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ROLE-PLAY IN ELT

Diplomová práce

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Prohlášení

Prohlašuji, že jsem svou diplomovou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

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ABSTRACT

This diploma thesis deals with the topic of role-play in English language teaching (ELT). The theoretical part discusses the theories and benefits of using role-play as well as its usage in English lessons. It also mentions pros and cons of teaching through role-play, the role of teacher and learner and giving feedback. The main aim of the practical part is to present a collection of eight role-play activities and the questionnaires regarding these activities from the pupils' point of view. It also focuses on opinions of university students of English on role-play.

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INTRODUCTION

“Creativity is intelligence having fun”

- Albert Einstein

When I was at lower secondary school, I remember enjoying English lessons very much. Not only because I enjoyed learning English, but perhaps even more because we could do various activities and there was always opportunity to be creative. Simply, it was fun. Only now as a future teacher I can really appreciate all the efforts of my English teacher to try various techniques and methods. I also know it brought a number of benefits to my learning process. I decided to dedicate my master project to role-play because it represents a valuable teaching tool that brings creativity into the classroom and at the same it can be very motivating and fun.

The theoretical part deals with the term of role-play and it describes reasons for using role-play in English language teaching. It presents the theories supporting the use of role-play. Pros and cons of teaching through role-play are also included. Next, different types of role-play are described. Furthermore, it focuses on how to use role-play in the classroom, its organization and discusses the role of the teacher as well as learner in all different age groups. Last, it deals with conducting feedback on role-play.

The main aim of the practical part is to present a collection of eight role-play activities that were conducted at lower secondary school. The description of their realization is provided as well as their evaluation. Results of the questionnaire that was given to pupils that participated in role-play activities are also included. It aims to find out how useful as well as motivating are role-play for pupils. Finally, the next part deals with opinions of university students on role-play in ELT.

THE THEORETICAL PART

Theoretical part is divided into two chapters: Role-play in ELT and Using role-play in the classroom. The main aim is to give a complete view of role-play, to discuss its benefits and usage in English language teaching (ELT). Further, to describe the types and organization of role play in detail and the role of the teacher and learner to provide the basis for the practical part. The whole theoretical part ends with the chapter dealing with error correction.

1. ROLE-PLAY IN ELT

1.1 Definition of role-play

There are various ways to define the concept of role-play. Penny Ur (1996a, p. 131) claims that role play refers to *“all sort of activities where learners imagine themselves in a situation outside the classroom”*.

Littlewood (1994, p. 46) characterizes role-play as an activity in which learners are asked to adopt a specific role in the imaginary situation and behave as if the situation really existed.

In the same way, Dougill (1987, p. 17) states that role-play creates a flow of language that learners are likely to experience in real-life situations. In his opinion, role-play appears to be an ideal activity where students can use English creatively, it simulates situations in which students might find themselves and develop their communication skill.

Golebiowska (1990, p. 5) concludes that in role-play learners are given a task to complete *“...in order to ensure a lively and unpredictable course of the activity, the learners are told who they are, what their opinions are and what they know that is unknown to the others”*.

From the statements above it can be inferred that role-play is any speaking activity that helps to recreate language in different life situations. As a result, students are given an opportunity to speak in the target language and consequently they might also produce more speech than would in different circumstances.

1.1.3 Difference between role-play and simulation

Role-play should not be confused with simulation. However, Klippel (1984, p. 121) claims that it can be difficult to distinguish both activities precisely. Both activities are similar in a way that share the element of mirroring reality and therefore help students to deal with the unpredictability of a real language. Besides, Porter Ladousse (1987, p. 5) points out that simulation always include an element of role-play.

Nevertheless, according to Wright (2004, p. 133) simulations are generally extensions of role-play more complex and represent a broader concept than role-playing. They also usually take more time to carry out.

In contrast to simulation, role-play usually consists of short scenes. It is more flexible event and is quite easy to organize, in general it leaves more space for imagination and creative innovation. (Porter Ladousse, 1987, p. 5).

For the reasons stated above, it can be concluded that role-play represents an activity that is more adaptable to the classroom environment.

1.2 Reasons for using role-play

As it was already discussed above, role-play represents training for the communication learners might face outside the classroom. Furthermore, Porter Ladousse (1987, p. 6-7) advocates the use of role-play for the following reasons:

- 1) Various structures, functions and vocabulary can be introduced through role-play and it allows learners to use a wider range of language compared to some task-centred activities. On the whole, it broadens the possibilities in the classroom.
- 2) Through role-play learners develop their social skills which are often ignored by language teaching syllabi. It teaches them conversation is not only about transferring specific

information from one person to another. It also teaches them how to interact with each other and improve their small-talk which could otherwise be very abrupt.

- 3) Indeed, the real-life experience can differ radically from the way pupils were taught language at school. The unpredictable nature of language makes it difficult for the learners to react when they are put in real-life situations. In role-play learners are able to practise their English in a safe environment. Mistakes are seen as an integral part of the learning process as through role play they are made with no real consequences for the students. What is more, role-play enables them rehearse and observe how interaction might change when a real communication takes place.
- 4) Shy students might express themselves in a more forthright way. A role that is given to them function as a mask and so they feel protected. They do not need to present themselves which might help them to feel more comfortable.
- 5) It is fun and motivating. It is widely agreed that when students participate in engaging activities themselves, learning takes place. The joy of role-play is that students might let go their imagination run and become anyone.

In addition to these reasons, Porter Ladousse (1987 p. 7) concludes that role-play develops fluency and it also divides the share of responsibility on the teacher and a student.

To sum up, role-play is an activity that brings many benefits into the classroom. It can be enjoyable experience and it might make learning more memorable. However, the teacher should know the class well and decide whether it is suitable for his or her students.

1.3 Theories supporting the use of role-play in ELT

In this chapter, the theories that promote using role-play are discussed in detail.

1.3.1 Theory of Multiple Intelligences

The Theory of Multiple Intelligences was proposed by Howard Gardner in the early 1980s and it changed the world's look at people's knowledge and abilities. The idea that traditionally dominated in education system was that the intelligence has two main platforms: the logical–mathematical and the linguistic. As a result, people with that kind of mind were easily recognized. Gardner came to challenge this limited concept of intelligence and instead of thinking of student intelligence in the traditional sense, he suggested that students are gifted in different areas. According to Gardner (1983) intelligence falls into eight areas and each platform represents a different set of skills and capabilities:

- verbal-linguistic intelligence is the ability to communicate through language which also involves speaking, listening, reading and writing.
- logical-mathematical intelligence – this area has to do with logic, critical thinking and the ability to understand logical reasoning, problem solving
- musical intelligence encompasses abilities to perceive auditory information and also skills that involve composition of musical patterns and performance
- bodily-kinaesthetic intelligence entails the capability to use body to express emotions, techniques recommended move while you learn
- spatial intelligence - this area deals with spatial judgment
- interpersonal intelligence allows people to work effectively with others, people with high interpersonal intelligence will benefit from educational style including groupwork.
- intrapersonal intelligence is the ability to understand one's own behaviour and feelings
- naturalistic intelligence - the core capacity in this area is observing and recognizing the patterns in the natural environment

Considering that much of our education is based on language and books, the linguistic intelligence usually provided an advantage for these learners. As it can be seen from the list of abilities, role-play is not only beneficial for people with high linguistic intelligence but provides better learning opportunity for people with high interpersonal intelligence as well.

Puchta and Rinvoluceri (2005, p. 8) describe the characteristic of interpersonal intelligence as the ability to relate to others, noticing their moods, feelings, motivations and intentions. When working in the mode of this intelligence, suggested techniques are social activities, teamwork and discussing information.

Moreover, taking into account that role-play often involves acting and therefore moving around, it is widely considered to be beneficial people with high bodily-kinaesthetic intelligence.

On the whole, it is highly improbable for the teachers to be able to focus on developing all eight intelligence in one lesson. Nevertheless, they should try to find ways to implicate the idea in education. In respect of the pupils' strengths using activities that draw on a variety of intelligences might help to appreciate the different abilities and skills of different pupils. Even if the pupils are not particularly gifted in this area by involving in the activity they might develop the ones that are not theirs.

1.3.2 Communicative Language Teaching

Communicative Language Teaching (CLT) can be interpreted in many different ways. The most important concept of the CLT or the Communicative Approach (Harmer, 2012a, p. 69) is that language teaching is based on a view of language as communication. In other words, language is seen as a tool that speakers use to make meaning.

The main aim of CLT is communicative competence. According to Canale and Swain (1980) it regards being successful in four different areas: words and rules, appropriacy, cohesion and coherence and use of communicative strategies. (British Council, 2006)

Communicative approach stresses the use of activities that promote learning through communication itself. Richards (2006) defines communicative activities as any activities that prompts usage of the target language and suggest using role-play among others.

Also, activities promoting the practice of communication skill are typically more learner-centred, and there may be use of authentic materials (British Council, 2006).

Furthermore, to be able to speak English fluently includes many elements of speaking. Among essential qualities of the fluent speaker in English, Harmer (2012a, p. 343) lists the correct use of phonemes and stress, using appropriate intonation patterns and connected speech. To add more, a learner also needs to be able to apply different conversational strategies in real life situations.

Furthermore, speaking is a productive skills which means that students have to produce language themselves. According to Chaney (1998, p. 13) speaking is a process of producing and communicating messages through the use of verbal and non-verbal symbols in various situations.

Nevertheless, as Harmer (2012a, p. 70) notes CLT has been sometimes criticized for not putting enough emphasis on accuracy in the pursuit of fluency. Secondly, for privileging the native speakers as teacher need to respond to any language problem that might occur during the communication activity.

1.4 Types of role-play activities

There are several types of role-play and divisions are made according to different criteria. According to Porter-Ladousse (1987, p. 3) “*role play activities range from highly controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios.*”

Static role-plays can be found in most textbooks and they are mainly focused on accuracy (Vodičková, 2011, p. 58). In Dougill's opinion (1987) these kind of activities lack the presence of tension or some sort of conflict that is closed to drama and that is present in active role-play.

In another type of role-play, the learners are only told how to act (usually by the description on their cards). There is the opportunity to communicate more genuinely and the main aim of this activity is a fluency.

Similarly, Byrne (1986) divides role-play into two categories - scripted and non-scripted role-play. A scripted role-play activity is usually based on either a textbook dialogue or reading text in the form of speech and it should promote conveying the meaning of language items. Unscripted role-play on the other hand, do not depend on textbooks. Hence, sometimes called a free role-play. The students themselves decide what the outcome of the conversation will be and what language will be used. For this type of activity, a careful preparation is needed.

Whereas Littlewood (1994) reports four types of role-play.

- 1) Role-playing controlled through cued dialogues
- 2) Role-playing controlled through cues and information
- 3) Role-playing controlled through situation and goals
- 4) Role-playing in form of debate or discussion

Another division is offered by Porter Ladousse (1987, p. 13):

Firstly, there is a role that answers to need students may encounter in their lives, for example, 'checking-in at the airport, ordering a drink both fall in this category.

Secondly, students represent themselves in situations which they may or may not experience, for instance a complaining customer. No specific character are required for these roles as anyone can find themselves in these kind of situations.

The third type represents a role that students are familiar with although it is unlikely that they would have had a real experience themselves. A journalist represents a good example for this type of role-play.

Finally, the fourth category represents completely imaginary and fictional roles which leave space for creativity and imagination.

1.5 Pros and cons of teaching through role-play

As it was already discussed role-play can be a powerful teaching tool. This chapter examines both advantages and disadvantages of role-play. It deals with possible problems that might occur.

According to Kumar (2015) the main advantage lies in the fact that in role-play learners can learn through experiential learning which is more powerful than listening to instructions. Moreover, it provides complex concepts in simple manners.

Moreover, Kumar (2015) says that when divided into smaller groups in small classroom, the noise level can get too high which can make it difficult for pupils to concentrate. However, Porter Ladousse (1987, p. 12) notes that we should “*distinguish between noise and chaos. Noise is only a problem if the teacher next door complains*”.

Furthermore, role-play activity can become “too much fun” and some role-players can start overreacting occur which is not desirable. To add more, preparation of role-play can be time-consuming, especially when some kind of evaluation should take place or presumably follow-up activity (Kumar, 2015).

To conclude, it is up to the teacher to decide whether the particular topic or the role-play itself is suitable for his or her students.

2 USING ROLE-PLAY IN THE CLASSROOM

2.1 Classroom Organization

In a language learning lesson, it is suggested that teachers use a variety of student groupings for different tasks. While whole-class activities can have many benefits, it is not very suitable for communicative speaking activities such as role-play.

One way to increase the amount of speaking time is to have students working in pairs and groups. In role-play students are encouraged to work together to accomplish the task they were given. That way the language is being used for a specific purpose rather than out of context and responsibility is shared among pupils (Harmer, 2012b, p. 151).

Organizing students in pairs or groups has both practical advantages and disadvantages. When starting with a role-play in the classroom, Porter Ladousse (1987, p. 12) recommends to start with pair work rather than group work. She argues that students feel less anxious when in one-to-one conversation.

Also (Harmer, 2012a, p. 165) argues that in pairwork, students are allowed to interact independently. On top of that it is relatively quick and easy to organize.

On the other hand, in groupwork more people can contribute their ideas. To add more, organising a group changes the routine of sitting on the same chair and it involves moving around (Ur, 2012, p. 233).

Furthermore, in smaller groups, it is easier to make contact with each other and share their opinions in a less formal way. Harmer (2012a, p. 171) suggests students in the group can be change during the activity.

To sum up, working with a partner or in a small group allows learner to feel more confident. It also maximises student talking time.

2.2 The role of the teacher

Teacher can have different roles and involvement in role play activities. It can range from the total involvement to monitoring only. In other cases, the teacher might only instruct learner at the beginning and not intervening afterwards.

Budden (2004) describes some possible roles of the teachers. It might be a facilitator in which case the learners are taught new language and later using it as it was instructed. Another role can be a teacher-spectator. The teacher watches the ongoing activity and offers advice and comments after it is finished. Teacher-participant takes part in the role-play activity, usually playing themselves. Still, as Harmer (2012b, p. 119) notes the teacher should be careful not dominate too much.

When setting up and starting activity, teachers act as organisers. It involves engaging students in the task, demonstrating activity and also providing feedback. Moreover, in any speaking activities teachers often act as prompters. It means encouraging students to speak when they are reluctant and giving suggestions to help them express what they want to say (Harmer, 2012b, p. 146).

To conclude, teacher can have many roles in the class. The most common roles of teachers while using role-play are facilitator, spectator and participant. In general, it is suggested that teachers should be able to find balance and avoid extremes.

2.3 The role of the learner

Student's role in the learning process is influenced by the approach the teacher is following. As it was discussed above, role-play is often used in Communicative Language Teaching. Thus, coming from the assumption that using a language is the most effective way to learn it, students represent the central point of classroom activity and take responsibility for their own learning. It

is also up to their choice which language will they choice to negotiate meaning. (Richards, 2006).

Littlewood (1994, p. 50) argues that learners should focus on the communication of meanings rather than on the practicing of language. For that reason, learners need to identify with their roles more than during other activities that are controlled by teacher. Although Littlewood (1994) claims that it depends on each learner to what extent they identify with their roles and meanings, however, he points out that the teacher can this helps in this process and influence the degree of control over the activity.

2.3.1 Different age groups

One of the main factors when considering the appropriateness of a role-play activity is the age of the participants. In general, role-plays can be conducted with all age groups and levels. The following chapter focuses on different age groups in relation to role-play.

a) Young learners

As young learners are classified children that are no older than ten years old (Harmer, 2012a, p 82).

It is known that children respond well to being asked to use their imagination. As Porter Ladousse (1987, p. 5) fittingly points out the word ‘play’ in role-play implies that learners can get as playful as possible. Hence, young learners might be playing school, or cafés and not even realize they are learning.

Young learners participating in role-plays may need support. Penny Ur (2012b, p. 259) finds pictures very useful as they provide visual stimulus to the language they are learning. As they become more confident with practice, the teacher can give them only the idea they should try to express.

Ur (2012b, p. 260) suggests using stories with young learners as it provides bases for activities involving moving around and act as the characters from story. Budden (2004) adds that making a simple props can make the activity more memorable and help learners to act accordingly.

b) Adolescents

In this chapter, teaching adolescents is discussed in more detail.

It is generally assumed that teaching adolescents can be quite challenging, yet with their ability to think in abstract terms they can discuss ideas and concepts in a way that younger children probably cannot. Moreover, they can show great enthusiasm when engaged in activity. As Porter Ladousse (1987, p. 5) puts it “*A group of students carrying out a successful role-play in classroom has much in common with a group of children playing school, doctors and nurse*”. In order to make a role-play successful activity certain aspects should be taken into consideration.

Puchta (2015) believes that to teach teenagers successfully means to work with the whole person. At this stage of life teenagers go through many phases connected to physical change, the search for identity, relationship issues and others. They often need to cope with their own securities. Hence, it is extremely important for them to feel valued and to help them develop their self-esteem. The teacher’s job should be to make classroom feel like safe environment.

Therefore, the teacher’s job should be to inspire them and provoke their interest. The choice of the topic and material is also very important. When teaching teenagers, Puchta (2015) promotes linking to every day experience. Adolescent students need to be given is a number of opportunities for them to use language with their peers.

All of these factors should be taken into account when giving feedback. Give them a lot of positive feedback and make them aware of the fact that making mistakes is a part of learning. (British Council, 2015).

Ultimately, teacher can use his or her students as its source by focusing more on students' needs, interests and motivations. Ur (2012b, p. 265) suggests eliciting their views and opinions through questionnaires.

To conclude, Harmer (2012b, p. 89) notes that when teaching teenagers we should bear in mind to *“treat the students like adults but remember they are still children”*.

c) Adults

As Penny Ur (2012b, p. 268) points out teaching adults has many advantages. For instance, compare to younger learners, they are able to learn more consciously and they are usually very motivated to learn. However, there are some common characteristics of adult learners that can make teaching more difficult:

When using role-play, teachers should be aware of the fact that many adults have strong opinions about how learning should take place. This is often based on their experiences from their own schooldays. So, they might be a bit sceptical of certain new teaching methods or dislike some that remind them of earlier experience. On the other hand, their experience can be used when choosing an appropriate topic for adult learners, they should feel encouraged to use their own life experience. Variety of discussion cards can be used too (Harmer, 2012b, p. 88).

Additionally, Harmer (2012b, p. 90) also points out that most of them might not be very keen on communicative language teaching. For that reason, it is important to explain the benefits of working in pairs and groups and the importance of activating the language to process the language they learnt.

2.4 Constructing a role-play

To reach the objective of the role play technique, some aspects should be taken into consideration when preparing role-play activities. This chapter looks at some of the elements to consider when planning an activity in the classroom.

First of all, it is important to have a clear and realistic aim, when planning an activity. When thinking about the strategy, it is suggested to follow the three vital elements: Engage, Study and Activate. The first stage – engage – is all about getting students interested in the lesson. As Harmer (2012a, p. 66) points out) it is crucial for students to be “emotionally engaged” with the activity, otherwise the outcome of the lesson will be less effective. Next, the study element focuses on any aspect of the language; it draws attention to new structures, grammar or pronunciation etc. It could also be a revision of previously taught items.

In an active stage, the students are given an opportunity to use not only the language they are studying that day but also to activate the language they know. Harmer (2012a p. 67) then indicates that role-play is a good example of an activity that puts language into action.

2.4.1 Factors influencing the choice of role-playing activity

Penny Ur (2012b, p. 11) points out that it is not enough that tasks are communicative or that we choose an interesting texts. Teacher should ensure to maintain student interest by employing a number of strategies.

2.4.2 Preparation

To begin with, it is necessary to point out that if the teacher does not believe it is going to work in the classroom, the activity *"will fall flat on its face just as you expected it to"* (Porter Ladousse, 1987, p. 8). In other words, if the teacher is not enthusiastic about the activity, students will not be either.

Beyond question, the teacher should make all the expectations clear to the students before they prepare for the role-play. It is necessary that students know what the situation is and have enough information about the situation. Indeed, student should be able to get creative as much as possible, still it might be difficult for to get in the role without too little background information. A plan or a group opinion can be used. One idea is also to get students brainstorm on what the speaker might say. I will make all students feel involved as they all contributed. Penny Ur (2012b)

Furthermore, Budden (2004) recommends to go to go through the language the students will need to use and as an extra support to introduce the key vocabulary. She also finds very helpful to spend time by drilling some structures ahead of the activity, as the students are equipped with the appropriate language.

Some students might find the idea of role-play threatening. Possible ways how to make them feel more comfortable is to start with a demonstration. The teacher chooses two pupils (they should be willing to act out and have an outgoing personality) and hands them a prepared script. They are given a few minutes for the preparation and afterwards they perform their role-plays. The teacher might join in too. Moreover, the teacher should brainstorm ideas and let pupils suggest what they should do to make things right. (Mindtools, online)

Also, Budden (2004) suggest rearranging the classroom to appropriately stage the role-play or using materials in role-play. It can help to bring the roles or situation life. Especially, when working with younger learners. Klippel (1984) mentions two types of material that can be used to guide students during role-playing activity - cue cards and role cards. The difference between them is that while a cue card gives students detailed information about what they should say. Role card tells students what the characteristic of a person they are taking is like but otherwise they are left with more space for imagination so it gives them opportunity to express themselves without limitations.

2.5 Running a role-play

When demonstrating a role play activity based on a dialogue, Doff (1988) suggests the following procedure:

- 1) Firstly, the teacher writes these prompts on the board, for example: (where? how much?)
- 2) Secondly, if needed, the teacher can go through the prompts and ask students to form sentences or questions
- 3) Thirdly, the teacher chooses two pupils and asks them to play the roles. They should use the prompts on the board. The teacher should stress that the conversation should be based on the prompts but not be exactly the same as the conversation in the textbook.
- 4) Finally, the teacher can ask different pair of pupils to improvise other conversation.

Whereas if the role-play is not based on a dialogue from a course book, Doff (1988) points out that careful preparation is essential.

The educator may brainstorm ideas in the classroom on what the speakers may say. Also, writing prompts on a board and necessary vocabulary may guide students during role-play. Budden (2004) adds that drilling the structures the players would need to use is very helpful, as learners are equipped with suitable language.

A problem might occur when pupils realize they cannot find the right words. Budden (2004) suggests that teacher walks among pupils and offers help. Also, pupils can be provided with dictionaries and looked up their words. She argues that way the pupils will learn the new structure in the natural environment which makes is memorable for them.

2.5.1 The Usage of mother tongue in ELT

The subject of whether or not to use the mother tongue or the students' first language (L1) in the English language classroom is rather complex. While some are convinced that only English as the target language should be used, their opponents argue that operating in the second language only brings confusion and misunderstanding to the class.

The use of learner's own language was rather disapproved throughout the 20th century. Yet, the general scepticism towards L1 is now being seriously questioned. There are some strong arguments against avoiding the use of the mother tongue in English language classroom. For instance, Harmer (2012a p. 133) argues that it is only natural for the language learners to compare what they learning to their first language. This process is also known as code-switching and is a natural part of a learning process. Also, it can be very beneficial for students to discuss the differences between their L1 and the target language. It can help them to understand that every language works differently and make them aware of tendencies towards errors (Harmer, 2012a, p. 133). Furthermore, some methodologists such as Atkinson (1993) etc. are strongly in favour of using translation activities as a teaching technique, claiming that it encourages the 'fifth skill' of translation.

Other arguments in favour of using L1 include maintenance of class discipline, organization and building good teacher-learner rapport. Indeed, using L1 can be very helpful, when solving a specific vocabulary problem and in situations when the activity that is clearly not working. (Prodromou, 2001).

Atkinson (1993) suggests 'a careful, limited use of L1' in order to achieve the maximum benefit from activities which will otherwise be realized in the target language. The mother tongue will be useful when dealing with organizing the activity.

In the light of the previous discussion, it is suggested that to emphasize the communicative aspect of the target language, the use of mother tongue should be basically reduced on managerial functions.

Last, there are remaining gaps in understanding of the extent to which L1 should be used in ELT classed. It is therefore up to the teacher to find the right balance.

2.6 Giving feedback

One of the most important teacher's role is also a feedback provider, when they make comment on students' work as well as praise their efforts. More importantly, the power of role-play can be really harnessed only if the participants receive a sufficient feedback.

Conducting feedback on exercises and tasks is generally influenced by the type of the activities. As role-play activities focus mainly on fluency it is not considered appropriate for the teacher to interrupt and correct each student's mistake. It can only result in demotivating students. In this chapter the possible ways of correcting mistakes are discussed. (Harmer, 2012b, p. 142)

Harmer (2012b, p. 142) states that the compare to non-communicative activities that are designed to provide exercise focused on accuracy, communicative activities are generally intended to develop language fluency. He also points out that these communicative activities are traditionally seen as something through which language should be rather acquired than learned. In the other words, the constant intervention by the teacher might interrupt the process of expressing the meaning which students are trying to convey. Consequently, it can stop the acquisition process and discourage the students from negotiating the meaning which lies at the very heart of fluency-focused activities.

In the same way, Klippel (1984, p. 8) agrees that teacher should avoid correcting students' errors and mistakes too frequently because it can be demotivating for students. In her opinion, a great deal of correction can take place while the teacher is observing students and provide help only when it is demanded by the students themselves.

Conversely, Lynch (1997, p. 324) suggests to intervene in learner talk 'as late as possible' because learners might learnt a lot from dealing with communication problems. Also, Harmer (2012a, p. 143) emphasizes that the teacher should provide feedback after the event and not during the activity and responds the content and not only the language form. Further, he provides ways of responding, such as:

Self-correction – students can listen to themselves recorded on device and reflect on the language they used.

Peer-correction - other students might be able to spot their classmate's mistakes, however, it is important that students give gentle correction and it is beneficial for all, so they do not feel intimidated.

Correction by a teacher – it is suggested that the teacher makes notes of the common mistakes and deals with them in the future classes. It secures that the students will not feel demotivated. Furthermore, Budden (2004) proposes negotiating with students on how they would like to be corrected.

Additionally, Harmer (2012a, p. 146) recommends using a chart to categorise areas they want to comment on after the event, as in Figure 1.

Grammar	Words and phrases	Pronunciation	Appropriacy

Figure 1: A chart for recording student mistakes

Alternatively, students might be asked to comment on their language performance using this chart while watching themselves on audio or video devices (see above).

Not only it serves to learners but as Rainer & Lewis (2012) point out the feedback itself provides teacher with a useful data to make their teaching more effective.

PRACTICAL PART

The main aim of the practical part is to compile a collection of role play activities suitable for practising speaking skill, to practise them with pupils and to provide description of the realization as well as evaluation at lower secondary school. An evaluation of two different questionnaires is also included. Their main aim was to find out the attitude towards role-play in language teaching.

RESEARCH QUESTIONS:

1. Can learners learn speaking skill through role-play activities?
2. Do learners find role-play enjoyable?
3. Do they consider role-play interesting and motivating?
4. What is the opinion of university students of English on role-play activities?
5. Do they think that these activities have positive or negative outcome?
6. How often and at what stage of the lesson would they use role-play activities in the lesson?
7. Do they consider the role-play activities suitable for pupils at the lower secondary school?

3 COLLECTION OF ROLE-PLAY ACTIVITIES

The choice of role-plays was guided by the intention to realize effective language learning situations. For this purpose role-play activities of different character were chosen. Some activities were aimed at revising structures and vocabulary the pupils have already learnt. Most of the role-play activities were connected with the then ongoing topic in the lessons, however some structures needed to be practised beforehand - those activities presented a new language to the pupils and therefore it involved considerable preparation and time. These activities were practised during classes that focused on conversation. All of the activities were presented to students in way that followed procedure ESA (see Chapter 2.4).

The Class profile

The chosen role-play activities were practised with pupils of the ninth grade at the Lower Secondary School Vápenná. The school is situated in the village Vápenná and pupils from nearby villages commute to this school. There were 14 pupils in the class and they were 14 or 15 years old. It was assumed that pupils of the ninth grade would be most suitable after a couple of observation lessons. Firstly, the number of lessons during the week make possible to practise a

number of activities, so it did not disrupt the outline of the lessons. Also, the pupils were willing to. Additionally, the pupils' attitude was also taken into account.

3.1 List of the role-play activities

1. What's the matter?
2. The Family Tree
3. Detectives
4. Act it out!
5. The Lost Property
6. A Movie Star
7. Blame it on your dog
8. Dilemmas

3.2 What's the matter?

Level: A1-A2

Aim: to practise speaking skill, to practise imperatives, to revise adjectives (feelings, emotions)

Time: 10 minutes

Organization: pairwork

Materials: None

Source: OXENDEN, C, LATHAM-KOENIG, Ch. and SELIGSON, P. *New English file*. Oxford: Oxford University Press, 2004. (p. 101)

Description: Pupils role-play mini-dialogues about the they feel.

Procedure

Engage: The teacher draws three different faces on the board: images of a smiley face, sad face, and an angry face. Then the teacher elicits the three adjectives and writes on the board: *I'm happy, I'm sad, and I'm angry* under the tree faces. Then the teacher mimes being hot and cold etc.

Study: Pupils study the conversation on the board:

A: What's the matter?

B: I'm sad.

A: Don't be sad. Cheer up.

B: Thanks.

The teacher explains the question: *What's the matter?* and drills it with his or her pupils. (also *cheer up=be happy*). Then asks them to think of other phrases B could respond with, e.g. *Don't worry, Have a drink, Good idea* etc.

Activate: The teacher demonstrates the activity with a good student. The teacher puts pupils in pairs and asks them to sit face-to-face. **A** asks **B** *What's the matter?* **B** responds so they roleplay the dialogue. The pupils try to do have a mini conversation without looking at the prompts.

My evaluation: The first role-play activity was based on a very simple dialogue. It was aimed at practising using imperatives and revising vocabulary. The intention was to introduce pupils to the concept of role-play and also working in pairs as they were not used to it very much. I asked them to sit face-to-face so they would not look at the board to see the prompts. On the whole, I found this activity fairly successful and motivating. However, some of the pupils seemed hesitant when facing their classmates.

3.3 The Family Tree

Level: A1-A2

Aim: to develop speaking skill, to practise vocabulary (the members of the family)

Time: 20 minutes

organization: whole class activity

Materials: role-cards (the members of the family)

Source: none

Description:

Pupils take a role of a one family member. Their task is to find out their family members. Pupils move around the classroom, asking each other questions, until they find their family members.

Engage: The teacher draws a simple family tree on the board, preferably of his/her own family, or a well-known family, there should be at least two generations. Then he asks *Who's?* and picks a name from a family tree he/she just draw to elicit the answer. The teacher then gets pupils to spell the word to him/her and writes it on the board. Then he/she models and drills the pronunciation.

Study: Pupils drills the pronunciation of the words written on the board.

Activate: Each pupil is given a role-card with a description of his or her relationship with other classmates who have similar but not the same cards. Pupils are given a role-card with a family member.

My evaluation:

In this activity I tried to concentrate on revising the vocabulary. That way the pupils did not practice only their communication skill but also the vocabulary. We spent quite a lot of time practising the pronunciation. In fact, I have used this activity twice. My aim was to make it work the second time. The family tree I made consisted of members of British royal family. I did not

tell this to pupils beforehand. The intention was to wait until somebody of them would recognize this famous family. Afterwards the individual pupils in role described himself or herself. Some of them did even tried to do this in a proper royal way.

Nevertheless, I should have spent more time on revising the family members as some of the students knew only a few and still seemed to have difficulties remembering some (for example: daughter-in-law). The intensity of noise in this activity could be small disadvantage so I had to control the class all the time. Moreover, I tried to stick to the time limit I set, however I was not very successful at that.

3.4 Detectives

Level: A1-A2

Aim: to develop speaking skill, to practise sentence structure

Time: 10-15 minutes

Organization: groupwork

Materials: pictures of people

Source: WRIGHT, A. *Pictures for language learning*. Cambridge: CUP, 1989.

Description: Students become detectives and question the witnesses about the suspects.

Engage: The teacher shows pupils a picture of a man and asks them to look at him carefully.

After 10 seconds he asked them he covers that picture and asks pupils: What did the man look like? The teacher then elicits the answers. He/She does not tell if the pupils are right or wrong.

The he shows them the picture again so they can see if they were right. Pupils then describe the man together with their teacher.

Study: *What did he/she look like?* Pupils drill the pronunciation of some expressions such as “*moustache*” etc.

Activate: The teacher divides pupils into three groups of five. Two of the students are detectives and they should each get one picture of a different suspect (man or woman). Each of the other students is a witness. The teacher then explains the rules: Pupils are given two minutes to study the picture before placing it face down on the table. The detectives keep their pictures of the suspects and ask questions to found out the appearance of the people the witnesses saw. Each witness takes one picture from the pile of someone that they saw near the scene of the crime. The aim is for the detectives to find their suspects. If they are sure that the witness saw the suspect, they arrest the suspect by turning over the picture on the table. If it is the same picture as the one in the detective’s possession the detective keeps it. A pile of about then pictures of people is placed face down on the table. There must be two photocopies of the suspects.

My evaluation: This was the least successful activity among pupils. Perhaps it was because they had to use pictures and. It also seemed that pupils did not know what to ask. Therefore I showed them the prompts on the board. We spent a lot of time evaluating and practising the structures afterwards. It is also assumed that this activity reminded them of those they usually have in their coursebook and therefore they did not find it very interesting.

3.5 Act it out

Level: A1-A2

Aim: to develop speaking skill, to practise vocabulary connected to music and fashion, to practise possessive adjectives (lyrics)

Time: 20 minutes

Organization: whole class activity/pairwork

Materials: Song Skater Boy worksheet (lyrics)

Source: Adapted from Budden, J. *Role-play*. British Council.

Description: This activity is designed as a post-listening activity. The students listen to the song by Avril Lavigne. In pairs, they act out the scene of Skater Boy.

Engage: The teacher writes questions on the board: *What kind of music do you listen to? What genre of music do you know? Do you listen to classical music?*

Study: Pupils listen to a song and fill in the missing words. The teacher plays the song again. Together they check the missing words. Then the teacher elicits the story of the song. Then he asks more questions: *What is the boy wearing? What does the girl do etc.*

Activate: The teacher divides pupils in pairs and asks to think about what the boy and girl might say to each other and write down the dialogue between them. Then practise the dialogue and act out the 'Skater Boy' story.

My evaluation: This activity is supposed to be entertaining as well as providing a speaking practice. Pupils obviously enjoyed the activity. It encouraged their creative thinking as different pairs showed different approach to the task. Their performance made their classmates laugh as one of the boys acted as a girl and vice versa. As this activity requires performing in front of the others some problems might occur. Also, some pupils were struggling with this task and find hard to make it innovative. Therefore I tried to motivate them and lead them with some prompts,

helping them to look for the words in the lyrics. The pupils were told to act out the dialogue in pairs. As I was monitoring, I watch them to practise their role-play. Thus, the role of the teacher is mainly an observers. After a while I asked some volunteers to perform their sketch.

The advantage of this activity is that students can express themselves not only in spoken language but also by gestures and facial expressions and see what roles they play in communication.

The disadvantage of this activity might be that some people might be reluctant to perform in front of others. In that case, the teacher should not force them, it should be motivating and not threatening. Another problem might be that students might become a little bit distracted so it would be advisable to use this activity at the end of the lesson.

3.6 The Lost Property

Level: A1

Aim: to develop speaking skills, to practise passive, to practise sentence structure, to practise pronunciation

Time: 30 minutes

organization: pairwork

Materials: role cards

Source: Gonzales, E. *The Lost Property Office*. The British Council. 2016.

Procedure

Engage: The teacher asks pupils: *Have you ever lost something?*

Study: Pupils practise the pronunciation of the objects. Together they go through these questions, for example: *What is it made of?/ What colour is it? etc.*

The teacher then demonstrate the role-play activity with a good student.

Activate: Pupils in pairs role-play the dialogue.

My evaluation: Pupils in pairs practised their dialogues. Yet, as I was monitoring I could tell that not all of the pupils were using English. It seemed that when in pairs pupils got distracted and went 'off-task'. When looking at pupils' questionnaire, regarding the question of participation, it can be assumed that pupils did not find this activity very interesting nor motivating.

3.7 A Movie Star

Level: A1-A2

Aim: to develop speaking skill, to revise the members of the family, to practise possessive

Time: 10-15 minutes

organization: groupwork

Materials: pieces of paper for each student

Source: Adapted from McCamley, M. *Consequences Role-play*. British Council (online).

Description: Learners are put in someone else's shoes, pretending their famous movie stars

Procedure

Engage: The teacher gives each student a pieces of paper and asks them to write:

1. The first name of their favourite actor or actress – it must be the opposite gender"
2. Their favourite fruit
3. Number between 1-9
4. Vegetables – the same number of vegetables as the number written in 3.
5. A job they don't like
6. A job they would like to do

The teacher then tells the students that their task is now to act as they are the person they have described on the piece of paper. Here are the indications what the points mean:

ad 1: This is their husband's or wife's first name

ad 2: This is their surname

ad 3: This is the number of children they have

ad 4: These are their names

ad 5: This is their job

ad 6: This is their husband's or wife's job

Study: Pupils are given a few minutes to study their characters. The pupils were told to rewrite the facts on a piece of paper. For example: *My wife's name is....*

Activate: Then the teacher divides them into three groups of five. They introduce themselves to rest of the group. The purpose of this activity is that the teacher are interactive and learn information about other people in the room

My evaluation:

This activity helped pupils to practice their communication skills. It put them in someone else's shoes. This was without doubt one of the most enjoyable activities we practised. In general, this activity can function as a great warm-up activity or time-filler.

3.8 Blame it on your dog

Level: A1-A2

Aim: to develop speaking skill, to practice passive, to practise sentence structure

Time: 30 minutes

organization: pairwork/groupwork

Materials: role-cards

Source: Adapted from Busy Teacher (online). Dostupný z WWW: <

<http://busyteacher.org/22550-passive-role-play-blame-it-on-your-dog.html>>

Description:

Students play a role of a parent, boss or a teacher or a child that has to think of excuse for what he or she has done.

Procedure

Engage: The teacher asks pupils: *Have you ever broken something? How did you feel? What did you do?* Pupils try to answer the questions by using simple adjectives to describe the feelings.

This is done partly in their mother tongue.

Study: The teacher shows pupils two role-cards, for example:

Student A: a mother/ father

Somebody broke your favorite vase

Somebody painted pictures on the wall

Somebody spilt cola on the sofa

Somebody used your make-up/
shaving kit

**You suspect your naughty child.
Make him/her confess.**

Student B: A child

You broke your parent's favorite vase

You painted pictures on the wall

You spilt cola on the sofa

You used your parent's make-up/
shaving kit

**But you shouldn't confess! Try to
make your parent believe it was
done by somebody else.**

Pupils study the cards and teacher explains any new words. Pupils were given a few minutes to write some excuses in groups and practice to say them in pairs. The teacher models the dialogue with a good pupil.

Activate: Pupils should try to use only the words they know.

My Evaluation: I have decided to divide pupils into groups because in this task I wanted to avoid pupils being stuck so I simply thought I would give them a few minutes to prepare.

Clearly, two heads are better than one. I wanted to promote interaction and thought it would be easier for them as it involved forming sentences in passive. After the activity I collected the pieces of paper with and gave them a brief feedback on some mistakes. Therefore, it could be said that I tended to focus more on accuracy which was not the main aim of this activity.

3.9 Dilemmas

Level: A1-A2

Aim: to develop speaking skill, to practise sentence structure *I would..*

Time: 30 minutes

organization: groupwork

Materials: cards with dilemmas

Source: none

Description: Students come up with various excuses.

Procedure

Engage: The teacher writes on the board: *Your best friend asks to borrow 100 CZK to buy a present for his girlfriend/her boyfriend. You know he/she has a lot of money.* Then the teacher asks: *Would you give him/her the money.* The teacher elicits pupils' answers, it can be done in Czech and writes an example on the board.

Study: The teacher also presents any words that might be difficult.

Dilemmas:

Your best friend asks you to help you with his/her homework. Would you help him/her?

Your friend has a new hairstyle which looks funny. Would you tell him/her?

Your classmate tells you a secret. However, it is really interesting. Would you keep a secret?

You see your friend's diary. Would you open it?

Activate: The teacher divides pupils in groups and gives a pack of dilemmas card to each group. Pupils are given cards with dilemmas and the teacher gives a few minutes to study them. One pupil (Student A) picks a card and asks a fellow pupil of his choice what he or she would do in such a situation. Pupil A notes down what he/she thinks the pupil B would do, there are three

answers they can choose from: yes, no, depends. Both students say their answer and student A can challenge student B saying he is just bluffing but he also has to say why he or thinks so. Student B then justifies his or her answer. After that the rest of the group decides who wins and gets a point.

My Evaluation: This was surprisingly the most successful activity. The pupils enjoyed the reading the dilemmas and talking about it. This was done partly in the learners' L1. However, they always had to produce their final decision in English. Some of them also attempt to explain why would they do so and this was also encouraged. The pupils enjoyed reading the dilemmas and some of them find it very funny. The aim of this activity was a part from providing the practise of passive also the element of fun. The 'dilemmas' were not supposed to be too emotionally loaded. This activity allowed pupils to change their groups to be able to work with other classmates. When I was giving feedback I also asked pupils which dilemma was in their opinion the easiest/hardies to work out the answer for. I have also collected the papers to check their sentences. Some of the many features of the activity is that it is cooperative as well as competitive. Also, those who are good at emotional intelligence had a good chance of winning. On the other hand, this is an activity that can be quite demanding because it involves rather complicated rules.

4 THE ANALYSIS OF THE QUESTIONNAIRES

The aim of this chapter of the practical part is to comment and evaluate the results of two different questionnaires – questionnaire for the pupils of Lower Secondary School in Vápenná and a questionnaire for future English teachers at the Palacký University. Their answers were collected during May 2016.

4.1 Analysis of the questionnaire for pupils

Data collection

The research was carried out during my second teaching practice. The questionnaire was given to the pupils of the lower secondary school (9th grade). There were 14 pupils aged fifteen. After each activity they were asked to fill in a short questionnaire. In the first question they were asked if they liked the activity, secondly if they considered it useful and lastly, how much they participated in this activity. Various types of role-plays were practised in this class, some of them at the end. Two of the activities took a bit longer (about 30 minutes) and took place on the days when the pupils had two lessons in a row, the second of them was primarily aimed at English conversation. This arrangement ensured that it would not disrupt the schedule of the lessons. On the whole, pupils were willing to play. Most of the activities did not take longer than 20 minutes which was also the purpose of these activities. The intention was not to use activities that would be too demanding.

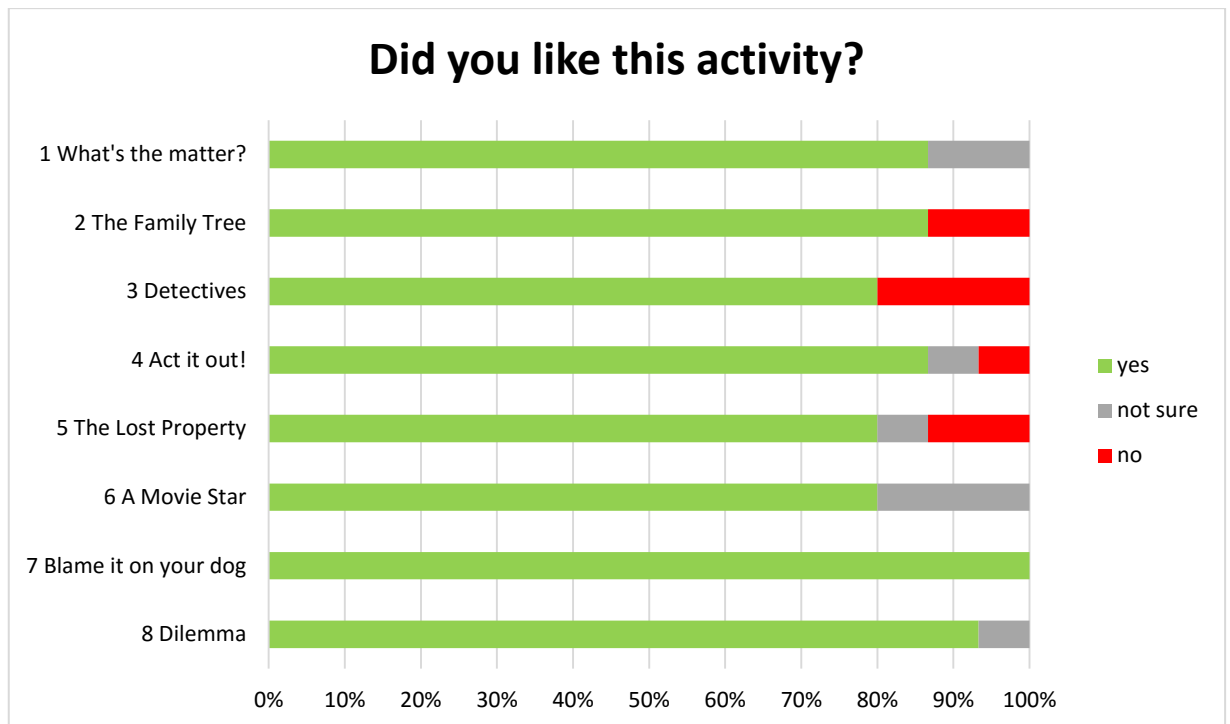


Figure 2: Answers to question no. 1 – Questionnaire for pupils

Question no. 1: Did you like this activity?

The main objective of the first question was to find out whether the pupils liked the activities. On the whole, the activities were fairly successful. All of activities did not score less than 80%. The activity called *Dilemma* was the most successful one among pupils - it gained 100%. As it can be seen in Figure 2, there were three role-play activities (*The Family Tree*, *Detectives* and *The Lost Property*) which pupils appeared to be less enthusiastic about compare to others. Interestingly, these three activities were the only ones that required supporting material – role cards or pictures and thus more preparation beforehand than the others. These activities proved to be appropriate for the pupils in relation to interest, age and abilities.

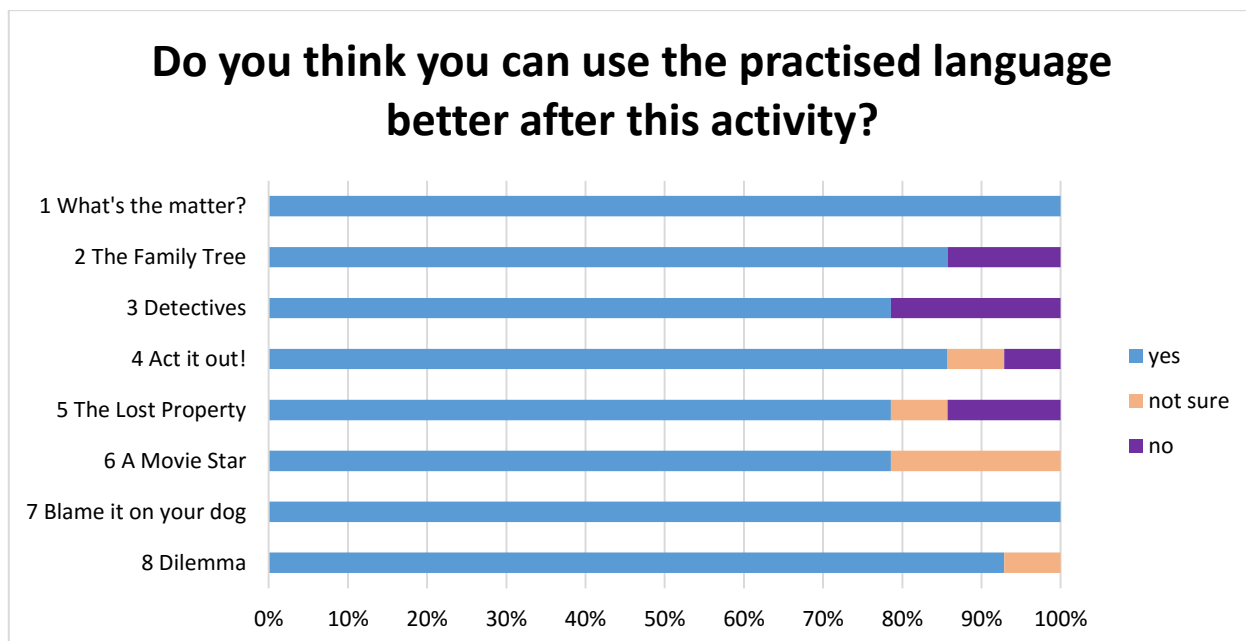


Figure 3: Answers to question no. 2 - Questionnaire for pupils

Question no. 2: Do you think that you can use the practised language better after this activity?

Before the pupils were given this question I had to specify what I meant by the practised language. It was the language they were studying that day. Each activity was aimed either at vocabulary or sentence structure. I had also written the particular language utterance on the board to ensure the pupils were aware of what I was asking them to decide. Most of the activities were based on repetitive principle.

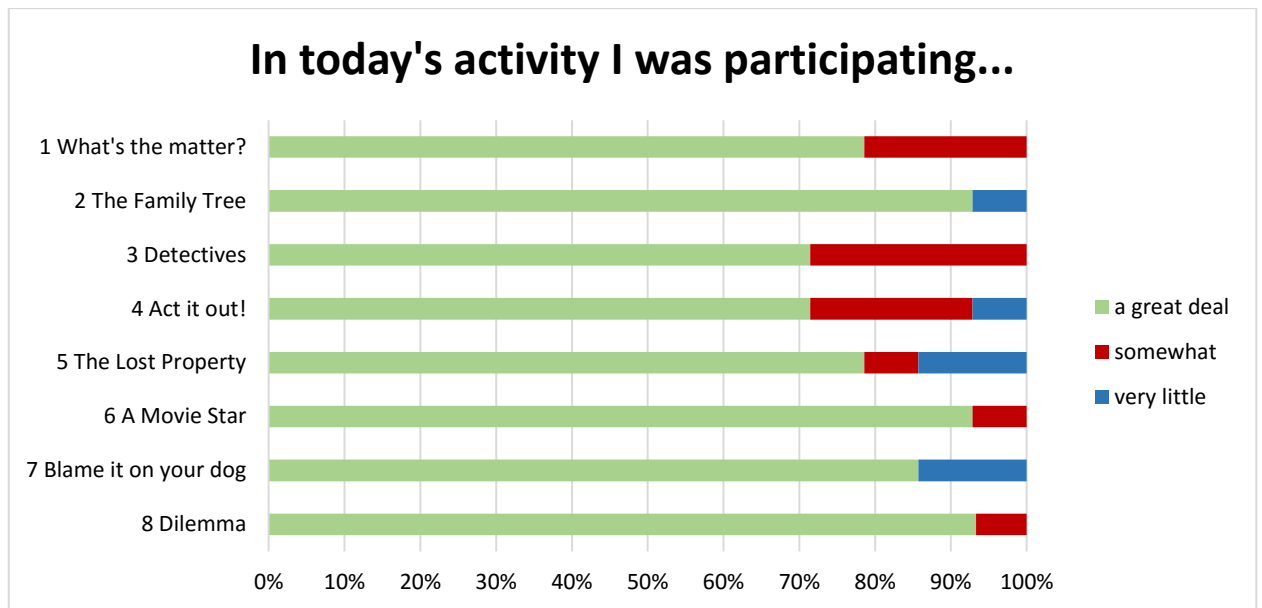


Figure 4: Answers to question no. 3 – Questionnaire for pupils

Question no. 3 – In today's activity I participated ...

This question was designed to find out how motivated pupils felt to participate in the role-play and also how interesting it was to them. They were given three options they could choose from to evaluate their participation. The results coming from this graph showed that there were two activities that scored about 70% - *Detectives* and *Act it out!* Those were the least successful among pupils. In general, the activities that involved working in groups were according to pupils more interesting and motivating than activities done in pairs.

4.2 Analysis of questionnaire for students of English at the Palacký University

The aim of the questionnaire was to find out their attitude towards role-play. Firstly, their attitude when they were pupils at lower-secondary school. Secondly, if they want to become teachers and if they will incorporate role-play in their lessons, how often and when.

The first part: Respondents

The questionnaire consisted of 18 questions. It was given to the students of the follow-up two-year Master's degree Lower Secondary School Teacher Training in English Language at the Palacký University in Olomouc. The first three questions were to inform about respondents' gender, age and if they are students of either 1st or 2nd Year. The total number of respondents was 30 (23 female and 77 men). The age of respondents ranged from 23-29 years old. The first two questions were connected to their past experience with role-play activities and English lessons when they were pupils at lower secondary school. More than half (63%) answered that their teachers used role-play activities in their lessons and the questionnaire also showed that most of the respondents (73%) enjoyed the lessons. Total number of the respondents (100%) would use role-play activities with their pupils. The next question concerned the frequency of using role-play activity with their pupils. According to the questionnaire, nearly half of them (47%) would use the role-plays once a week, 37% would use them even more often that is more than once a week. Only 7% would include role-play activity in every lesson and approximately 10% answered the option 'other' adding they would use them even less, perhaps only once a month. Finally, the aim of the last question concerned the stage of the lesson which is most suitable to use a role-play activity. The research showed that 43% do not find the stage of the lesson relevant; 40% considered the middle of the lesson the most suitable. 17% would use role-play activities in the beginning of the lesson, while quite surprisingly, no one believed it should be used at the end of the lesson.

The second part: Respondents' answers

In the second part of the questionnaire, respondents were given ten statements and their task was to indicate what how strongly they agree/disagree with them. Questions were both positive and negative and they concerned the role-play, working in pairs and groups, advantages and possible disadvantages of role-play.

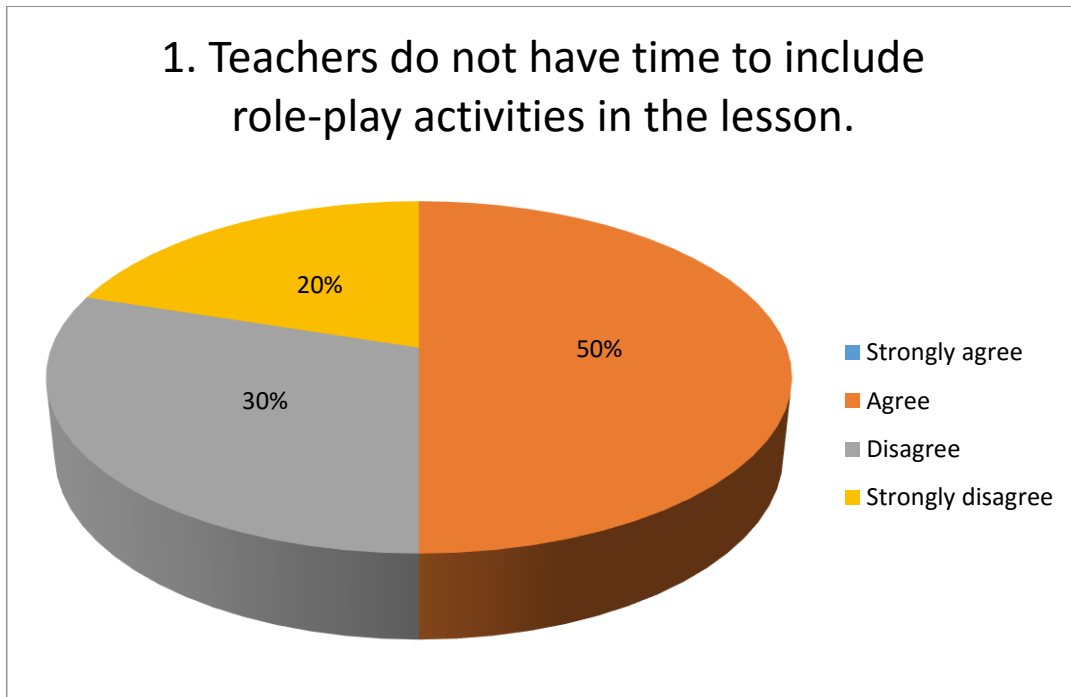


Figure 5: Teachers do not have time to include role-play activities in the lesson.

It can be assumed that students' decisions were based on their experience from teaching practices. The survey shows that exactly 50% of the respondents agreed with the statement that teachers do not have time to include role-play activities in their lessons. However, the second half did not agree, 20% of the respondents even said they strongly disagreed. This is a surprising finding considering that not having enough time is usually one of the main teachers' objectives against using role-play in the classroom.

2. Role-play activities might distract learners as there is too much noise in the classroom.

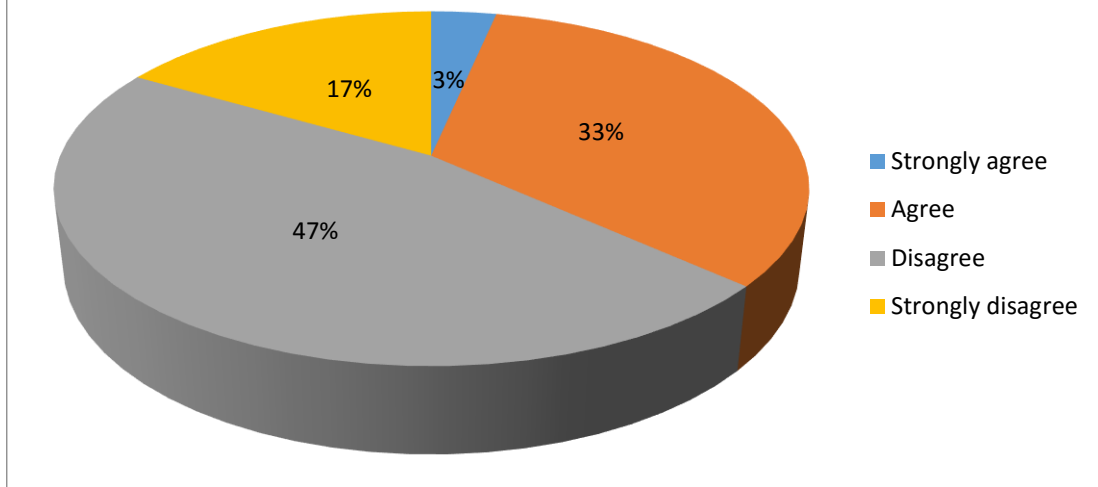


Figure 6: Role-play activities might distract learners as there is too much noise in the classroom.

The main aim of this question was to find out whether trainee students think that role-play activities might be too distracting and therefore presumably prevent them from using role-play in their future lessons. As it can be seen from Figure 6, less than a half (that is 33%) of the students agreed with the statement. 3% agreed strongly. Overall, communicative activities such as role-play involve explicit discussion and therefore it is likely to be noisy. It is also true that some students prefer working on their own or they would rather relate to their teacher. However, it was also found that collaborative and communicative activities such as role-play activities can be extremely useful for student language development. What is more, it is widely regarded that the teaching teenagers can be very demanding however, once they are engaged, teenagers can be the most exciting student of fall. My own conclusion would be that role-play is an activity that can provoke interest in pupils, which overweighs the negatives

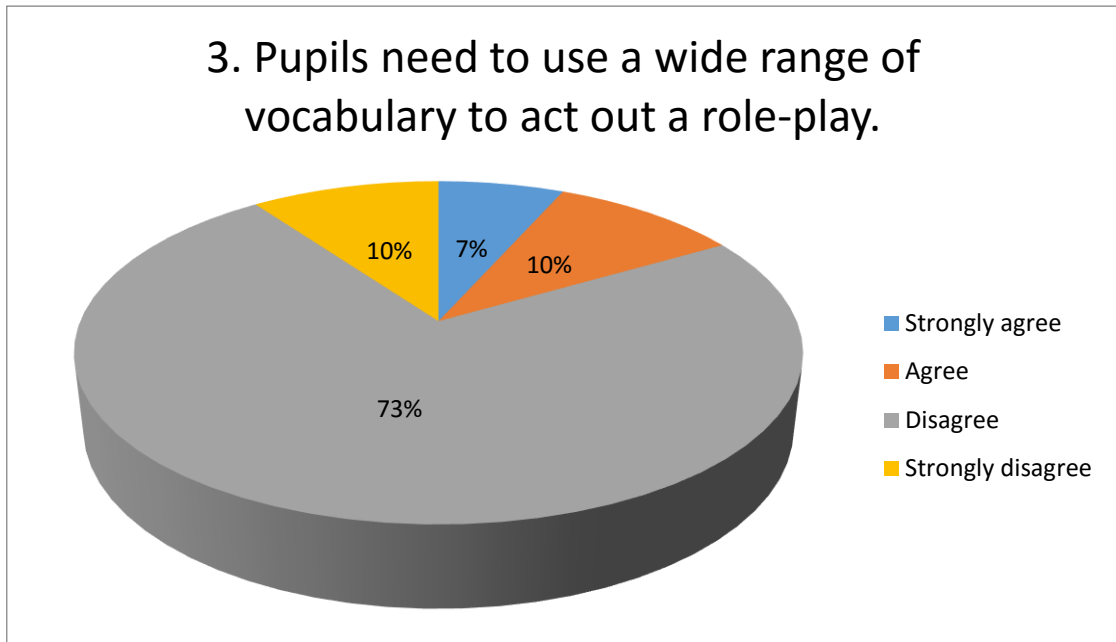


Figure 7: Pupils need to use a wide range of vocabulary to act out a role-play.

As can be seen in Figure 7, the results are quite clear - the majority of the students (83%; 10% of which strongly disagreed) claimed that it is not necessary for the pupils to use a wide range of vocabulary when they are supposed to act out a role-play. The results coming from this question support the idea that students all of the activities followed the ESA model (see Chapter 2.4) and that way it was ensured that pupils knew the language that was necessary for the role-play, nevertheless there was a plenty of space for creativity.

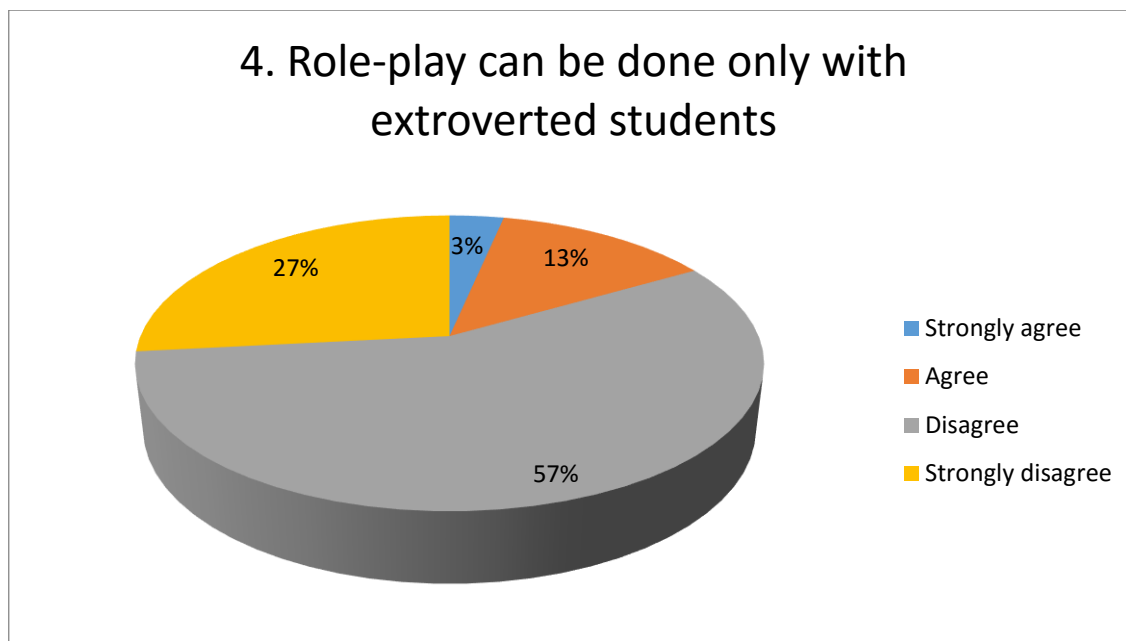


Figure 8: Role-play can be done only with extroverted students.

The aim of the fourth question was to find out whether students think that role-play is suitable only for students who are extroverted. The majority of the respondents did not agree with it, a considerable number of 27% disagreed strongly. As it was discussed in the theoretical part (Chapter 1.4), role-play can actually help shy students who would normally have difficulties speaking about themselves. It enables them feel that their own personality is no longer involved in conversation and therefore they might be able to express themselves in a more forthright way. Because they are playing roles rather than being themselves, students often find role-plays very liberating.

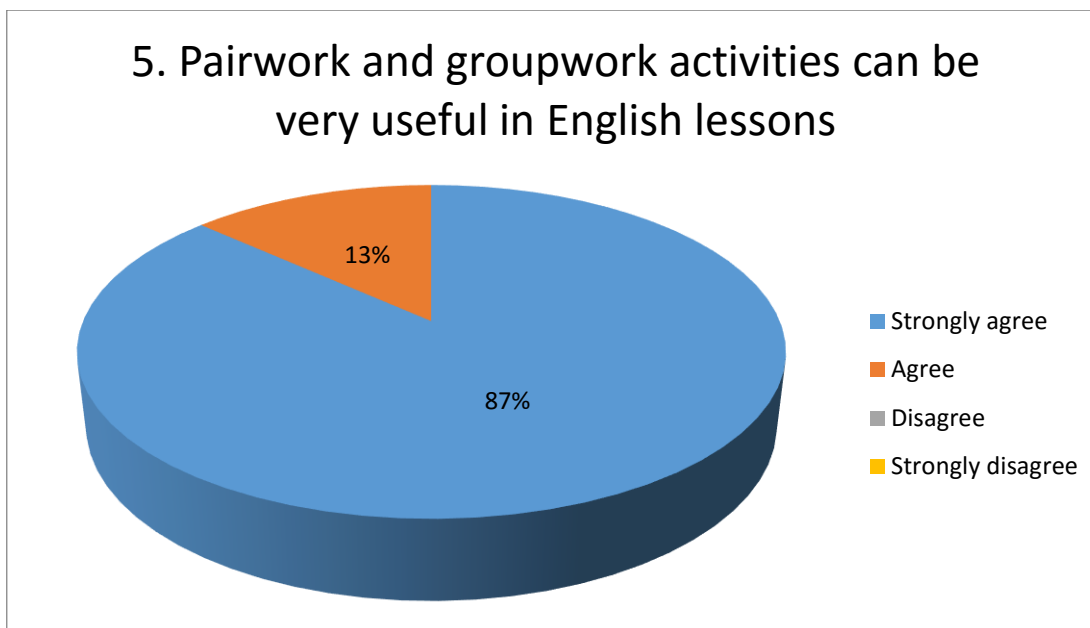


Figure 9: Pairwork and groupwork activities can be very useful in English lessons.

The question if students find pairwork and groupwork activities useful in English lessons. Predictably, most of them agreed with this one rather enthusiastically (13% agreed, 87% strongly). Out of all the respondents there was no one would disagree with the statement. The research showed that the trainee students feel very strongly about collaborative activities and their part in language teaching. The finding might be influenced by the fact that using pairwork and groupwork are among techniques that are recommended to trainee students as part of good classroom management. Undoubtedly, collaborative activities have many advantages. However, there are also some disadvantages that can make learning less effective. Also, working in grouping is not necessarily popular with all students. (Chapter 2.1)

To conclude, the results showed the popularity of pairwork and groupwork among university students.

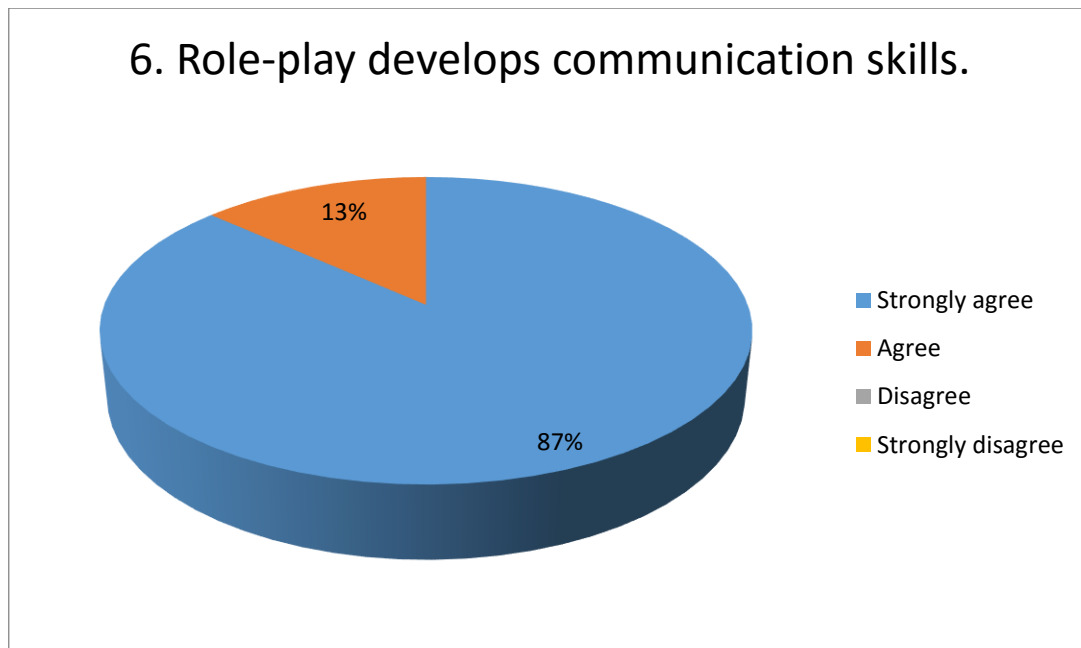


Figure 10: Role-play develops communication skills.

The results of the sixth question are rather obvious. Out of all the respondents there was no one would disagree with the statement that role-play helps to develop communication skills.

Role-play is one of the techniques that promotes interaction in the classroom. Therefore the results are consistent with those discussed in Chapter 1.2. Nevertheless, testing communicative competence can be difficult. One way to do this is to through role-play and conduct feedback afterwards.

7. Role-play makes shy students feel nervous and threatened.

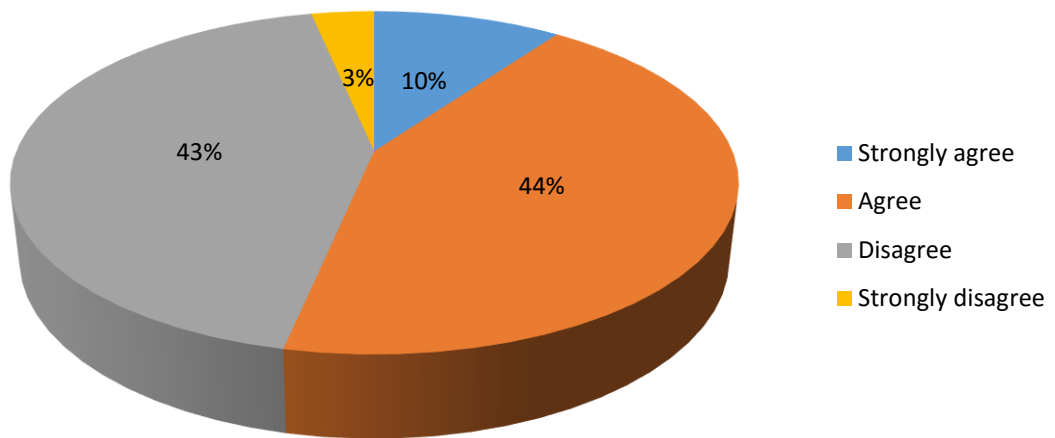


Figure 11: Role-play makes shy students feel nervous and threatened.

The seventh question was aimed at the common objections that role-play makes shy student feel uncomfortable and was connected to the fourth question. This finding illustrates possible reasons why teachers might sometimes avoid conducting role-play activity with their students. There are possible ways to motivate students - the role-play can be also carried out in pairwork which can be a solution to this problem.

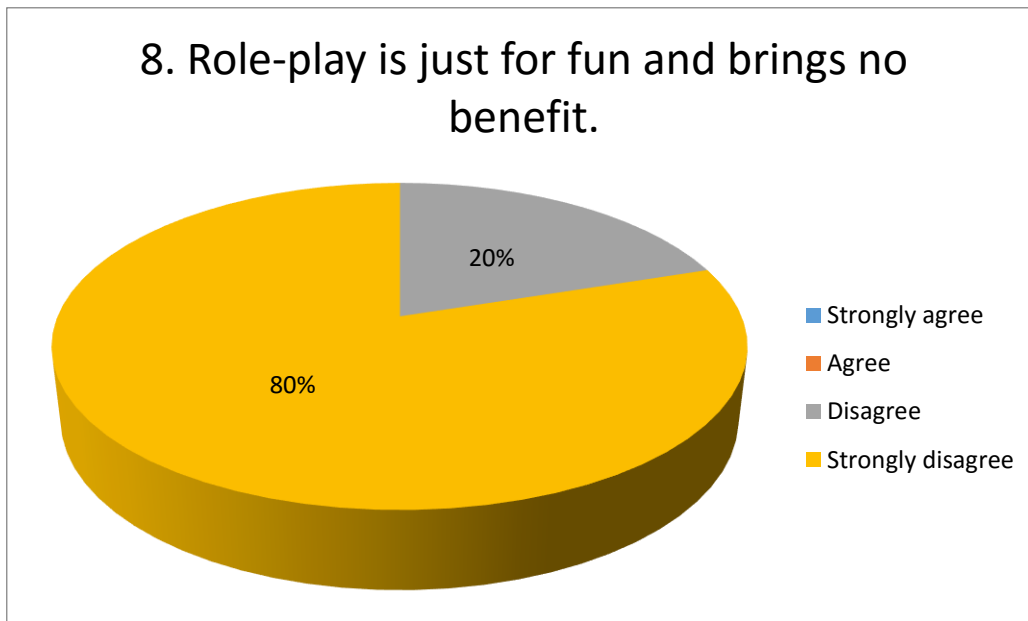


Figure 12: Role-play is just for fun and brings no benefit.

This statement relates to the second question and the assumption that having fun is often associated with noise in the classroom. Indeed, the element of fun plays an important part in using role-play. However, as it was discussed in theoretical part (chapter 1.2), there are many advantages of using role-play and having fun is only one of them. Many methodologists also prove that humour works powerfully on student affect. Moreover, a play and humour is co-constructed so it promotes collaboration.

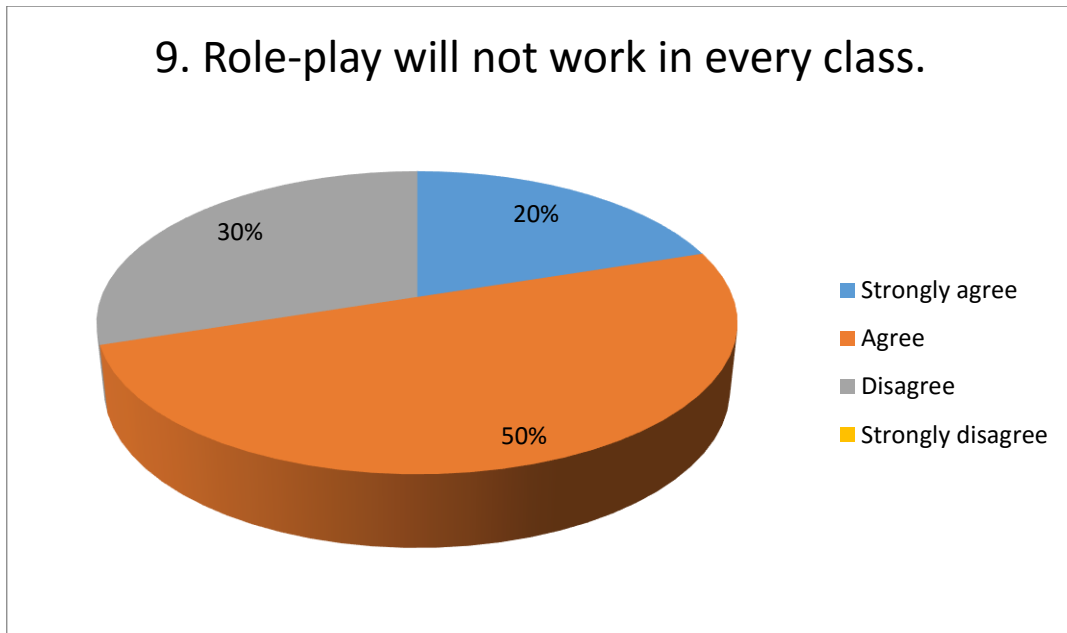


Figure 13: Role-play will not work in every class.

Most of the respondents disagreed, some strongly (20%), however it was not anonymous. As future teachers of mainly adolescent classes some of them might be aware of the fact that teenagers may be more difficult to motivate and manage and that it can take longer to build rapport between teacher and students. The assumption is that they might have some experiences from teaching practice.

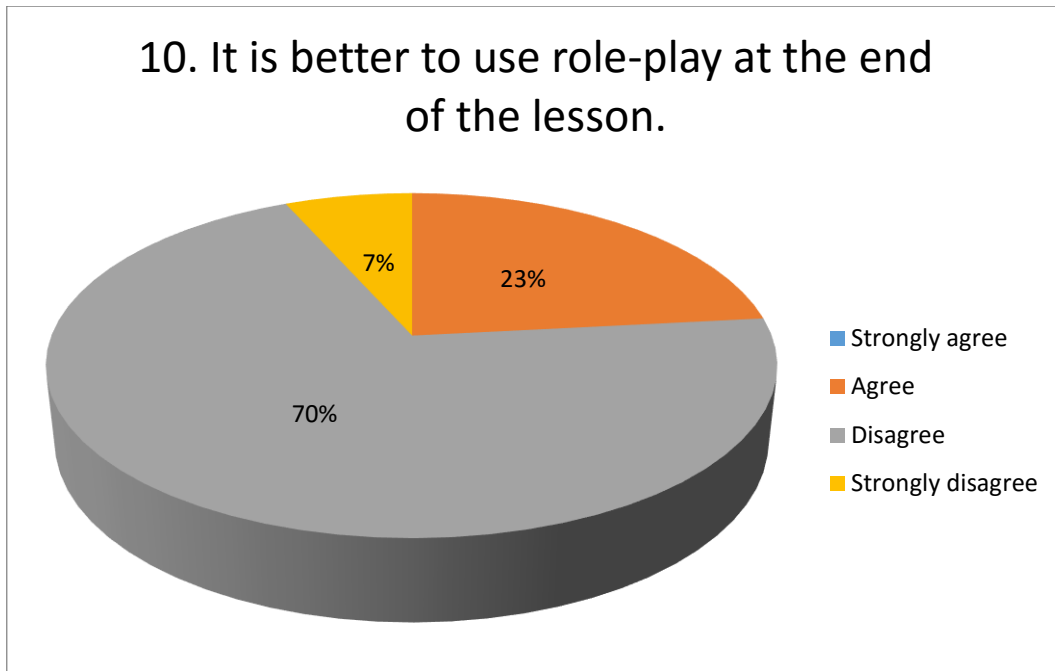


Figure 14: It is better to use role-play at the end of the lesson.

Interestingly, most respondents did not think it is a good idea to use role-play at the end of the lesson. Possible explanation could be that it often depends on the type of the role-play, so therefore it might be difficult to make a clear decision. The role-play activities carried out among pupils showed different reaction to different activities. In general, the short one were used as warm-up activities (therefore at the beginning) which proved to be quite effective in a way that in provoked pupils into language activation. Others, for instance *Act it out!* would be more suitable at the end of the lesson mainly because it involved moving around and rearranging furniture. Ultimately, it is up to every teacher to consider whether the activity serves the purpose and will not disrupt the lesson.

4.3 FINAL EVALUATION

All of the role-play activities were practised with the pupils at levels A1-A2. However, as it was suggested role-play are highly flexible activities and therefore they could be adjusted for different levels of English. Pupils participated in all of the activities and there were no discipline problems. After they got familiar with the concept of role-play, some of them became very enthusiastic about it. Overall, the activities supported communication and co-operation. It should be noted that all the activities were not instructed by their teacher of English so perhaps the conditions were slightly different and it is also likely that their behaviour was different. The role-play activity called *Blame it on your dog* was perhaps too challenging and there were some pupils who found other activities (such as *Detectives*) less interesting. However, the results on the whole were very positive. It was found that role-play brings opportunity for a lot of language production and meaningful practice. Besides, it encouraged pupils' creativity. Moreover, pupils seemed to enjoy groupwork more than pairwork. Perhaps because it involved moving around and grouping with their friends.

While developing the material I have shared in a great deal of fun with the ninth grade pupils. I thank them all for their participation.

CONCLUSION

The diploma project focused on role-play activities in English Language Teaching. The main aim of the theoretical part was to describe role-play and as an effective tool in language learning and how to implement role-play in the classroom successfully. The theories that support the use of role-play were also presented. Next, it was suggested that role-play activities need to be well-planned. Moreover, different factors need to be considered when working with different age groups. Role-plays represent activities that are highly flexible so they can be adapted to certain levels of English and used in English classroom as a warm-up activity or as a practice of structures and vocabulary. However, some of the activities could be quite demanding and are perhaps more suitable for classes aimed at conversation.

The main output of the practical part was the collection of eight role-play activities that were practised with pupils and then evaluated. The research was carried out at a lower secondary school among fourteen pupils. After every activity, the pupils were given a questionnaire with three questions which were designed to help to answer the research questions. Overall, it was found that pupils enjoyed participating in role-play activities and they preferred working in groups rather than in pairs.

The next questionnaire was aimed at university students of English at the Palacký University. It dealt with their opinions on using role-play in English language teaching. What emerged from the results is that all of them found role-play activities to be an essential part of language learning process. The majority of the future student believe that role-play can work in every class.

To sum up, the results of the questionnaires showed that implementing role-play in English lesson bring many benefits to the learning process. There was only a small number of pupils who participated in the project. It should be also noted that the opinions of future teacher are

presumably based on their limited experience from teaching practice. Their attitude might change when they become more experienced.

It was found that role-play activities can be very motivating and helps pupils to collaborate in the classroom. It was found that role-play brings opportunity for a lot of language production and meaningful practice.

Finally, the Theory of Multiple Intelligences proposed the idea that there are several paths to reach the same level of knowledge and skill. I believe that the aim of educational system should be to find which way is more suited to individual pupil. This thesis attempted to suggest that by implementing role-play in the classroom some pupils could get a better chance to learn.

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APPENDICES

Appendix 1: The Family Tree

You are Charles
You're Elizabeth's son

You are Elizabeth
You're Charles' mother

You are Camilla
You're Elizabeth's daughter-
in-law

You are George
You're Charlotte's brother

You are William
You're Kate's husband

You are Kate
You're Charlotte's mother

You are Phillip
You're Harry's grandfather

You are Charlotte
You're Harry's niece

Appendix 2: The Lost Property office - cards

<p>You've lost your keys. Go to the lost property office and say: Excuse me, I've lost...Answer the officer's questions.</p>	<p>You've lost your keys. Go to the lost property office and say: Excuse me, I've lost...Answer the officer's questions.</p>
<p>You've lost your passport. Go to the lost property office and say: Excuse me, I've lost...Answer the officer's questions.</p>	<p>You've lost your passport. Go to the lost property office and say: Excuse me, I've lost...Answer the officer's questions.</p>
<p>You've lost your purse. Go to the lost property office and say: Excuse me, I've lost...Answer the officer's questions.</p>	<p>You've lost your purse. Go to the lost property office and say: Excuse me, I've lost...Answer the officer's questions.</p>
<p>You've lost your watch. Go to the lost property office and say: Excuse me, I've lost...Answer the officer's questions.</p>	<p>You've lost your watch. Go to the lost property office and say: Excuse me, I've lost...Answer the officer's questions.</p>
<p>You've lost your glasses. Go to the lost property office and say: Excuse me, I've lost...Answer the officer's questions.</p>	<p>You've lost your glasses. Go to the lost property office and say: Excuse me, I've lost...Answer the officer's questions.</p>
<p>You've lost your phone. Go to the lost property office and say: Excuse me, I've lost...Answer the officer's questions.</p>	<p>You've lost your phone. Go to the lost property office and say: Excuse me, I've lost...Answer the officer's questions.</p>
<p>You've lost your umbrella. Go to the lost property office and say: Excuse me, I've lost...Answer the officer's questions.</p>	<p>You've lost your umbrella. Go to the lost property office and say: Excuse me, I've lost...Answer the officer's questions.</p>

Source: Gonzales, E. *The Lost Property Office*. The British Council. 2016.

Appendix 3: Detectives – role-play



Appendix 4: Act it out! (lyrics)

Skater Boy (Avril Lavigne)

He was a boy, she was a girl
Can I make it anymore obvious?
He was a punk, she did ballet
What more can I say?

He wanted her, she'd never tell
Secretly she wanted him as well
But all of her friends, stuck up _____ nose
They had a problem with _____ baggy clothes

He was a skater boy, she said, "See ya later boy"
He wasn't good enough for her, she had a pretty face
But _____ head was up in space
She needed to come back down to earth

Five years from now, she sits at home
Feeding the baby, she's all alone
She turns on TV, guess who she sees
Skater boy rocking up MTV

She calls up _____ friends, they already know
And they've all got tickets to see _____ show
She tags along, stands in the crowd
Looks up at the man that she turned down

He was a skater boy, she said "See ya later boy"
He wasn't good enough for _____, now he's a superstar
Slamming on _____ guitar
Does _____ pretty face see what he's worth?

Sorry girl, but you missed out
Well, tough luck, that boy's mine now
We are more than just good friends
This is how the story ends

Too bad that you couldn't see
See the man that boy could be
There is more that meets the eye
I see the soul that is inside

He's just a boy and I'm just a girl

Can I make it anymore obvious?
We are in love, haven't you heard
How we rock each other's world?

I'm with the skater boy, I said "See ya later boy"
I'll be backstage after the show, I'll be at a studio
Singing the song we wrote
About a girl you used to know

Adapted from: http://busyteacher.org/13530-skaterboy_avril-lavigne.html

Appendix 5: Questionnaire for pupils

Please circle the option of your choice.

1. Did you like the role-play activity?

a) yes b) no c) not sure

2. Do you think you can use the practised language better after this activity?

a) yes b) no c) not sure

3. In today's activity I participated...

a) a great deal b) somewhat c) very little

Appendix 6: A questionnaire for university students

Hello, my name is Silvie Bednarská and I'm writing my diploma thesis about role-play in ELT. This questionnaire is intended to collect data about this topic. It is mainly aimed at the students of English department at Faculty of Education as future teachers of English.

By role-play activity, I mean any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.

Thank you for taking time to complete this questionnaire.

Please read the questions and circle the option of your choice:

1. Did your teacher at lower secondary school use role-plays in English lesson? YES NO

2. Did you enjoy those English lessons? YES NO

3. As a future English teacher, will you use role-play activities with your pupils? YES NO

4. How often do you think it is beneficial to use role-play activities?

once a week more than once a week in every lesson other

5. At what stage of the lesson is it best to use a role-play activity?

beginning middle end it doesn't matter

Please indicate how strongly you agree/disagree with the following statements:

	Strongly Agree	Agree	Disagree	Strongly disagree
1. Teachers do not have time to include role-play activities in the lesson.				
2. Role-play activities might distract learners as there is too much noise in the classroom.				
3. Pupils need to use a wide range of vocabulary to act out a role-play.				
4. Role-play can be done only with extroverted students.				
5. Pairwork and groupwork activities can be very useful in English lessons.				
6. Role-play develops communication skills.				
7. Role-play makes shy students feel nervous and threatened.				
8. Role-play is just for fun and brings no benefit.				
9. Role-play will not work in every class.				
10. It is better to use role-play at the end of the lesson.				

Appendix 7: List of Figures

Figure 1: A chart for recording student mistakes

Figure 2: Answers to question no. 1 – Questionnaire for pupils

Figure 3: Answers to question no. 2 - Questionnaire for pupils

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Figure 5: Teachers do not have time to include role-play activities in the lesson.

Figure 6: Role-play activities might distract learners as there is too much noise in the classroom.

Figure 7: Pupils need to use a wide range of vocabulary to act out a role-play.

Figure 8: Role-play can be done only with extroverted students.

Figure 9: Pairwork and groupwork activities can be very useful in English lessons.

Figure 10: Role-play develops communication skills.

Figure 11: Role-play makes shy students feel nervous and threatened.

Figure 12: Role-play is just for fun and brings no benefit.

Figure 13: Role-play will not work in every class.

Figure 14: It is better to use role-play at the end of the lesson.

RESUMÉ

Diplomová práce pojednává o hraní rolí v hodinách anglického jazyka. V teoretické části byl vysvětlen koncept hraní rolí a na základě uvedené literatury důvody a teorie podporující jejich využitelnost ve třídě. Následně byly vyhodnoceny dotazníky žáků, kteří se účastnili vybraných aktivit a také studentů Ústavu cizích jazyků na UPOL. Všechny komponenty praktické části tak daly ucelený pohled na použití těchto aktivit ve výuce anglického jazyka.

ANOTACE

Jméno a příjmení:	Silvie Bednarská
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Josef Nevařil, Ph.D.
Rok obhajoby:	2016

Název práce:	Hraní v rolích v hodinách anglického jazyka
Název v angličtině:	Role-play in ELT
Anotace práce:	Diplomová práce se zabývá hraním rolí v hodinách anglického jazyka. Hlavním cílem práce bylo vytvořit sbírku aktivit, které se zaměřují na procvičení anglického jazyka touto formou. Praktická část obsahuje vyhodnocení dotazníků žáků, kteří se těchto aktivit účastnili a také studentů UPOL.
Klíčová slova:	hra, role, jazyk, anglický jazyk, metoda, student, kreativita
Anotace v angličtině:	This diploma thesis deals with the topic of role-play in English language teaching (ELT). The main aim of the practical part is to present a collection of eight role-play activities and the questionnaires regarding these activities from the pupils' point of view. It also focuses on opinions of university students of English at the Palacký University on role-play.
Klíčová slova v angličtině:	role-play, activity, language, teaching, learning, English, method, learner, creativity
Přílohy vázané k práci:	7 příloh
Rozsah práce:	78 s.
Jazyk práce:	angličtina