribution of both the students and their teacher. Therefore, the participants of the study included the 11th form students at the Foreign Language Specialized School - ULIS - VNU as well as their English teachers.

As for the students, they were expected to be at different levels of understanding about role play and role playing experiences. However, the gaps among them may not be too wide because all of them are gifted students and have similar English programs. Nevertheless, they might have a diverse of attitudes and reasons for having such attitudes towards role-play. Their participation in this activity might also vary a lot. Like the students, the English teachers of 11th form classes at the Foreign Language Specialized School - ULIS - VNU might also have different levels of interest in role-play and reasons for these levels of interest. The biggest difference among these two groups of participants would lie in their actions during role-play. As they were supposed to play different roles of the activity, what they would do in the procedures must be different from the others. Besides, it would be possible that the teachers might have better understanding about role-play because they were the organizers and controller of the activity and have been taught English language teaching methodology at the university.

2. Data collection methods

For an adequate collection of reliable and valid data for this study, quantitative and qualitative data collection methods were employed in the study. To be more specific, both questionnaires and interviews were hopefully employed.

Questionnaires were chosen as the means of collecting data because of its enormous advantages. According to Evaluated (2006), a large sample of the given population can be contacted at relatively low cost with the use of questionnaires. This toolkit also emphasized that thanks to the questionnaires, the respondents had time to think about their answers as they were not required to reply immediately. Milne (1999) added that through questionnaires the information was collected in a standardized way.

With two groups of participants possessing different characteristics, two sets of questionnaires (one for teachers and one for students) were designed. Both of them were written in English with simple language uses and clear structures to ensure that the respondents understand all the wording. Moreover, the data collected might be reliable and valid because all of the participants were major in English. At the same time, it would be one way to restrict the mistranslation from Vietnamese to English.

Each set of questionnaires was composed of three types of questions: factual questions which were to investigate the status of respondents and the reasons why the participants have some attitudes towards role-play in the speaking lessons, behavioral questions which seeked for their actions during role playing procedures, and attitudinal questions which were used to find out their attitudes towards role-play in the speaking lessons.

As the gaps among the students as well as the teachers at the Foreign Language Specialized School are not too wide, the sampling method used in

this study was simple random sampling. Thanks to this sampling method, the researcher could generalize their findings (Fridah, 2006). To be more specific, 100 students in grade 11 at the Foreign Language Specialized School, Vietnam National University were chosen randomly to do the questionnaire. They would reveal their levels of interest in role-play in speaking lessons and the reasons why they had such levels of interest. Furthermore, they would also help to answer what they do during the role play procedures. Besides, 8 teachers who teach English for grade 11 students at the Foreign Language Specialized School - ULIS - VNU were invited to answer the set of questionnaires for teachers. They were also randomly chosen and would answer the same questions like their students; however, some items in these questions would be different from those in the questionnaire designed for the students. Both of the questionnaires for students and those for teachers contained 4 questions, all of which were closed-ended ones. Each set of the questionnaires comprises two multiple choice questions and two likert scales.

As stated above, semi-structured interview was also employed in order to increase the reliability and validity of the data. According to Wimmer and Dominick (1997, pp.139), this kind of interviews might throw a completely different light on an issue that the interviewer had previously never considered. However, Evalued et al. (2006) stated that interview was very useful in obtaining detailed information about personal feelings and attitudes and it might allow more detailed questions to be asked. The semi-structured interview consisted of at least 5 questions which might elicit the interviewee's ideas or opinions about some themes related to role-play such as attitudes

towards role-play, using role-cards, teaching vocabulary and structures, checking mistakes, and giving feedbacks.

To be more specific, five 11th form teachers at the Foreign Language Specialized School - ULIS - VNU were invited to participate in the semi-structured interviews. Their answers would help to clarify their attitudes towards role-play and what they did in the role playing procedures.

3. Data collection procedures

The process of data collection from the questionnaire can be put into three following phases.

- ***Phase 1:***

Firstly, two sets of questionnaires (one for students, the other for teachers) were designed. All personal information of the participants was kept confidential. The next was piloting the questionnaires. To be more specific, some respondents were invited to try completing the survey in order to improve the data instruments. Moreover, a supervisor was invited to give comments to perfect the questionnaires. After that, the researcher contacted some representatives of the respondents in advance to confirm their participation.

- ***Phase 2:***

In this phase, two sets of questionnaires with simple English and clear instructions to minimize misunderstandings were delivered to each group of the participants at different time and in different settings. To be more specific, the researcher would go to each class of the school and invite the students to answer the questionnaire designed for them at their break time.

The presence of the researcher during this time ensured that any unclear points or misunderstandings would be welcome to be clarified.

Based on the assumption that the teachers may be very busy during the school time, the set of questionnaires designed for this group of participants would be distributed to them in the teacher's meeting room and at the break time.

- ***Phase 3:***

The final step is to collect all questionnaires and code the data. It was necessary to sort out and count the number of the collected questionnaires which were invalid because this step would help the researcher calculate the response rate. The response rate would help to evaluate administering the questionnaires of researchers.

When all tasks relating to the questionnaires were finished, five semi-structured interviews were administered. Each interview lasted for about 10 minutes and was conducted in the staff room when the teachers did not have the lessons. Before the interviews were conducted, appointments with the 11th form teachers at the Foreign Language Specialized School were made in person. The interview would begin with a brief self-introduction and a short explanation of the purpose of the interview. During the interview, quick note taking including the researcher's reflection was done because it would play an important role in data analysis later.

4. Data analysis methods and procedures

With the purpose of finding out answers for research questions, two sets of questionnaires were conducted. Specifically, the sets of questionnaires were designed with a hope to seek for answers for the three

research questions; the set of interview questions was designed to help the researcher clarify unclear points relating to the research questions.

Two sets of survey questionnaires have been designed for the 11th form students and their teachers. (*See Appendix 1 and Appendix 2*)

A semi-structured interview was conducted with the use of tape-recording and note-taking with the permission of interviewees.

4.1. Analyzing the questionnaires

The methods used to analyze data collecting from the questionnaire were descriptive analysis and statistical analysis.

Whatever data analysis methods were used, the first thing that researchers had to do was classifying the collected data according to the three main aims of the research which were the levels of interest of the students and the teachers in role-play in speaking lessons; the reasons why they had such levels of interest; and what they did during the role playing procedure. The next step in the process of analyzing data was that researchers counted the participant's options and transformed them into data in the form of numbers. Then the raw data was calculated into the percentage data for descriptive analysis and mean (the average value) for statistical analysis, which was put into pie charts and bar charts to help the researcher compare and synthesize more easily.

Data collected from multiple choice questions with four options was used for drawing the pie charts, which was often used for percentage data and when the amount of data was little. Meanwhile, for likert scales asking about the frequency (with never, seldom, often, and usually), the bar charts with a large amount of data added in these charts were employed to analyze

the data. Besides, levels of frequency were drawn in different colors to help readers recognize features of the charts more easily. As most of the bar charts were full of data and columns, the researcher only analyzed and discussed the main features of the charts.

4.2. Analyzing the interview

For the qualitative data collected from the interview, the data collection method was key word analysis. By listening to the records and looking at the notes, the researcher sought for important words or statements, compared statements in different interviews and then used them to explain unclear points in the questionnaire analysis.

CHAPTER IV: RESULT AND DISCUSSION

In the preceding chapter, the methodology applied in this research has been clarified with detailed descriptions of participants, the instruments and the process of data collection and analysis. In this chapter, all collected data was analyzed and discussed to reveal the answers to each research question in turn. Moreover, the connection between these findings and other related studies in the literature were highlighted to present the new findings on the

research topic as well as further discoveries out of expectations. Afterwards, some pedagogical implications were made to increase the effects in applying the activity in the language teaching.

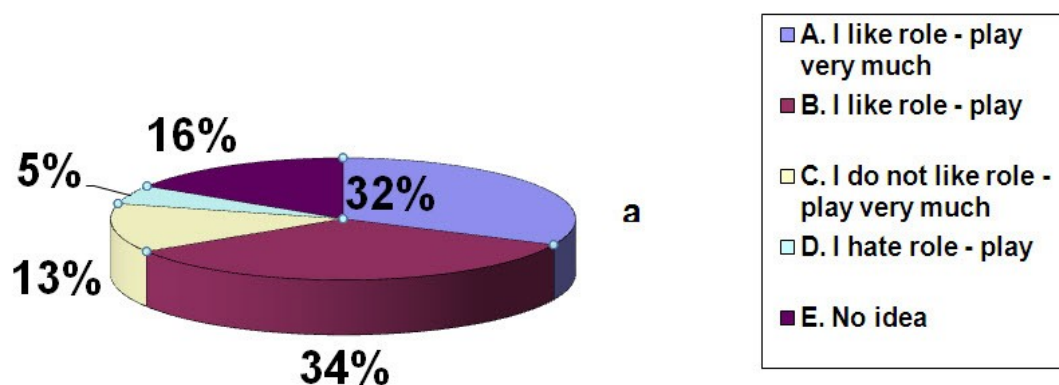
1. Findings

Before replying to specific questions which helped to clarify the three research questions, the participants were asked whether role-play had been used in their speaking lessons. 100% of the students shared that role-play had been used in their speaking lessons. This result totally matched with the finding from the teacher. To be more specific, 100% of the teachers who were asked agreed that they used role-play in their speaking lessons.

1.1. Levels of interest of students and teachers in role-play in speaking lessons

1.1.1. Student's levels of interest in role-play in speaking lessons

Figure 1: Student's levels of interest in role-play in speaking lessons



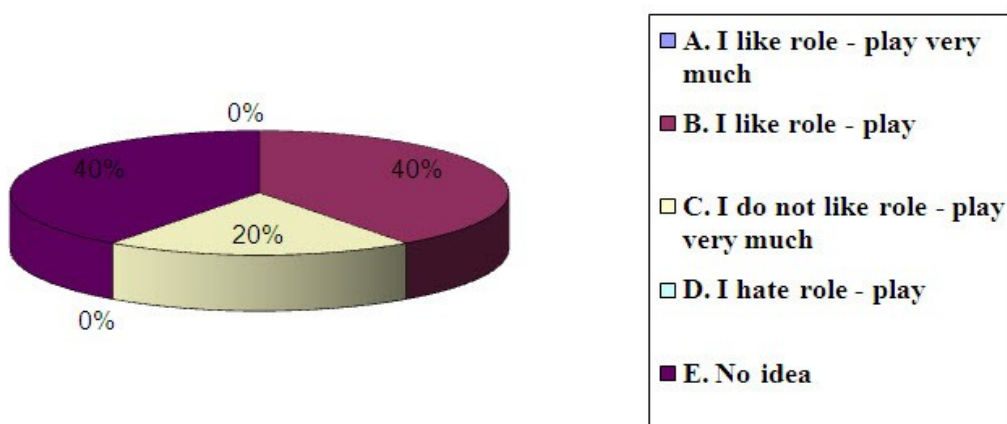
The pie chart showed the five major attitudes of the 11th form students at the Foreign Language Specialized School towards role-play in the speaking lessons.

As could be seen from the chart, option B captured 34% of selected options, the highest percentage, which showed that “*I like role-play*” was most obvious attitude of the students towards role-play. Option A was selected by 32% of the participants, the second highest percentage, which meant “*I like role-play very much*”, was also a popular attitude towards role-play among the students. “*No idea*” was the next attitude, taking 16 % of all. 13% of the participants answered that they did “*not like role-play very much*”. Only 5% of the students participating in the survey shared that they hated role-play.

In brief, the majority of the 11th students at the Foreign Language Specialized School liked this activity. This was not out of the researcher’s expectation because it was supposed that the students at this gifted school had high motivation for learning. Besides, this finding was the same as those of the previous studies on the attitudes of students and teachers towards role-play which was mentioned in the literature review.

1.1.2. Teacher’s levels of interest in role-play in speaking lessons

Figure 2: Teacher's levels of interest in role-play in speaking lessons



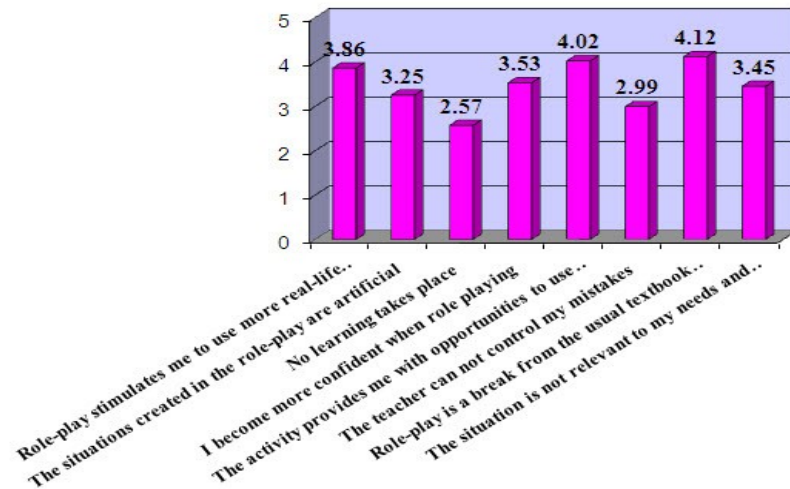
The pie chart shows that option B “*I like role-play very much*” and option E “*no idea*” equally shared the highest percentage of the participants voting for them, which stood at 40%. Meanwhile, only 20% of the participants admitted not liking role-play very much. Besides, none of the teachers chose option “*I hate role-play*” or “*I like role-play very much*”.

To sum up, the majority of the teachers shared that they were fond of role-play or kept the neutral attitudes towards this activity. Moreover, none of them admitted having extremes of attitudes towards the activity. These results of the research were considered as new findings because the related studies discussed in the previous chapter did not investigate whether the teachers liked or hated the activity. They just investigated the teacher’s belief in the usefulness of role-play and whether they were in favor of this activity or not.

1.2. Reasons for students and teacher’s having such levels of interest in role-play

1.2.1. Reasons for student’s having such levels of interest in role-play

Figure 3: The average of choices for the reasons why students like/ dislike role-play



The reasons for the student’s enjoying or hating the activity could be divided into two categories, namely *reasons why students like role-play* and *those why they do not like it*; and of the two, the former received more support from the respondents than the later.

The first category, *reasons why students like role-play*, contained four items, namely “*role-play stimulates me to use more real-life conversations*”, “*I become more confident when role playin*”, “*the activity provides me with opportunities to use language freely and creatively*”, etc. For the items which lied between *agree* and *strongly agree*, it could be clearly seen that “*role-play is a break from the usual textbook teaching*” received the highest average value of choices (4.12/5), which meant it was the primary reason why the students liked role-play. With the second highest mean (4.02/5), “*role-play provides me with opportunities to use language freely and creatively*” received the second highest rating. The rest in this category lied between *undecided* and *agree*. “*Role-play stimulates me to use more real-life conversations*” captured the third highest mean (3.86/5) followed by “*I become more confident when role playing*” at 3.53.

The second category comprised of four main reasons why students did not like role-play. Both of the two items which were related to the situations of role-play lied between “*undecided*” and “*agree*”. To be more specific, the statement “*the situation is not relevant to my needs and interests*” was mentioned at 3.46/5 receiving the highest mean among items in this category followed closely by “*the situations created in role-play are artificial*” at 3.25. Other reasons that made up this group were “*the teacher can not control my mistakes*” and “*no learning takes place*” at 2.99 and 2.57 respectively.

To sum up, the students had a tendency to show more agreement to the positive statements about role-play than to the negative ones. In other words, they were likely to support the reasons for enjoying the activity rather than those for hating it. This finding was suited to the results of the student’s attitudes towards role-play. In terms of enjoying activity, the respondents tended to be in favor of some statements like “*role-play is a break from the usual textbook teaching*” and “*role-play provides me with opportunities to use language freely and creatively*”. Their answers showed that they liked the activity because of its *innovation in teaching methods* and *the opportunities for the students to use the language freely and creatively*. Compared with the related studies mentioned in the literature review, the study was the same with some previous ones when it found out that *the opportunities for the students to use the language freely and creatively* was the main reason why they liked the activity. However, it also found out another major reason for the student’s enjoying the activity, which is the *innovation in teaching methods*.

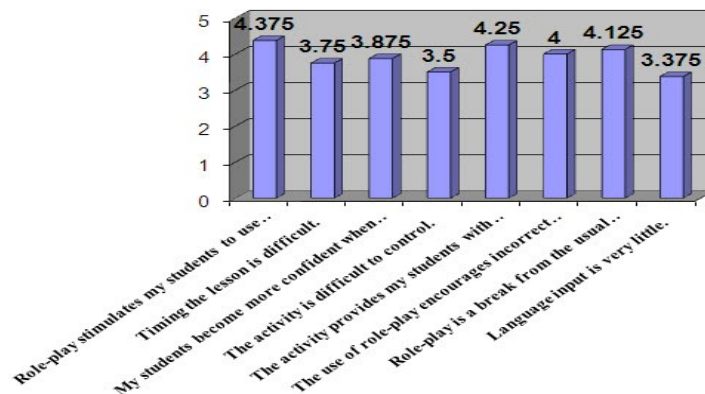
Turning now to the reasons why the students were not satisfied with the activity, the majority of them chose “*the situation is not relevant to my*

needs and interests” and *“the situations created in role-play are artificial”* as the outstanding ones.

In brief, the main reasons why the students were not interested in role-play did not lie in the nature of role-play but in the use of this activity. For instance, the quality of the role playing situations was the main reason for the students’ opposing to this activity, which could be adjusted and decided by the teachers. The students also complained that the situations created in role-play were artificial as the teachers chose the situations which were out of the students’ knowledge and life experience. The language they used in the activity and the circumstance where role-play was supposed to happen do not match with those in real life. This part was considered as a new finding of the research because the reasons why the students were not interested in role-play were rarely discussed by the previous studies.

1.2.2. Reasons for teacher’s having such levels of interest in role-play

Figure 4: The average of choices for the reasons why teachers like/ dislike using role-play in speaking lessons



This diagram showed the teachers’ rating of reasons why they liked or disliked using role-play in the speaking lessons, which could be divided into two groups, namely the reasons why they enjoyed role-play and those for hating it. It was obvious that of the two, the former received higher rating than the later.

The group including reasons for the teacher's enjoying role-play could be divided into two sub-groups. The first sub-group comprises items which lied between "agree" and "strongly agree" like "role-play stimulates my students to use more real life conversations", "the activity provides my students with opportunities to use language freely and creatively", and "role-play is a break from the usual textbook teaching". As could be seen from the bar chart, "role-play stimulates my students to use more real life conversations" received the highest mean (4.375/5), which could be inferred that the primary reason for the teacher's favor of using role-play was its stimulation to the student's use of real life conversations. One teacher responded to the interview that: "the most important thing here is the real-life language acquired by the students with its use. To be more specific, through role-play, students learn about the context in which the language is often used." (Teacher 3)

Other items in this sub-group, namely "the activity provides my students with opportunities to use language freely and creatively", and "role-play is a break from the usual textbook teaching" followed at 4.25/5 and 4.125/5. This meant that the majority of the teachers agreed with these advantages of role-play. The second sub-group contained only one item, which was "my students become more confident when participating in role-play". The average value of choices for this item was 3.875/5, which meant the respondents made a choice between "undecided" and "agree".

The second group referred to the reasons why the teachers did not like role-play, and it could be divided into two sub-groups. The first sub-group comprised only one item "the use of role-play encourages incorrect forms made by the students", which received the highest mean among the group (4/5). It could be inferred from this finding that the major reason why a

number of the teachers disliked using role-play in speaking lessons originated from their fear of losing control of the student's mistakes. This idea was clarified by a teacher: "*The teacher should not correct mistakes immediately so as not to discourage students. As a result, he or she can not control the student's mistakes in grammar, in pronunciation, and in the choice of expressions, etc.*" This finding matched with Richard's findings about disadvantages of role-play in 1985.

The second sub-group comprised the reasons which lied between "*undecided*" and "*agree*". Among them, "*timing the lesson is very difficult*" and "*the activity is difficult to control*" received 3.75 and 3.5 respectively. The last item in this sub-group was "*language input is very little*" with the lowest mean (3.375).

In general, primary reasons why the majority of the teachers liked using role-play in the speaking lessons were its stimulation to the student's use of real life conversations and the innovation in the method. Thanks to the role-play, students might also have more opportunities to use their favorite language. Meanwhile, the rest answered that role-play might lead to some problems such as encouraging incorrect forms made by the students, timing the lesson and class management.

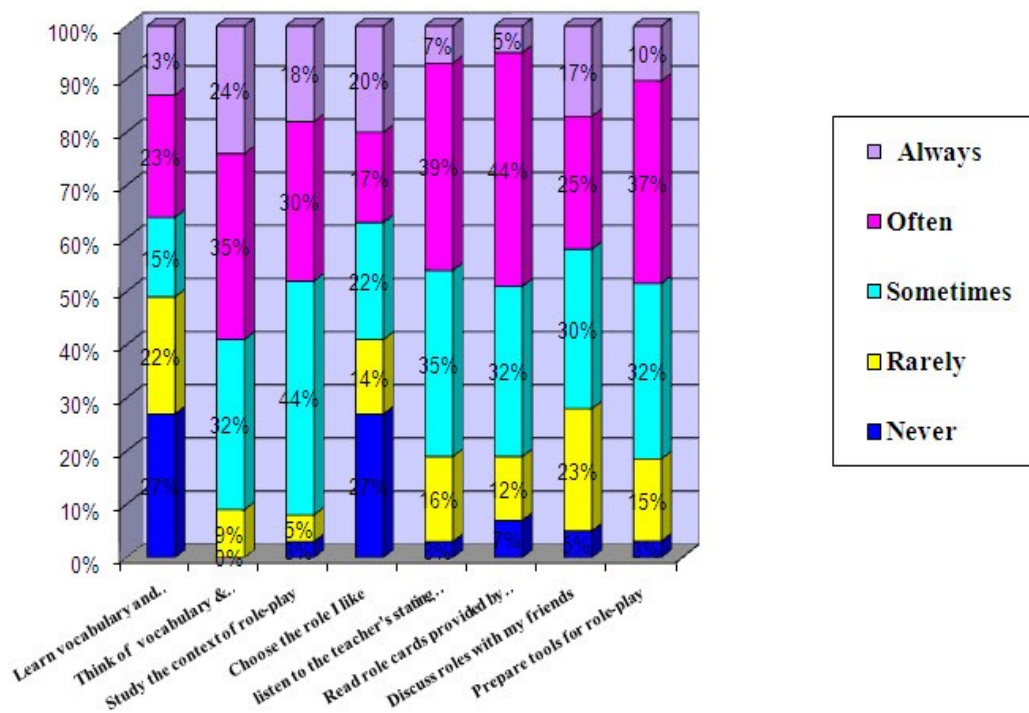
1.3. Actions of students and teachers during role-playing procedures

Like the other activity, role-play had three stages, such as pre-stage, while-stage, and post- stage. Thus, the actions of the students and the teachers in this study would be discussed in the stages.

1.3.1. Student's actions during role-playing procedures

1.3.1.1. Student's actions at the pre-stage of role-play

Figure 5: Student's actions at the pre-stage of role-play



The bar chart above showed the eight major actions that the 11th form students at the Foreign Language Specialized School did at the pre-stage of the role-play.

As could be seen from the diagram, there were two main categories of actions: those *required or assisted by the teachers or other friends* and those which are *self-made* by the students and of the two, the first was the larger.

The first category contained such items as “*learn vocabulary and structures taught by the teacher*”, “*study the context of the role-play*”, “*listen to the teacher’s stating aims of the role-play*”, “*read the role cards*”, and “*discuss roles with my friends*”. The percentages of the participants choosing option “*often*” or “*always*” for these items hovered around 47 %, which was rather high. It could be inferred from this result that the students

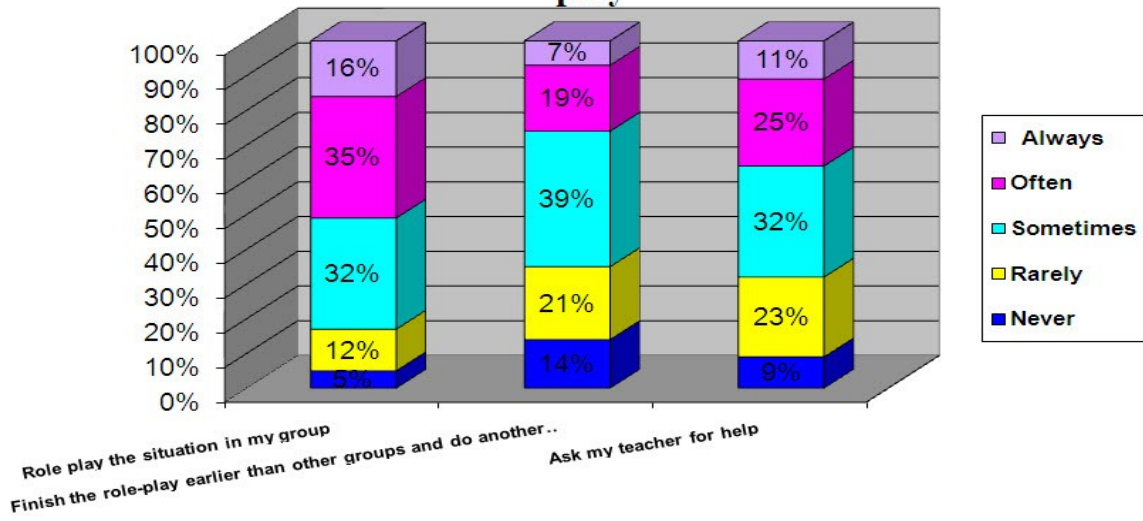
participating in the study often obeyed their teacher's guidelines. Besides, the item "*study the context or circumstance in which I will role play*" received the lowest percentage of the participants choosing "*rarely*" or "*never*", which is a satisfactory result because it meant the students at this gifted school realize the importance of the role playing context.

The rest belonged to the second category, *self-made actions*. It was undeniable that "*think of vocabulary and structures which can be used for role-play*" was mentioned by 59% of the respondents for option "*often*" and "*always*", the highest percentage of the participants. Meanwhile, none of the students participating in the survey chose "*never*" for this item. The rest followed this item were "*prepare tools, namely clothing to make the role-play more vivid*" and "*choose the role I like*" with 47% and 37% of the participants choosing "*often*" or "*always*" respectively. The fact that the percentage of the participants choosing "*often*" or "*always*" for this category was pretty high, which showed that in general the 11th form students at this gifted school appreciated self-study and self-motivation. This finding was not new because it was supposed that in general the students at this gifted school were hard working and liked self-study.

To sum up, the students had a tendency to do the actions which are assisted by the teachers or their friends more regularly than self-made ones.

1.3.1.2. Student's actions at the while-stage of role-play

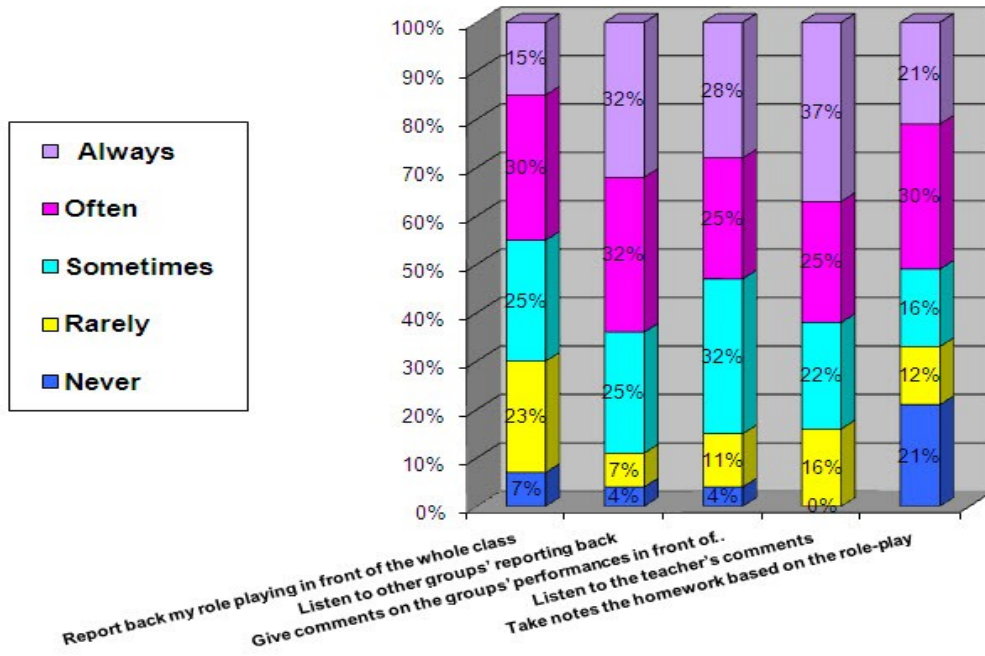
Figure 6: Student's actions at the while-stage of role-play



The bar chart above showed the three actions that the 11th form students at the Foreign Language Specialized School did at the while-stage of role-play. It could be clearly seen that the item “*role play the situation in my group*” received the highest percentage of the students choosing option “*always*” or “*often*” (51%), which was predictable because it was a major step at the pre-stage of this activity. Similarly, the item “*finish the role-play earlier than other groups and do another activity asked by the teacher*” captured the highest percentage of the students choosing “*rarely*” or “*never*” with 35%. There were two possibilities for this result. In the first place, the gap among the student’s speaking ability was small, so all the groups finished the role-play at the same time. However, the possibility that some groups finished the activity earlier than others without the teacher’s requirement to do another activity seemed more reasonable. 32% of the participants said they rarely *asked their teacher for help*, which meant a large number of students at this school could work out the problems at the while-stage of the activity themselves.

1.3.1.3. Student’s actions at the post-stage of the role-play

Figure 7: Student's actions at the post-stage of role-play



This diagram showed that actions of the students at the Foreign Language Specialized School at the post-stage of the role-play.

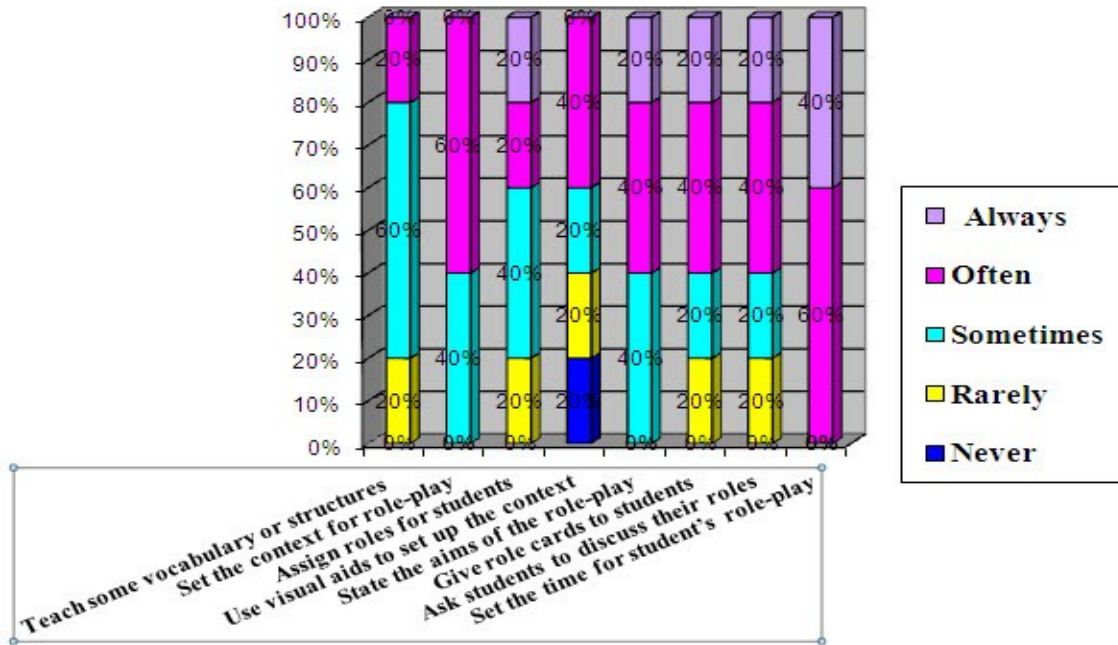
As could be seen from the diagram, 64% of the participants in the survey often *listened to the other group's reporting back*. The item which received the second highest percentage of the participants for the option “often” and “always” (63%) was “*give comment on the other group's performance*”. Besides, 62% of them often *listened to the teacher's comments*.

In brief, all the actions in the post-stage of role-play were often done by more than 60%, which reflected the student's active participation at this stage. It could also be inferred that the students were good listeners because they not only listened to the others but also gave comments on other student's performances.

1.3.2. Teacher's actions during the role playing procedures

1.3.2.1. Teacher's actions at the pre-stage of the role-play

Figure 8: Teacher's actions at the pre-stage of role-play



The bar chart above showed the eight actions that the 11th form teachers at the Foreign Language Specialized School did at the pre-stage of the role-play, which could be divided into two categories.

The first category, *actions requiring beforehand preparation*, contained some items, namely “*set the context for the role-play*”, “*assign roles for the students*”, “*state the aims of the role-play*”, “*ask students to discuss the roles*”, and “*set the time for the student’s role-play*”. Moreover, the percentages of the respondents who chose “*often*” or “*always*” were much higher than the one of the second category. In the first category, the most frequently done action of the teachers was “*set time for the student’s role-play*”. 100 % of the teachers answered that they often set time for the student’s role-play. This finding was predictable because it was compulsory for the teacher to set the time for any class activity. Besides, 60% of the

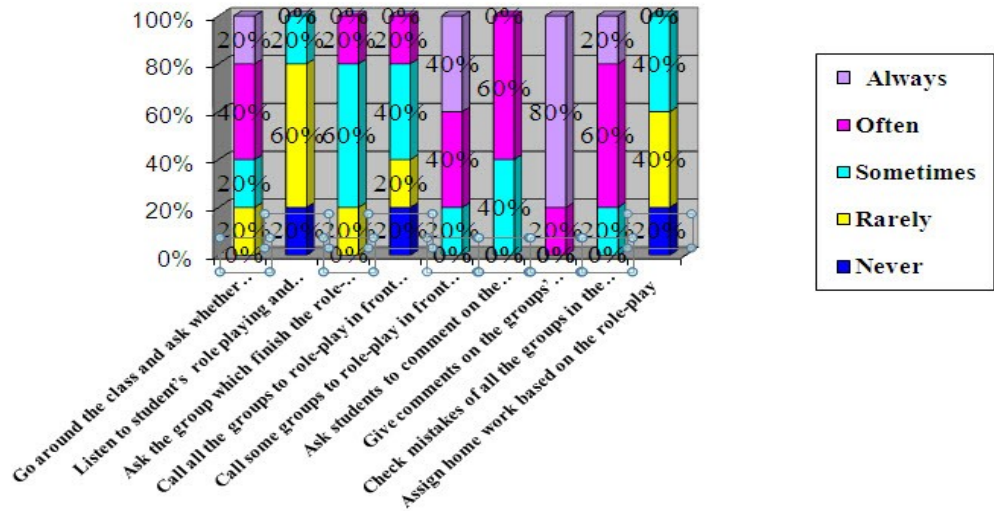
participants often “*set the context for the role-play*” or *stated the aims of the role-play*. The item which stood at the bottom of this category was “*ask students to discuss their roles*” with 27% of the total participants choosing “*often*” or “*always*”.

In the second category, *language and material preparation*, “*give role cards to the students*” received the highest percentage of the participants choosing “*often*” or “*always*” (60%). One teacher explained the benefits of role-cards: “*With a role-card in the hand, a student can remember his or her own role in the role-play, and they will be able to imagine the circumstance for the role-play. Sometimes, I put some guides on the role-cards so that my students know clearly what they have to do to perform their roles successfully*” (Teacher 3). The item which stood in the middle of this category was “*Use the visual aids to set up the context*” mentioned by 40 % of the teachers for option “*often*” or “*always*”. Meanwhile, “*pre-teach some vocabulary or structures*” had the lowest percentage of the participants choosing “*often*” or “*always*” (20%). When asked whether it was necessary to pre-teach some language items for a role-play, a teacher replied: “*Normally it is not necessary because my students can deal with the real-life conversations, so at the pre-stage of role-play, instead of pre-teaching some vocabulary or structures, I often ask them to think about the language to use in such situations on their own.*”(Teacher 5)

In brief, the teachers were more in favor of *actions requiring beforehand preparation* than *language and material preparation*.

1.3.2.2. Teacher's actions at the while-stage and post-stage of role-play

Figure 9: Teacher's actions at the while-stage and post-stage of role-play



The survey studied the nine actions of the teachers during the while-stage and post-stage of the role-play, which could be divided into three major steps.

The first step was *role-play and achievement of aim(s)*, which contained such items as “*go around the class and ask whether students need any help*”, “*listen to student’s role playing and checking mistakes immediately*” and “*ask the group which finish the role-play earlier to do another activity*”.

It could be clearly seen that “*go around the class and ask whether students need any help*” was the most favorite action of the teachers during this step as it received the highest percentage of the participants choosing option “*often*” or “*always*” (60%). The rest in this step were not favored by the teachers at the school because both of them received the low percentage of the participants choosing option “*often*” or “*always*” (20%). Besides, 60% of them answered they rarely listened to student’s role playing and checking

mistakes immediately while only 20% of them said they often asked the group which finish the role-play earlier to do another activity. One teacher who rarely asked some groups finishing the activity earlier to do another activity explained: *“I suppose that if I ask them to do another activity, they will easily get distracted from the role-play.”*

The second step called *report back* comprised two actions, namely *“call all the groups to role-play in front of the class”* and *“call some groups to role-play in front of the class”*. As could be seen from the diagram, the later was more favored by the teachers because 40% of them choose *“often”* or *“always”* for it while only 20% chose these options for the former.

The rest items belonged to the last phase, which was *follow up*. In terms of comments, it was easily recognized that the teachers preferred *“giving comments on the groups’ performances in front of the whole class”* to *“asking students to comments on the groups’ performances in front of the whole class”*. 100% of the participants chose *“often”* or *“always”* for the former while 60% of them chose these options for the later. One teacher specified the reason why she was familiar with teacher’s feedback: *“As you know, the teacher is considered to be the controller and the organizer of any class activity, so even when you ask the students to give their comment on some groups’ role-play performances, it is always the teacher who summarizes their ideas, give his or her comments. Teacher’s feedback often has more power than peer feedback”* (Teacher 3).

In terms of error’s correction, 80% of the teachers answered they often *correct errors of all the groups* while only 20% of them *checked the student’s mistakes immediately in the role-play and achievement of aim(s)*. This meant that the teachers would rather correct student’s errors in the *follow up* than in the *role-play and achievement of aim(s)*. This trend could

be explained by a teacher's claims: *"Some teachers often check their student's errors while the students are performing the role-play, which is not good because it may cut off or slow down the student's flowing of ideas and discourage them from continuing. Those who are shy will lose their confidence and give up easily"* (Teacher 3).

2. Pedagogical implications

With the above major findings, some pedagogical implications were made to help those who are interested in role-play apply this activity in the speaking lessons more successfully.

In terms of preparation, Hua (1991) suggested that first and foremost, more factual and linguistic preparation should have been done to prepare the students for the activity and to give them more confidence in their discussions later. Linguistic preparation referred to the teacher's prediction about the type of language used in the activity. Hua et al. (1991) supposed that the teacher could either use reading materials, model dialogues on tape or any other forms to expose the students to the use of the language for that particular context. These should have been done before the role-play was actually carried out. He supposed that the linguistic preparation would help minimize student's mistakes when role playing themselves. Hua et al. (1991) also stated that in order to reduce the student's anxiety, concrete facts or information of the roles were supposed to be discussed with or given to the students. One of the most common ways to provide students with factual information about the role-play was using role-cards with relevant details. According to Su (2009), role cards had to direct students, but did not tell them exactly what to do and say. As usual, a role card included three basic types of data: the role, the situation or problem, and some useful

expressions. However, it was always necessary to prepare role-cards for higher level students as they can construct the information themselves (Su, et al., 2009). Beside role-cards, the teachers might use visual aids to set up the context for the role-play (Ladousse, et al., 1987).

Another issue that teachers needed to take into consideration when preparing for a role-play was the selection of the situations and the roles for the role-play. According to Budden (2004), the teachers ought to keep the situations real and relevant to the student's levels of background knowledge and keep the roles they asked students to play as real to life as possible. It may be hard for students who have little opportunity to travel to imagine they are in "Ye Olde Tea Shop" in the heart of the English countryside. However, it may be within their schema to imagine they have been asked to help an English speaker who is visiting their own country. This may involve using some knowledge about the first language to explain the local culture or to translate local menus into English for the guest to their country. According to Livingstone et al. (1983), the role-play situations should be suited to the student's needs and interests in order to increase the student's motivation for learning speaking. They claimed that when being allowed to talk about the topics they like, the students would have more confidence and participate more actively in the activity.

So as to bring the role-play situations to life, Budden et al. (2004) proposed that realia and props should be used. For example, a group of Budden's young learners played the roles of pizza chef and customer and they prepared a simple cone of white card with the chef written on it. Although this card could take a minute to make, Budden believed that it made the whole process more fun and memorable for the class. As soon as it

was placed on their heads they “became” the pizza chef and acted accordingly. Budden stated that rearranging the furniture can also help to solve the problem of unreality. He advised that if the students were asked to imagine being at the tourist information office or at the doctor's surgery, they would have tried to make it as real as they could. Students might even leave the room and make an entrance by knocking on the door (Budden, et al., 2004).

In terms of the while-stage actions of the teachers and the students during role playing procedures, there were several things that the teacher must consider carefully. Trickshort English et al. (1994) stated that in order to avoid problems in timing the lesson, the teachers had better set a strict time limit for the student's role playing in groups and make every attempt to stick to it. To be more specific, the teachers must make the instructions and procedures very brief and clear, perhaps with a handout. For instance, instead of eliciting the student's open-ended comments, the teachers might ask them to give time-limited comments as they are easy to handle and obey time-limited rules (Atherton, 2010). With reference to major problems in classroom management such as the student's resistance and noise level, Hua et al. (1991) supposed that the teachers must be clear and convinced in their purpose in introducing role-play to the students. They must believe in the value of acting and must explain to the students the value of the activity. Feedback at the end of the activity is important because it helps to reinforce the aim and the purpose of the activity. For shy and reticent students, the teachers should be sensitive to them and not use force to get them to participate. Moreover, they had better avoid giving too difficult tasks which the students are not able to handle. They are supposed to also make positive

comments wherever possible and not demand too much. This would gradually build up the confidence of the students (Hua, et al.,1991).

Noise level was another common problem in such communicative activities like role-play. It was unavoidable result of such active speaking activities, and the teacher as well as the class would soon get used to it. However, it would be a good idea to keep the activity under control so as not to disturb the other classes as well. Perhaps the teacher had better give prior notice to the teachers of the nearby classes of the possible noise level so that when noise occurred they would have been forewarned (Hua, et al., 1991).

It could be clearly seen from the major findings that the majority of the teachers at this gifted school rarely asked some groups who finished much more early than the others to participate in another activity organized by the teachers. According to Dangerfield et al. (1985) and Trickshort English et al. (1994), this choice would not be good as the extra activity might keep these students occupy when they were waiting for the rest. Dangerfield et al. (1985) added that this should ideally be in the form of an extension of the role-play, for example writing up their final decision.

Turning to the post-stage of the activity, several techniques were suggested so that the teachers might use to make the activity more successful. In terms of error correction, Budden et al. (2004) suggested that it would be rarely appropriate for the teacher to jump in and correct every mistake of the students as this could be incredibly demotivating. He added that some students liked to be corrected straight after a role-play while the language was still fresh in their minds. Sentences with errors could be written on the board for the group to correct together. In order not to forget

the student's errors, the teachers could make a note of common errors themselves and deal with them in post-stage of the activity to ensure that the students don't lose motivation by being corrected on the spot or straight after the role-play (Budden, et al., 2004).

In terms of giving comments or feedback, it was found out that the teachers at the specialized school had a tendency to prefer teacher's feedback to peer feedback or self-feedback and some of them rarely called for peer feedback or self-feedback. However, Atherton et al. (2010) argued that all kinds of feedback were important and could also be used in the follow up of the activity. This author suggested a clear procedure for review, including three major phases. In the first phase, the participants or the reporters gave their reactions first, usually starting with the person adopting the most/more vulnerable role. This was usually sufficient de-rolling, and permitted cathartic laughter and swearing, etc. After that, the observers got their comments. Finally, the teachers gave feedback by simply confirming the points students made and adding the points they totally missed. Even so, the teachers should always start with the positives, and if they could, draw out the critical comments via questioning. This had an effect of dividing the responsibility for being critical as it's partially teacher's as they raised the questions and partially of the person who answered the question. This might also be easier both to make and receive critical comments (Atherton, et al., 2010).

CHAPTER V: CONCLUSION

This chapter was aimed at summarizing the findings of the research, addressing some limitations, and opening up some suggestions for future research.

1. Major findings

The study found out that the majority of the students liked role-play in the speaking lessons while their teachers admitted enjoying or keeping neutral attitudes towards this activity. Moreover, none of the teachers answered they had extremes of attitudes towards the activity.

Turning to the reasons why the students had such levels of interest in role-play in the speaking lessons, in general the students tended to support the reasons for enjoying the activity rather than ones for hating it. Those who liked the activity said it was the innovation in teaching methods and the opportunities for the students to use the language freely and creatively that made them like the activity. For those who hated it, the main reasons why they were not interested in the activity did not lie in the nature of the activity but in its use. Specifically, the quality of the role playing situations was the major reason for the students' opposing to role-play. The majority of them supposed that the role playing situation were not relevant to their needs and interests and sometimes the situations created in role-play were artificial.

As the organizer of role-play, the teachers did not have the same reasons for having such attitudes towards the activity. To be more specific, the primary reasons why the majority of these respondents were in favor of using role-play in speaking lessons were its stimulation to the student's use of real life conversations and the freshness in the teaching method. Thanks to role-play, students might also have more opportunities to use their own language freely and creatively. Meanwhile, the rest answered that role-play

might lead to some problems such as encouraging incorrect forms made by the students, timing the lesson and class management.

In terms of the actions of the teachers and the students during role playing procedures, the study found out that in general the students at the gifted school had a tendency to do more actions which are assisted by their teachers or friends than the self-made ones at the pre-stage of role-play. To be more specific, about 47% of the students often learned vocabulary and structures taught by the teacher, studied the context of the role-play, listened to the teacher's stating aims of the role-play, read the role cards given by the teacher", and discussed roles with their friends. This result meant that in general the students often obeyed their teacher's guidelines and realized the importance of the context for role-play.

Although the number of self-made actions at the pre-stage of role-play was much less than those assisted by the teachers or friends, the percentage of the students who often did the self-made ones was pretty high. Some favorite actions of the students at this stage were "think of vocabulary and structures which can be used for role-play" and "prepare tools, namely clothing to make the role-play more vivid".

At the while-stage of role-play, "role play the situation in my group" was the most favored by the students. Furthermore, some actions which were rarely done by the students at the stage were "finish the role-play earlier than other groups and do another activity asked by the teacher" and "ask the teacher for help". Turning to the last stage of role-play, it can be clearly seen that all the actions at the post-stage such as "listen to the other group's reporting back", "give comment on the other group's performance", and "listen to the teacher's comments" were frequently done by the students. To sum up, the students had a tendency to participate actively in the activity.

For the teachers, they were in favor of actions requiring beforehand preparation rather than language and material preparation at the pre-stage of role-play. To be more specific, they would rather “set the context for the role-play” or “state the aims of the role-play” than “pre-teach some vocabulary or structures”, “give role-cards to the students”, or “use the visual aids to set up the context”.

With reference to the post-stage of role-play, the study found out that the teachers often went around the class and asked whether students need any help. However, they rarely listened to student’s role playing and corrected their errors immediately or asked the group which finished the role-play earlier to do another activity. In the “report back” step, “call all the groups to role-play in front of the class” was more favored by the teachers than “call some groups to role-play in front of the class”. With reference to the “follow up” phase, in terms of comments, the teachers preferred “giving comments on the groups’ performances in front of the whole class” to “asking students to comments on the groups’ performances in front of the whole class”. In terms of error correction only, the majority of them would rather “correct errors of all the groups” in the follow up than “correct the student’s errors immediately” in the role-play and achievement of aim(s).

2. Limitations

Even though a great effort was put into the work, some limitations would be unavoidable.

To begin with, due to some obstacles in approaching all the teachers and the 11th form students at the Foreign Language Specialized School - ULIS - VNU, the number of the students and the teachers participating in the

study was restricted. As a result, the generalization of the target matter might be relatively reliable.

Furthermore, it was a shortcoming of the study when it was carried out without the use of classroom observation. Due to the constrained time, the author could not conduct the classroom observation to bring more precise results.

Anyhow, despite these limitations the study was conducted with the sufficient achievement of outcomes.

3. Suggestions for further research

For the above limitations, some recommendations for further researches were made.

In the first place, it was suggested that further studies conducted on the use of role-play to develop speaking ability for the 11th form students at the Foreign Language Specialized School - ULIS - VNU should extend the sample to make their research results more reliable and generalized.

Besides, classroom observation had better be used as a data collection method beside questionnaire and interview so as to increase the validity and reliability of the researches.

In addition, experimental researches about the use of role-play in the speaking lessons ought to be conducted so that their findings might be applied for the later ones.

Last but not least, other aspects related to the application of role-play such as the teacher's techniques or the student's strategies in a role-play should be conducted so that those who are interested in role-play may learn about their experiences and apply this activity in their lessons successfully.

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SURVEY QUESTIONNAIRE FOR STUDENTS

I am Le Thi Phuong Lan, a student of the English Pedagogical Department- ULIS- VNU. I am conducting a study on the levels of interest of the 11th form students and their teachers towards in role-play in speaking lessons, their reasons and actions during role playing procedures. This survey is designed in order to investigate your opinions on the subject. Your personal information will be kept strictly confidential. Please give your answers truthfully for a guaranteed success of the investigation.

Thank you very much for your help!

Personal information

You are:

Male

Female

You are a student in class..... (use number and capitalized letter, for example 11A)

Your English learning time:months.....years (use number)

Question 1: Has role-play ever been used in your speaking lessons?

A. yes

B. no

Question 2: What is your level of interest in role-play in the speaking lessons?

A. I like it very much.

B. I like it.

C. I do not like it very much.

D. I hate it.

E. No idea.

Question 3: Why do you (not) like role-play in speaking lessons?

Please rate each choice by circling the point according to the scale below

Strongly disagree	Disagree	Undecided/ Not sure	Agree	Strongly agree
1	2	3	4	5

No	Reasons why I like/ do not like role-play	Point				
1	Role-play stimulates me to use more real life conversations.	1	2	3	4	5
2	The situations created in the role-play are artificial	1	2	3	4	5
3	No learning takes place.	1	2	3	4	5
4	I become more confident when role playing.	1	2	3	4	5
5	The activity provides me with opportunities to use language freely and creatively.	1	2	3	4	5
6	The teacher can not control my mistakes.	1	2	3	4	5
7	Role-play is a break from the usual textbook teaching.	1	2	3	4	5
8	The situation is not relevant to my needs and interests.	1	2	3	4	5

Question 4: What do you do during the role playing procedures?

Please rate each choice by circling the point according to the scale below

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

No	Student's actions in the role playing procedures	Point				
1	Learn some vocabulary and structures which are taught by the teacher	1	2	3	4	5
2	Think of some vocabulary and structures which can be used for that role-play by myself	1	2	3	4	5
3	Study the context or circumstance in which I will role play by myself	1	2	3	4	5
4	Choose the role I like	1	2	3	4	5
5	Listen to the teacher's stating aims of the role-play	1	2	3	4	5
6	Read their role cards provided by the teacher	1	2	3	4	5
7	Discuss the roles with my friends	1	2	3	4	5
8	Prepare some tools namely clothing which can make the role-play more vivid	1	2	3	4	5
9	Role play the situation in my group	1	2	3	4	5
10	Finish the role-play more early than other groups and do another activity asked by teacher	1	2	3	4	5
11	Ask the teacher for help	1	2	3	4	5
12	Report back my role playing in front of the whole class	1	2	3	4	5
13	Listen to the other groups' reporting back	1	2	3	4	5
14	Give comments on the groups' performances in front of the whole class	1	2	3	4	5
15	Listen to the teacher's comments	1	2	3	4	5
16	Take notes the homework based on the role-play	1	2	3	4	5

Thanks for your help!

I am Le Thi Phuong Lan, a student of the English Pedagogical Department - ULIS-VNU. I am conducting a study on the levels of interest of the 11th form students and their teachers in role-play in speaking lessons, their reasons and actions during role playing procedures. This survey is designed in order to investigate your opinions on the subject. Your personal information will be kept strictly confidential. Please give your answers truthfully for a guaranteed success of the investigation.

Thank you very much for your help!

Personal information

You are:

Male

Female

You are teaching English in class..... (use number and capitalized letter, for example 11A)

Your English teaching time: months..... years (use number)

Question 1: Have you ever used role-play to develop your student’s speaking ability?

B. yes

B. no

Question 2: What is your level of interest in role-play in speaking lessons?

F. I like it very much.

G. I like it.

H. I do not like it very much.

I. I hate it.

J. No idea.

Question 3: Why do you (not) like using role-play in the speaking lessons?

Please rate each choice by circling the point according to the scale below

Strongly disagree	Disagree	Undecided/ Not sure	Agree	Strongly agree
1	2	3	4	5

No	Reasons why I like/ do not like using role-play in speaking lessons	Point				
1	Role-play stimulates my students to use more real life conversations.	1	2	3	4	5
2	Timing the lesson is difficult.	1	2	3	4	5
3	My students become more confident when participating in role -play.	1	2	3	4	5
4	The activity is difficult to control.	1	2	3	4	5
5	The activity provides my students with opportunities to use the language freely and creatively.	1	2	3	4	5
6	Role-play encourages incorrect forms made by the students.	1	2	3	4	5
7	Role-play is a break from the usual textbook teaching.	1	2	3	4	5
8	Language input is very little.	1	2	3	4	5

Question 4: What do you do during the role-play procedures?

Please rate each choice by circling the point according to the scale below

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

No	<i>Teacher's actions in the role playing procedures</i>	Point				
1	Teach some vocabulary or structures which are suggested to be used in the role play	1	2	3	4	5
2	Set the context or the circumstance in which students will role play	1	2	3	4	5
3	Assign roles for the students	1	2	3	4	5
4	Use visual aids to set up the context	1	2	3	4	5
5	State the aims of the role-play	1	2	3	4	5
6	Give role cards to the students	1	2	3	4	5
7	Ask the students to discuss their roles	1	2	3	4	5
8	Set the time for the student's role-play	1	2	3	4	5
9	Go around the class and ask whether the students need any help	1	2	3	4	5
10	Listen to the student's role-play and check mistakes immediately	1	2	3	4	5
11	Ask the group which finish role play earlier to do another activity	1	2	3	4	5
12	Call all the groups to role play in front of the whole class	1	2	3	4	5
13	Call some groups to role play in front of the whole class	1	2	3	4	5
14	Ask the students to comment on the groups' performances in front of the class	1	2	3	4	5
15	Give comments on the groups' performances in front of the class.	1	2	3	4	5
16	Correct errors of all the groups in the follow up	1	2	3	4	5

17	Assign home work based on the role-play	1	2	3	4	5
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Thanks for your help!

APPENDIX 3

INTERVIEW QUESTIONS FOR TEACHERS

1. Do you like using role-play in the speaking lessons? Please explain why.
2. Do you often prepare materials for a role-play, namely role-cards? Please explain why.
3. With such good students like yours, do you think it is necessary to pre-teach them some vocabulary or structures at the pre-stage of a role-play?
4. Do you often ask the groups which finish the role-play earlier than others to do another activity?
5. Which one do you prefer, giving your own comments or asking the other students to give their comments? Please explain why.
6. In your opinion, when is the best time to correct the student's errors?

APPENDIX 4
INTERVIEW TRANSCRIPT
(Teacher 3)

1. Location: The staff room of the Foreign Language Specialized School - HULIS - VNU

2. Time: 10: 40 → 10: 55

3. Transcript:

(Q = Interviewer, A = Interviewee)

Q: Good morning teacher. How are you today?

A: Hi. I'm fine, thanks.

Q: Firstly, thank you very much your attending in the interview today. As you know, I am conducting a research on "*levels of interest of the 11th form students at the Foreign Language Specialized School and their teachers in role-play in speaking lessons, their reasons and actions during role playing procedures*". Thus, I would like to ask you a few questions about the use of role-play in the speaking lessons at this school. As all of your personal information will be kept in secret, I hope that you will be willing to share as much information as possible.

A: Of course. (smile)

Q: Ok. Question one. What is your level of interest in role-play in the speaking lessons? I mean you like it or not?

A: Well, to tell you the truth, I have no idea about this question. In fact, sometimes I like using this activity in my speaking lessons this activity very useful and suitable with the lessons, but sometimes I do not really like it. As you know, role-play can stimulate students to use more real-life conversations, and the most important thing here is the real-life language acquired by the students with its use. To be more specific, through role-play, students learn about the context in which the language is often used. Moreover, it can stimulate the student's motivation and increase interaction among members in the class. However, role-play has some disadvantages that sometimes get me bored. As you know, the teacher should not correct mistakes immediately so as not to discourage students. As a result, he or she can not control the student's mistakes in grammar, in pronunciation, and in the choice of expressions, etc. Furthermore, the use of role-play can easily lead to the chaos and noise in the class.

Q: Yeah, I know what you mean. So what about some steps in carrying out a role-play? Do you often prepare materials for a role-play, namely role-cards?

A: Yes, sure. However, I only use role-cards as the material for a role-play.

Q: In your opinions, what are the advantages of role-cards?

A: Uhm, with a role-card in the hand, a student can remember his or her own role in the role-play, and they will be able to imagine the circumstance for the role-play. Sometimes, I put some guides on the role-cards so that my students know clearly what they have to do to perform their roles successfully.

Q: Uhuh. I know that the students in this school are very good in English, so with such good students like yours, do you think it is necessary to pre-teach them some vocabulary or structures at the pre-stage of a role-play?

A: As you know, my students are good in terms of vocabulary and grammar, so I think they can work on their own. However, in some particular circumstances, I also teach them the use of some responses that sound native and naturally in a particular context. I assume that even advanced students have some problems with using native responses.

Q: I see your points. I have another question for you. What do you do if some groups in your class finish a role-play earlier than the rest? Do you often ask them to do another activity?

A: Normally I do not choose that way. I usually ask these groups some questions about the role-play to keep them working and to wait for their friends. I suppose that if I ask them to do another activity, they will easily get distracted from the role-play.

Q: Yeah. The next question is which one do you prefer, giving your own comments or asking the other students to give their comments?

A: It is difficult to say which one is better, but from my point of view, teacher's feedback is more important than peer feedback. If I'm lack of time for the lessons, I would rather omit peer feedback, not teacher's feedback.

Q: Can you explain why you choose teacher's feed back, not peer feedback or feedback from the performers?

A: How do I explain my points? Hum. As you know, the teacher is considered to be the controller and the organizer of any class activity, so even when you ask the students to give their comment on some groups' role-play performances, it is always the teacher who summarizes their ideas, give

his or her comments. Teacher's feedback often has more power than peer feedback.

Q: Yeah, I see. The last question for the interview today. In your opinion, when is the best time to correct the student's errors?

A: I think the teachers should correct the students' errors at the post-stage of the role-play, so that they can comment on the work of all groups in the class. Some teachers often check their student's errors while the students are performing the role-play, which is not good because it may cut off or slow down the student's flowing of ideas and discourage them from continuing. Those who are shy will lose their confidence and give up easily.

Q: Thank you very much for your sharing valuable information. May I contact you later if there is anything unclear?

A: Yes, off course. See you later.

Q: Thanks. See you soon.

(Teacher 5)

1. Location: The staff room of the Foreign Language Specialized School - HULIS - VNU

2. Time: 09:55 → 10:10

3. Transcript:

(Q = Interviewer, A = Interviewee)

Q: Good morning teacher. How are you today?

A: Hi. I'm fine, thanks.

Q: Firstly, thank you very much your attending in the interview today. As you know, I am conducting a research on "*levels of interest of the 11th form students at the Foreign Language Specialized School and their teachers in role-play in speaking lessons, their reasons and actions during role playing*

procedures. I would like to ask you a few questions about the use of role-play in the speaking lessons. Since your personal information will be kept in secret, I hope that today you will be willing to provide me with as much information as possible.

A: Yes, off course.

Q: Good. Now let's begin with a question about your attitudes towards role-play. Can you tell me whether you like or dislike using role-play in the speaking lessons?

A: Actually, I like this activity because it is different from the other activities suggested in the textbook. Moreover, it provides the students with opportunities to use their favorite language. Through role-play, students also learn ways to solve the real-life problems.

Q: All right. The next question. Do you often prepare materials for a role-play, namely role-cards?

A: Yeah, sometimes I prepare role-cards for the students, but sometimes I do not. From my point of view, if role-play is not complex and the students can understand their roles, the context for role-play and the relationships among roles, role cards will not be very useful.

Q: Do you use any other materials for role-play such as pictures?

A: No, I do not think such kind of materials is necessary for a role-play.

Q: All right. What about pre-teaching some vocabulary or structures to your students? Do you think it is necessary for the teacher to do like that?

A: I think normally it is not necessary because my students can deal with the real-life conversations, so at the pre-stage of role-play, instead of pre-teaching some vocabulary or structures, I often ask them to think about the language to use in such situations on their own.

Q: I know what you mean. Another question for you. In case some groups in your class finish the role-play earlier than others, do you often ask them to do another activity?

A: No, I rarely do like that. If there is little time left, I will let them do what they want without causing much noise, but if there is quite much time left, I will ask these groups to practice the role-play again.

Q: Yeah, I see. The next question is about giving comments. Now please tell me which one do you prefer, giving your own comments or asking the other students to give their comments?

A: Off course, teacher's comments are always expected in a class activity and can not be replaced by student's comments. However, I think it would be better if the teacher can call for the student's comments as it would provide students to express their opinions.

Q: Uhuh. Here is the last question for the interview today. In your opinion, when is the best time to check the student's mistakes?

A: I suppose that the best time to check their mistakes is the post-stage of the activity, when the students have just finishing reporting back their role-play. This may save times if some groups make the same mistakes and it will not discourage from the students from speaking too.

Q: Yeah, I think that's enough. Anyway, thank you very much for participating in the interview today. May I contact you later if there is anything unclear?

A: Yes, off course. See you later.

Q: Goodbye, see you soon.

