

KASDI MERBAH UNIVERSITY OF OUARGLA

Faculty of Letters and Literature

Department of English Language and Literature



Dissertation

Academic Master

Domain: Letters and Foreign Languages

Specialty: Linguistics

Submitted by: Brahim ABI SMAIL HEDJOUJJA

Kacem BAKELLI

Title

Promoting Students' Vocabulary Acquisition through the Use of Role Play Technique

The Case of First Year Undergraduate Students of English at KMUO

**Dissertation Submitted in Partial Fulfillment of the Requirements for the
Master Degree in Linguistics**

Publically defended on:

14/06/2020

Before the Jury:

Pr. Djemal GOUI

Presedent

KMU- Ouargla

Dr. Farida SADOUNE

Supervisor

KMU- Ouargla

Mr. Madjid DOUFENE

Examiner

KMU- Ouargla

Academic Year: 2019/2020

Dedication

This humble work is dedicated:

To my dearly beloved mother Yamina who would cross the oceans for my sake, and my model father Hadj Aissa who has always been there for me. This is my chance to say you

are the reason for being who I am today.

To my splendiferous brother and sisters who wished for me the best and supported me all

along the work.

To the soul of my grandmother may blessings of Allah be upon her.

To the decent family “Abi Smail Hedjoudja”.

To whoever taught me during my educational journey.

To all my dear friends and classmates whom I had the pleasure of knowing.

Thank you all for everything

Brahim ABI SMAIL HEDJOUJJA

Dedication

To the soul of my beloved Father

"Mohamed" god rest his soul

To my unique mother

"Mama"

To my lovely sisters & brothers

who have always supported me.

To all the "Bakelli" family

To my dear friends

Kacem Bakelli....

Acknowledgement

This piece of research is presented to the English department at Kasdi Merbah University Ouargla as a part of fulfilling the requirements of the master degree.

First and foremost, all the praise be to Allah the lord of this world who gave us the ability to complete our research and peace be upon our beloved prophet Mohamed.

Initially, we would like to express our deepest and greatest gratitude to our teacher and supervisor **Dr. SADOUNE Farida** who has stood beside us to complete this work mentioning notably that without her nothing would have been achieved.

We would like also to express our sincere gratitude to the honoured members of the jury for accepting, reading and assessing our work.

Furthermore, we would like to thank all the staff and teachers of the English department who have helped us along the past five years.

In addition, we would like also to express our special gratitude to the staff of the American Corner Ouargla and the library for facilitating our work and providing us with several sources.

Last but not least, a special appreciation goes to first year students for their contribution in this research.

Brahim & Kacem

Abstract

The present research attempts to investigate the extent to which role play technique promotes EFL learners' vocabulary acquisition and test the set hypothesis that teaching vocabulary through role play technique would promote students' vocabulary acquisition and develop their communicative competence. In order to reach the pre-determined goals, the methodology adopted is the mixed method approach. For the quantitative method we opted for a quasi-experimental study that includes a pre-test, three training sessions and a post-test which were addressed to 20 First Year Undergraduate Students of English at the Department of Letters and English Language at Kasdi Merbah University of Ouargla, whereas for the qualitative method a semi-structured interview was administered to 2 teachers of Oral Expression. After collecting and analyzing the data, the findings showed a remarkable improvement in students' progress in using vocabulary in their appropriate context.

Keywords: Role play technique – EFL learners – Vocabulary acquisition – Communicative competence – Communicative Language Teaching

List of Abbreviations

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

FL: Foreign Language

KMUO: Kasdi Merbah University Ouargla

Q: Question

RP: Role Play

List of Figures

Figure 1.1 Example of teaching functions through role play.....	07
Figure 1.2 Example of role play, at the pet shop.....	10
Figure 1.3 Example of role play, at the train station.....	11
Figure 2.1 Example of the vocabulary item ‘animal’.....	26
Figure 2.2 Example of using a picture in presenting new vocabulary.....	28
Figure 2.3 Example of contrast.....	30
Figure 3.1 The comparison between pre-test and post-test	37
Figure 3.2 Percentage of correct and wrong answers in pre-test	38
Figure 3.3 Percentage of correct and wrong answers in post-test	39

List of Tables

Table 2.1 The main constituents of knowledge of word use.....	18
Table 2.2 Examples of collocations.....	23
Table 3.1 Pre-test scores and percentages	34
Table 3.2 Post-test grades and percentages	36
Table 3.3 The difference between pre-test and post-test results	38
Table 3.4 Teachers' experience in teaching EFL	40
Table 3.5 Oral class levels taught	40

Table of Contents

Dedication	i
Dedication	ii
Acknowledgements	iii
Abstract	iv
List of Abbreviations	v
List of Figures	vi
List of Tables	vii
Table of Contents	viii

General Introduction

Background of the Study	01
Statement of the Problem	01
Purpose of the Study	01
Research Questions	02
Hypotheses	02
Research Methods	02
Structure of the Dissertation	02
Definition of Key Terms	03

Chapter One: Role Play in EFL Classroom

Introduction	04
1.1. Definition of Role Play	04
1.2. A Brief History of Role Play	05
1.3. Types of Role Play	05
1.3.1. Scripted Role Play.....	05
1.3.2. Unscripted Role Play.....	06
1.4. Reasons for Using Role Play in Teaching Vocabulary.....	06
1.5. Advantages of Role Play.....	07

1.6. Role Play Procedure.....	08
1.6.1. Deciding on the Teaching Materials	08
1.6.2. Selecting Situations and Creating Dialogs	08
1.6.3. Teaching Dialogs for Role Play.....	08
1.6.4. Students Practice the Role Play.....	08
1.6.5. Students Modify the Situations and Dialogs.....	09
1.6.6. Evaluate and Check Students' Comprehension.....	09
1.7. Teacher's Role in Role Play.....	09
1.7.1. Teacher as a Facilitator.....	09
1.7.2. Teacher as a Participant.....	09
1.7.3. Teacher as a Spectator.....	09
1.8. Examples of Role Play.....	10
1.8.1. At the Pet Shop.....	10
1.8.2. At the Train Station.....	11
1.8.3. Going to the Doctor.....	11
1.9. Teaching Vocabulary through Role Play.....	13
Conclusion.....	14

Chapter Two: Teaching Vocabulary through Role Play

Introduction	16
2.1. Definition of Vocabulary.....	16
2.2. The Importance of Vocabulary in EFL Teaching	17
2.3. Aspect of Knowing a Word	17
2.3.1. Meaning	17
2.3.2. Use	18

2.3.3. Word Grammar	19
2.3.4. Word Formation	19
2.3.4.1. Derivations	20
2.3.4.2. Inflections	20
2.3.5. Spelling	20
2.3.6. Phonology	20
2.4. Types of Vocabulary Taught in EFL	21
2.5. Items in Teaching EFL Vocabulary	21
2.5.1. Form (Pronunciation and Spelling)	21
2.5.2. Grammar	22
2.5.3. Collocations	22
2.5.4. Aspects of Meaning	23
2.5.4.1. Denotation	23
2.5.4.2. Connotation	23
2.5.4.3. Appropriateness	24
2.5.4.4. Polysemy	24
2.5.4.5. Synonym and Antonym	25
2.5.4.6. Hyponym and Superordinate	25
2.6. Vocabulary Teaching Techniques	26
2.6.1. Using Objects (realia)	27
2.6.2. Drawings	27
2.6.2.1. Drawing on Blackboard	27
2.6.2.2. Flashcards	27
2.6.3. Using Illustrations and Pictures	27
2.6.4. Mime, Expressions and Gestures	28
2.6.5. Enumeration	29

2.6.6. Eliciting	29
2.6.7. Translation	29
2.6.8. Contrast	29
2.6.9. Guessing from Context	30
2.6.10. Games	30
2.6.10.1. Speller Line-up	31
2.6.10.2. Adverb in Action	31
2.6.10.3. Twenty Questions	31
Conclusion	31

Chapter Three: Methodology & Data Analysis

Introduction	32
3.1. Research Methods	32
3.2. Sampling and Population	32
3.3. Research Instruments and Data Collection	32
3.3.1. Quasi-experimentation	32
3.3.1.1. Administration and Description of the Quasi-experiment	33
3.3.1.2. The Analysis of Pre-test Results	34
3.3.1.3. Interpretation of Pre-test	35
3.3.1.4. The Analysis of Post-test Results	35
3.3.1.5. Interpretation of Post-test	37
3.3.1.6. The Comparison Between Pre-test and Post-test Grades	37
3.3.2. Teachers' Interview	39
3.3.2.1. Administration and Description of Teachers' Interview	39
3.3.2.2. The Analysis of Teachers' Interview.....	40

3.3.2.3. Interpretation and Discussions	42
Conclusion	43
General Conclusion	
Pedagogical Implications	44
List of References	46
Appendices	
Appendix A: Pre-test and Post-test	52
Appendix B: Training Sessions	54
Appendix C: Teachers' Interview	60

General Introduction

Background of the Study

English language has lately become the first international language of communication; and it has been used in many fields. Therefore, a remarkable tendency was given to learning English. Despite teaching English language has undergone through different methods, yet communicative language teaching seems to be the most useful approach to enable EFL learners to develop their communication skills. EFL learners often struggle in communication as a result of limited linguistic competence they owe. According to Schmitt (2000), lexical knowledge has a vital role in communicative competence. In this regard, EFL learners need to be exposed to different vocabulary through authentic teaching techniques. Role play as many other techniques plays a paramount function to facilitate vocabulary acquisition in real life communication inside the classroom in oral sessions exclusively. According to Lajooee and Barimani (2013), what is important about learning vocabulary in EFL is not knowing vocabulary only, but using it in various situational contexts. In this sense, role play provides as many real life situations as possible for vocabulary use in context. Therefore, vocabulary learning and acquisition is effectively enhanced inside and outside the classroom through role play.

Statement of the Problem

It has been noticed that the uttermost objective of EFL learners is to make maximum use of vocabulary in real life situations. According to their teacher's observation, first year undergraduate students of KMUO; however, seem to encounter some difficulties in communication. Among which the main problems of why they encounter difficulties in communication is the lack of vocabulary, conversely, some students seem to have a considerable amount of vocabulary, yet they fail to make them in use. Therefore, it has been a great challenge for EFL teachers of Oral Expression to adopt a technique through which it enables learners to acquire vocabulary of real life use which serve them to communicate effectively. In this regard, the problem being raised in this research is to investigate whether or not teaching vocabulary through role play promotes learners' vocabulary acquisition.

Purpose of the Study

Based on the problem being raised above, acquiring the appropriate use of vocabulary in their real life situation seems to be their uttermost objective, therefore, this study aims at investigating whether or not role play enhances vocabulary acquisition of first year undergraduate students of KMUO.

Research Questions

This research aims to answer the following questions:

1. Are teachers of Oral Expression aware of the use of role play to enhance vocabulary acquisition?
2. To what extent can role play enhance learners' vocabulary acquisition?
3. How does the vocabulary acquired by role play promote learners' communicative competence in tentative future performances?

Hypotheses

Based on previously mentioned questions, it is hypothesized that:

- Teachers of Oral Expressions are aware of the use of role play technique; nevertheless, some teachers do not use it.
- Teaching role play enhances first year undergraduate students' vocabulary acquisition.
- Using vocabulary taught through role play would promote students' communicative competence and fluency.

Research Methods

In order to achieve the aim of our study and to prove the hypothesis stated above. First, we opt for a quasi-experimental study, preceding with a pre-test to identify the learners' current level of vocabulary in a certain field, three (03) training sessions are designed adopting role play technique, followed by a post-test to see the learners' outcomes through the use of role play. Secondly, teachers of Oral Expression are interviewed in order to elicit their views about using role play as a technique to enhance vocabulary learning.

Structure of the Dissertation

This study is comprised of a general introduction, two main parts and a conclusion. The general introduction contains background of study, statement of the problem, the purpose of the study, research questions, the hypothesis, research methods, structure of the dissertation and definition of key terms. The first part is theoretical and it is divided into two sections. The first section is devoted to a general overview about role play technique, its usefulness and the possibility of implementing it as a way to enhance vocabulary acquisition of learners in EFL classroom. The second section provides basic knowledge of vocabulary notion and the main items of teaching vocabulary in EFL. In addition, it casts light on some techniques of presenting vocabulary, then it

is followed by a conclusion. The second part is practical, which presents the methodology, the population and the sample, in addition to data collection tools and the analysis of the results. Finally, this piece of research is concluded with a general conclusion.

Definition of Key Terms

Communicative Competence: it is one of the main aims of CLT, which expresses the ability of using different communicative language situations in social contexts (Dell Hymes, 1972).

Communicative Language Teaching: “can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning and the roles of teachers and learners in the classroom” (Richards, 2006, p.2).

Fluency: Lennon (2000) states that “a working definition of fluency might be the rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing” (p26).

Role Play: “is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom.” (Ur, 1996, p.131).

Vocabulary: Vocabulary is an important element in language knowledge; it plays a paramount role for learners in language acquisition (Cameron, 2001).

Theoretical Part

Chapter One: Role Play in EFL Classroom

Introduction

Although EFL learners may have sufficient amount of vocabulary for speaking, they often lack the ability to express themselves freely in communication as a result of the lack of exposure regarding the target language. Indeed, due to the evolution of teaching, numerous techniques have emerged and been adapted in order to enhance learning and teaching.

Role Play (RP) is among those techniques which brings different social contexts through the simulation of real life situation. This technique is needed to be implemented as a way to change pace, bring fun, prompt learners to involve and more importantly to encourage them to produce language. Hence, it is the role of their teacher to enable them to put their vocabulary knowledge into practice in order to be more communicative. The effectiveness of this technique is tied to how well it is prepared, yet the problem is how this technique is used in the classroom. Thus, the following chapter is devoted to provide different definitions of role play concept, a brief history, types and reasons for using this technique in addition to its advantages. Furthermore, this chapter presents how role play is designed, and it tackles the different teacher's roles in the role play as well as some examples of this technique. Moreover, it sheds light on how vocabulary can be taught through role play, then it is ended with conclusion.

1.1. Definitions of Role Play

Role play is among the most known teaching strategies that are adopted by EFL teachers in order to enhance learners' language in use. This technique aims at engaging the students in real life situations, reducing their fear and most importantly developing their communicative skill. Richards and Schmidt (2010) define role play as:

language teaching drama-like classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation. For example, to practise how to express complaints and apologies in a foreign language, students might have to role-play a situation in which a customer in a shop returns a faulty article to a salesperson (p 501).

In addition, Harmer (1998) refers to role play as those activities through which students are asked to imagine themselves are in different situations and act accordingly. Furthermore, Bailey and Nunan (2005) mention that role play is speaking based activity in which students take the part of different people and interact based on their characteristics, for instance; age, gender occupation, and so on. Moreover, Bailey and Nunan (ibid) clarify that role play includes some specific communicative functions such as, making reservation, negotiating the price and so on.

Based on the definitions above, it is noticed that there is no one precise definition of role play and every author sees it in different way, yet it is mainly agreed that this technique contributes remarkably in communicative language teaching.

1.2. A Brief History of Role Play

Role play is considered as a subcultural phenomenon which is connected to the development of popular culture. According to historians, 1974 is the pivotal year of role playing games appearance, where the first coherent games Dungeons and Dragons were released. The latter caused the release of different styles of role playing games such as, live action role playing, tabletop and virtual gaming. Role plays reflect different genres regarding mood, setting, and most importantly fantasy, science fiction and horror (Bowman, 2010).

Bowman (ibid) views that the practice of role play is fundamentally an aspect of human social interaction. The latter is what Erving Goffman (1959) considers it as a type of performance in his description of self in everyday life. Once we are asked to perform a certain role such as a teacher or a child, our behavior changes unconsciously to fit these requirements, so as to build social cohesion.

1.3. Types of Role Play

Byrne (1983) points out that role play activity seems to be like drama played inside the classroom in which students take different roles of each other in a certain situation and act out what could possibly happen. Such takes can be categorized into two types, scripted and unscripted role play.

1.3.1. Scripted Role Play

According to Byrne (1986 as cited in Susanti 2007), this type of role play is based on the use of either textbook dialogue or reading texts in a form of speech in order to convey the meaning of language items in a more memorable way. Furthermore, in order to explain more this type, Doff (1998) illustrates with an example of scripted role play dialogue and reading text as the following:

Angela: Good morning. I want to send a letter to Singapore.

Clerk: yes, do you want to send it by air mail or ordinary mail?

Angela: I think I will send it by air mail. I want it to get there quickly. How much does it cost?

Clerk: to Singapore? That will be 30 pence, please.

Angela: (give to Clerk 50 pence) here you are.

Clerk: here's your stamp, and here's 20 pence change.

Angela: thank you, where is the post box?

Clerk: you want the air mail box. It is over there, by the door.

Based on these procedures, the key point is that the dialogue can be conducted by new pairs of students each time and that the students are asked to play the roles through improvising the conversation in front of their colleagues in the classroom.

1.3.2. Unscripted Role Play

Unlike the scripted type of role play; Doff (1988) views that this type uses situations which go beyond the textbooks. Thus, students should themselves decide on the language to use and how to develop the conversation. This kind of role play is also known as free role play. In order for such activity takes place inside the classroom, careful preparation is required. Furthermore, he (ibid) provides an example for unscripted role play which is illustrated as follows:

- a. One student has lost a bag, he/ she is at the police station to report it to the police.
- b. The other student is the police officer, and asks for details.

Based on the given ideas supplied by their teacher to enrich the dialogue, the two students who take the roles of the person who lost his/her bag and the police officer are asked to act the situation out, develop the conversation and solve the problem as they perform it in front of their classmates.

1.4. Reasons for Using Role Play in Teaching Vocabulary

Role play technique is used in teaching vocabulary for several reasons. First, it is one of the most important techniques in communicative language teaching which aims at making use of language in real life. In this regard, Alabsi (2016) states about role play that “it is a major strategy in the communicative approach and has many advantages, as it can encourage forms of social interaction that provide an important stimulus to use the language in real life and challenge learners' existing beliefs” (p229). Second, according to Alabsi (ibid), role play allows learners to utilize what they have learned through activities. Third, Al-Jabri (2005) indicates that “learners of English have often faced communication barriers in various situations which require control over a large variety of vocabulary items rather than a narrow range of syntactic structures” (p1). In this vein, Alabsi (2016) views that the purpose of learning vocabulary is to make use of them in communication appropriately. Thus, learners should be able to recall them, as well as to recognize how and when to use the appropriate words. On this basis, role play provides the chance to learners for learning and acquisition of vocabulary within communicative context.

Fourth, in addition to the use of role play as a means to achieve various outcomes including knowledge acquisition and skills development; Alabsi (ibid) also adds that role play is such a useful technique in vocabulary learning in which it provides the opportunity for learners to increase their knowledge of vocabulary by reading, discussing and debating different issues. Fifth, role play brings creativity to the learners in terms of using their vocabulary. In this regard, Afdillah (2015)

indicates that “many students will be more creative and active to play their role because the teacher gives opportunities to students to explore their actions” (p20). Sixth, according to Ladousse (1987), role play could be fundamentally used because it is fun. In other words, role play provides an opportunity to learners for making use of language in real life situations in a fun way. Last, Ladousse (ibid) claims that role play promotes learners’ fluency and interaction inside the classroom.

1.5. Advantages of Role Play

EFL learners often need to be encouraged in the process of learning. On this basis, Alabsi (2016) views that role play technique has a remarkable effect and impact on learners. Besides, it strengthens the learners’ enthusiasm and self-confidence. Moreover, role play is such a helpful technique for learners which facilitates vocabulary learning and enables them to learn in fun way (Kuipers & Clemens, 1998; Huang and Shan, 2008; Altun, 2015 as cited in Alabsi 2016). Furthermore, Aliakbari and Jamalvandi (2010) affirm that the use of role play technique permits the learners to use the language and words in real life situations. In addition, Alabsi (2016) states that “acting out a situation encourages the students to use the natural expressions and intonations of native speakers as well as gestures” (p229). In other words, the situations which learners perform through role play pave the way for the learners to use ready-made expressions and the native speakers’ intonation. According to Ur (1996), teachers can use given role play situations to teach functions such as, giving advice, asking permission and so on. Thus, teaching functions through role play technique allows learners to memorize vocabulary of ready-made expressions and chunks. Besides, learners would be aware of the meaning and purpose of what they are saying. In this regard, Ur (ibid) illustrates with the following example:

BOX 7.3: OFFERING HELP

A: Can I help?
B: Oh yes, please, I don't know what to do...
A: What's the matter?
B: He doesn't understand what I'm telling him!
A: Would you like me to explain?
B: Please do!

(adapted from Alan Maley and Alan Duff, *Variations on a Theme*, Cambridge University Press, 1978, p. 46)

© Cambridge University Press 1996

Figure1.1 Example of teaching functions through role play

The figure above provides an example of using language for real life situation to express a function of offering help through which students will be enabled to memorize vocabulary items and ready-made expressions of offering help such as ‘would you like me to...?’.

1.6. Role Play Procedure

As a result of the practical outcomes of role play, there has been a tendency to use role play technique in teaching EFL broadly and vocabulary exclusively. However, teachers should pay meticulous attention to the procedure. Indeed, it is important for EFL teachers to know about the steps of conducting effective role play inside the classroom in order to ensure effective learning and acquisition. Huang (2008) summarizes the procedure in the following steps:

1.6.1. Deciding on the Teaching Materials

In order for teachers to conduct role play, they should first begin with selecting the teaching materials. The latter can be found in text books or non-textbook teaching materials such as, picture books, story books, movies, cartoons and so on. However, that does not mean that teachers’ own touch is excluded; they also can create their own authentic teaching materials for role play. The chosen teaching materials should be selected according to the learners’ level, interests and teaching objectives.

1.6.2. Select Situations and Create Dialogs

After the decision on the teaching material, teachers should select the situation to be performed through role play. In each role play situation, there should be a dialogue either provided by the teaching materials or created by the learners themselves.

1.6.3. Teaching the Dialogs for Role Plays

When the role play situation is selected, afterwards teachers need to teach the important vocabulary, sentences and dialogues for the situation before the role play activity takes place. Otherwise, the teachers should let their students ask how to say the words they want to say.

1.6.4. Students Practice the Role Plays

Students may practice and prepare for the situation in pairs or in small groups. They exchange their roles with each other after they play their own roles a few times. This way will allow them play different roles at a time. The teacher asks the students to perform the situation in front of their classmates when they are confident and ready to do so.

1.6.5. Students Modify the Situations and Dialogs

After the students gain familiarity with the original role play situation, they can add their own touch through modifying and creating variations to the original situation.

1.6.6. Evaluate and Check Students' Comprehension

The last step for teachers to do is to evaluate the effectiveness of role play activities and check whether students have grasped the intended meanings of vocabulary, phrases, and sentences in the dialogue. There are several ways in order for teachers evaluate their students such as, oral and listening tests. For instance, for oral tests, students are asked to answer few questions related to the role play in which they have performed, whereas for listening tests, beginner students are asked to do tasks related to such types of questions as, listen and circle, listen and match and so on.

1.7. Teacher's Role in Role Play

The success of role play is tied to many factors among which the teacher's role can be found. The question is raised here is about the teacher's role in role play activity. The teacher can possibly take three roles.

1.7.1. The Teacher as Facilitator

The teacher could be as a facilitator. According to Budden (2004) learners may fail to perform their roles due to the shortage of vocabulary, so it is due to their teacher to provide them with the vocabulary when it is necessary. However, the teacher may stop providing them with the assistance if only rehearsal time is long enough.

1.7.2. The Teacher as Participant

In addition to being facilitator, teachers may also take the role of a participant in particular cases. Sometimes teachers want to be involved in role play or in speaking activity in order to provide the learners with information to sustain the continuity of the activity and to encourage students to engage more. However, teachers should not engage too much in the activity and dominate the speaking, because this will draw the attention to them.

1.7.3. The Teacher as Spectator

The third role that the teacher may take is spectator. According to Budden (ibid), the task of the teacher in this role is to observe the students' role play performance and provide feedback at the end. Furthermore, Ladousse (1987) views that the role of the teacher as spectator is walking around the classroom, listening to students while performing the communicative tasks and pointing out mistakes to be corrected later. Moreover, Ladousse (ibid) adds that the teacher should consider

developing fluency as first priority and give less attention to errors to avoid suppressing the exercise.

1.8. Examples of Role Play

Based on the notion that in role play learners imagine themselves to deal with real life situation and act it accordingly, EFL teachers may use this technique to promote their learners' vocabulary acquisition, communicative competence and fluency. In this regard, the following are examples of role plays could be used:

1.8.1. At the Pet Shop

The example in this case shows the daily conversation that occurs between a customer and a pet shopkeeper. This case would make the learners accustomed with the conversations and more importantly with the vocabulary that could be used at the pet shop.

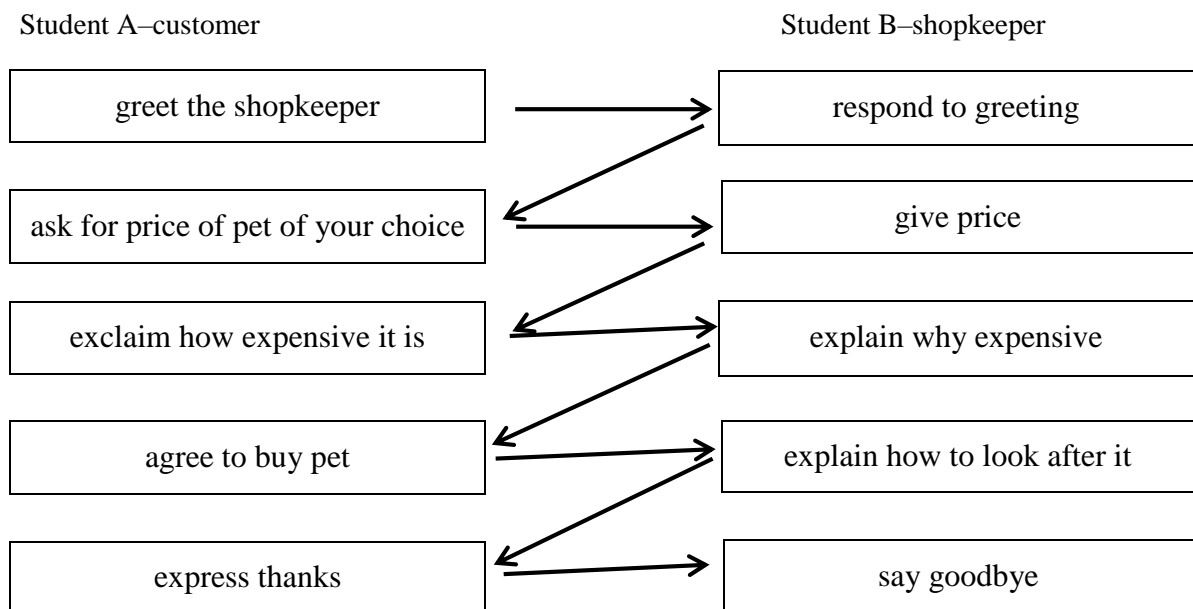


Figure 1.2 Example of role play, at the pet shop (Ladousse, 1987)

The example above shows a real life situation that takes a place at the pet shop, where a student takes the role of the customer, whereas another student takes the role of the shopkeeper and they both perform the role play.

1.8.2. At the Train Station

This example is a simulation of another real life situation that the learners can encounter. This example aims at providing possible vocabulary that are included in daily conversations at the train station

Train station

Role Plays for Today

Student A – Ticket seller

You work at Brighton train station. Read the information about train prices and times. It is 7.30a.m. and the station is very busy! Try to help your customers.

Role cards and signs

	Single	Return	Next train at...	Journey time
London Victoria	£8.40	£10.40	07:41	52 mins.
Gatwick Airport	£5.80	£7.20	07:41	28 mins.
Northover Airport	£9.80	£12.00	08:11*	1hr 18 mins.
Canterbury	£8.40	£11.80	08:11*	1hr 35 mins.
Dover	£9.00	£11.20	08:25	50 mins.
Eastbourne	£4.20	£5.20	08:05	31 mins.
Worthing	£3.80	£4.80	08:09	26 mins.

*Change at Gatwick Note: All child and student fares are half price.

Target language

Can I help you?
Where would you like to go?
Single or return?
Do you have student ID?
That's £10.40, please.
The next train leaves at...
It takes about ... minutes.
Don't forget to change at...

Train station

Role Plays for Today

Student B – Traveller

You are at Brighton train station in England. It is 7.30a.m. Choose one of the situations below and go to the ticket office. Each student should do three situations and then change over. Make notes on the prices and train times.

A: Your friend flies into Heathrow Airport this morning at 9.30a.m. You are going to meet her and bring her to Brighton. You have student ID.

B: You need to go to London for the day. You are a student but you don't have ID.

C: You would like to go to Canterbury or Dover for one day. Find out which is cheapest, and when the next train is. Then decide which city you would like to visit. You are an adult and you are travelling with two children.

D: You would like to visit Dover, and return to Brighton today with your three children.

E: You are a businessman. Today you need to go to Dover, and tomorrow you need to return to Brighton and then go to London (single). Buy both tickets now.

F: You would like to visit either Eastbourne or Worthing today. You only have £5.

Target language

I need to travel to...
How much is a single/return to...?
Can I get a student discount?
How much is it for children?
How long does it take?
When does it arrive in...?
When does the next train leave?
Do I need to change trains?
Could you spell that for me, please?

Figure 1.3 Example of role play, at the train station (Anderson, 2006)

The figure above presents a real life situation at the train station, where there are two different roles, the ticket seller and the traveler; therefore, two students are needed to perform the role play.

1.8.3. Going to the Doctor

The following example is the simulation of what usually happens at the doctor and what sort of conversation occurs between the patient and the doctor. Such real life situation conducted due to role play would allow learners to learn vocabulary, ready-made expressions and so on.

Hugo: I feel bad. My throat hurts.

Diego: Maybe you have a sore throat.

Hugo: I have a headache as well.

Diego: I can turn down the TV if you like.

Hugo: Thank you, Diego. You are a good brother.

Diego: Do you want an aspirin for your headache?

Hugo: Yes, please. My back hurts too.

Diego: Maybe you should go to the Doctors.

Doctor's Office

Doctor: Come in.

Hugo: Hello. I'm Hugo.

Doctor: Hello. How do you feel?

Hugo: I feel terrible. My head, throat and back hurt.

Doctor: Are you tired and exhausted?

Hugo: A little. Sorry. I have to sneeze. AHHCHOO!

Doctor: I have to ask you some questions. Do you feel sick?

Hugo: I feel very sick! Please help me!

Doctor: Calm down. Don't worry. Everything is going to be okay. Do you have an earache?

Hugo: No. I have a headache, a backache and a sore throat. I feel dizzy.

Doctor: Are you allergic to anything?

Hugo: I don't think so.

Doctor: When was the last time you were sick?

Hugo: I never get sick. I never catch colds. I am healthy. I do sports every day and I still get sick. AACHHOO!

Doctor: Would you like a tissue?

Hugo: Yes, please.

Doctor: Here you go.

Hugo: Thank you, Doctor.

Doctor: No problem. I think you have a cold, Hugo. My advice for you is to go home and try to get some rest.

Hugo: My head is spinning!

Doctor: I'm going to give you a prescription for some headache tablets. Also, I am going to give you a prescription for some cough syrup. It will help you with your sore throat.

Hugo: Thank you, Doctor.

Doctor: In a few days, you will start to feel better. Do you know where the pharmacy is?

Hugo: I think there is a pharmacy near my house but I feel too sick to go there.

Doctor: There is a pharmacy on this street. As you leave this building, walk 500 meters and it is on your left. Did you come here with anyone?

Hugo: My big brother brought me here. He told me I had to come here.

Doctor: Your brother cares about you. I think he should take you home now. I hope you get well soon.

Hugo: Thank you very much, Doctor. Have a good day. Bye!

Doctor: Take care. Bye.

Adapted from <https://busyteacher.org/14019-roleplay-going-to-the-doctor.html>

1.9. Teaching Vocabulary through Role Play

In EFL classes, learners may find the acquisition of vocabulary a bit difficult due to the traditional way of presenting vocabulary that their teachers tend to use. Teaching vocabulary is often associated with contexts in order to facilitate the acquisition of vocabulary teaching vocabulary through role play is a new way that EFL teachers can adapt as an effective technique to teach their learners new vocabulary. In this regard, Herrell and Jordan (1998) state that:

vocabulary role play is a strategy used to encourage learners to make connections among their past experiences, the content currently being studied, and vocabulary that is new or being used in an unfamiliar way. Students are introduced to new vocabulary and given an opportunity to discuss and use the vocabulary in context through role playing (p160).

Furthermore, Herrell and Jordan (ibid) view that vocabulary words can be taught through performing skits. The latter, allows learners to recognize the different contexts in which words can be utilized suitably.

In this essence, Herrell and Jordan (ibid) propose eight steps to teach vocabulary through role play which can be followed by EFL teachers in order to enhance their learners' vocabulary acquisition, they are as follows:

- Identifying Key Vocabulary: the teacher should select the vocabulary to be dealt with before the lesson begins, and he may use word flashcards for the presentation.
- Teaching the lesson: during the lesson, the teacher should stress on the key vocabulary, show their meaning and mime them if necessary. Then the teacher should account for the accurate pronunciation of the word. After that, students are asked to reread what they have read to boost their fluency.
- Connecting the vocabulary to past experiences: after the reading is done, the students are asked to talk about their knowledge of the previously selected words. By doing this, students are given the opportunity to learn about the connotative and denotative meanings of words.
- Sorting the words: the teacher in this step tries to encourage the learners to relate the previously selected words with any other ones which may share the same meaning, or to see if they refer to naming things-nouns. Then, the teacher should review the meaning of the words being tackled to help the learners remembering them.
- Planning ways to use the words: in this current step, the teacher prompts the learners to use the new vocabulary and show them his/her satisfaction whenever they do that. The teacher may also split the learners into small groups and ask each group to think of creating a scene in which they use all the new vocabulary words.
- Giving the students time to practice: the teacher gives time to each group for rehearsal as they think of scenes
- Performing the scenes: the groups in this step are given the chance to perform the scenes they have been working on as well as to see how they employ the new vocabulary in the scene. Students are encouraged for the use of any new vocabulary.
- Focusing on multiple word meanings: as some words have connotative meanings, students are split into groups to look about the different meanings and contexts that a certain word is used while performing the pole play.

The result of these steps would be promising if they were followed carefully. These steps could be beneficial for EFL teachers to make their students practice their language and make use of their vocabulary.

Conclusion

As long as learners seek to make use of the vocabulary they owe in communication, and since teaching vocabulary has undergone through different strategies as well as it cannot be discarded from context, it is highly crucial for EFL teachers to find an appropriate and effective way of presenting vocabulary to the learners. Role play is among many different strategies that EFL

teachers may adapt for teaching vocabulary which they may find it useful, since it helps learners to make use of their stored vocabulary, encourages them to speak, reduces their fear, and make them both fluent and confident speakers. Therefore, after what has been discussed above, it is crucial for EFL teachers to know about the importance and the reasons of implementing such a technique in the process of teaching in order to promote learners' vocabulary acquisition. In other words, it is due to EFL teachers nowadays to prepare for a suitable environment where student feel free to make use of the knowledge they have about vocabulary in real life situation. Thus, role play technique could be useful tool for EFL teachers to help their learners become good and fluent speakers.

Chapter Two:
Teaching Vocabulary through Role Play

Introduction

This chapter is mainly devoted to investigating the teaching of vocabulary through role play in EFL classroom. Initially, the chapter presents various definitions of vocabulary, its importance in communication in addition to the aspects of knowing a word. Besides to the types of vocabulary taught in EFL context. Furthermore, it spots light on vocabulary items being taught in EFL classroom. Moreover, it provides different techniques of teaching vocabulary then it is ended with a conclusion.

2.1. Definitions of Vocabulary

Thompson (1993) views vocabulary as a set of words used in a certain language. In addition, she (ibid) claims that vocabulary refers to the individual's stock of words while Ur (1996) considers vocabulary as the words being taught in FL. Moreover, she (ibid) views that vocabulary may be more than a single word. That is to say phrasal verb, idiomatic expression and collocations such as, fast food or mother-in-law which are made to express one idea, as well as vocabulary can be multi-word idioms where the meaning of the phrase cannot be concluded from the individual meaning of each word. In other words, it is rather considered as a chunk used in a particular context. Therefore, she (ibid) points out that the term 'items' is more conventional which covers all the previous cases about vocabulary rather than the term 'words'.

According to Hatch and Brown (1995) the term vocabulary is referred to a set of words for a particular language, or a set of words that individual speakers of a language might use. Furthermore, Richard and Renandya (2000) argue that vocabulary is the heart of language proficiency in which it reflects how well the learner speaks, listens, reads and writes. In other words, vocabulary is of paramount importance to any FL. Thus, without extensive use and acquisition of vocabulary however, learners may not be enabled to use the different tools and strategies of language learning such as talking to a native speaker, listening to songs and reading books. Diamond and Gutlohn (2006) state that "vocabulary is the knowledge of words and word meanings." <http://www.readingrockets.org/article/9943>. This is indicative enough that EFL learners' acquisition of vocabulary is better materialized and used within context.

Based on the definitions above, vocabulary can be considered as an essential part in language teaching to promote EFL learners' acquisition, since its teaching touches upon all levels of language including phonology, morphology, semantics and so on.

2.2. The Importance of Vocabulary in EFL Teaching

Since vocabulary was defined previously as the knowledge of word, the latter involves knowledge about the use of the word. In other words, any EFL learner should know the context of using the word; therefore, the knowledge of word is of great importance to both communicative competence and language acquisition. In this regard, Schmitt (2000) states that “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p55). Furthermore, Nation (2001) believes that there is a relationship between vocabulary knowledge and language use, and that relationship is complementary. In other words, the more EFL learners are equipped with the knowledge about words including their meanings and their contexts of use the better they know about language use. As for the latter, it enables the learners to increase their knowledge about words.

Wilkins (1972) states “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (pp.110-111). Based on this view, vocabulary teaching and learning is essential for enhancing the learners’ language skills and communicative competence. Folse (2004) has supported this view in which he argues that poor vocabulary knowledge leads to less effective communication. Besides that, the learners can express their ideas even without grammar, yet they cannot deliver their intended meaning without vocabulary.

2.3. Aspects of Knowing a Word

Since the importance of vocabulary knowledge has been stressed in vocabulary teaching to develop the learners’ communicative competence, it is necessary to elaborate further on what vocabulary knowledge is supposed to mean. Sárosdy et al (2006) shed the light on the main constituents of word knowledge and what learners have to know about words. They argue that it is mainly comprised of six elements.

2.3.1. Meaning

Most of EFL learners tend to attend to meaning at the first place rather than spelling and pronunciation. Sárosdy et al (ibid) argue that teachers are supposed to teach one single meaning at a time, and that learners know what the word intends to mean once they both understand it in the context and know its equivalent in their mother tongue. Furthermore, Harmer (2007) also agrees with this sense regarding the identification of meaning in which he sees the meaning of a word depends on the context of its use as long as any word may have more than a single meaning. For instance, the word ‘table’ refers to the thing with four legs which we can eat on or the thing we

can write on. However, the word can have different other meanings, such as, the meaning of the word table in ‘we can eat on a table’ is not the same as ‘we can table a motion in a conference’; therefore, the context is what makes the meaning of the word clear. According to Nation (1990) meaning is concerned with what the word intends to mean and whether or not the word has multiple or additional implied meanings.

2.3.2. Use

After knowing the meaning of a vocabulary, learners seek to know how to make use of it in a suitable sentence. In this regard, Sárosdy et al (2006) view that the learners need to be capable of producing words in their proper context. Furthermore, learners have to be aware of how the meaning is extended and restricted based on how the word is used. In other words, learners should know when to understand the meaning at the word level or beyond the word level based on how the word is used. For instance, idioms cannot be understood by knowing what each word is referred to, since they have special meaning, such idiom as ‘pull one’s leg’ cannot be understood by analyzing its components. Moreover, learners should know the collocations of the word, such as saying ‘headache’, yet we cannot say ‘legache’.

Milton (2009) points out that Knowledge of word use is composed of three parts. Firstly, Grammatical functions, which is concerned with knowing the word’s part of speech and how the word is linked with other words as a consequence. For example, since the word ‘yellow’ in English functions as an adjective, then it is expected to come before the noun. Subsequently, we say ‘a yellow door’ rather than ‘a door yellow’. Secondly, collocations, which is centered on finding out what other words that occur with a certain word. English verb such as ‘do’ can form phrasal verbs through attaching it with prepositions such as do up, do in, do away with and so on. Finally, constraints on use, which means that some words are restricted in their use and occur with certain words. For instance, the use of the word ‘kith’ never occurs outside the phrase ‘kith and kin’

Use		
Grammatical functions	R	In what pattern does the word occur?
	P	In what patterns must we use this word?
Collocations	R	What words or types of words occur with this one?
	P	What words or types of words must we use with this one?
Constraints on use	R	Where, when and how often would we meet this word?
	P	Where, when and how often can we use this word?

Table 2.1 The main constituents of knowledge of word use (Nation, 2001)

The table above indicates the main elements of knowledge about word use including grammatical functions, collocations and constraints on use. In addition, both letters ‘R’ and ‘P’ in the third column refer to the words ‘receptive’ and ‘productive’. For instance, the learners first are exposed to a lesson on adjectives, then the learner must know where to put the adjective **long** on the sentence when they want to speak. As for collocations, learners are taught the words that collocate with the word **make**, so they must know how to use this word appropriately with another word such as to make bed. While for the constraints on use, learners are exposed to particular words which are restricted to limited usage. Thus, learners should know the frequency of use and usages of each word.

2.3.3. Word Grammar

In teaching a new item of vocabulary and for better understanding it, learners should know about its grammatical classification. Thornbury (2002) categorizes the word into two classes. On the one hand, words which serve to construct the sentence grammatically, these are called grammatical words such as them, and, for and to. On the other hand, words that have essential role in the sentence, these are called content words such as verbs, nouns, adjectives and adverbs. Furthermore, Sárosdy et al (2006) point out that knowing a word means being aware of certain grammatical patterns related to that word. For instance, in case the word is a noun, then counting for categories of countable and uncountable is important, whereas if the word is a transitive verb, then it has a paramount role in forming passive structure and so on. Milton (2009) refers to word grammar as ‘Grammatical function’ in which he defines it as “knowing what part of speech a word is and how it will link with other words as a consequence” (p15).

2.3.4. Word Formation

It is important for learners after knowing the use of a vocabulary to know its components. In other words, to know the morphology of the word. Sárosdy et al (2006) assert that:

Word formation is in other words morphology. English words can often be used both as nouns and verbs which makes it a bit more bit difficult to teach which part of speech they belong to. When we speak about word formation we mean the grammatical context according to which the word changes, for example, present participles can refer to the past and to the present. Students have to know how suffixes and prefixes change the meaning of the stem, for example, ‘polite’, ‘impolite’. (p70)

In this regard, they (ibid) view that word-formation has to do with morphology in which learners need to know how suffixes and prefixes change the meaning of the word. Furthermore, Carter (1998) distinguishes between two types in word-formation.

2.3.4.1. Derivations

Carter (1998) identifies derivation as the process in which it results in forming new lexemes. It is characterized by being centered on the lexical variants of a given root, and it changes the grammatical category of the root. In other words, derivations change verbs into nouns, adjectives into nouns, and so on; for example, adapt/adaptable/adaptation.

Further, Carter (1998) agrees with Sárosdy in terms of the use of affixes in word formation, which are mainly the prefixes and suffixes that are added to roots to form inflections and derivations.

2.3.4.2. Inflections

Carter (ibid) defines inflections as all that generate from the root of a lexeme all the word-forms of that given lexeme. They are characterized by being centered on the grammatical variants of a given root. Besides, they do not form new lexeme, nor do they change the grammatical category of the given lexeme. For example, all the word-forms from the root ‘adapt’ such as in ‘adapt, adapts, adapting, adapted’ are verbs.

2.3.5. Spelling

Knowing how a given vocabulary is spelt is an important thing to know while acquiring a new vocabulary. Sárosdy et al (2006) view that spelling is one of the most important aspects of knowing a word, and they argue that learners know the word once they spell it correctly. Moreover, (Bradley and Huxford 1994 as cited in Nation 2001) clarifies that “the ability to spell is most strongly influenced by the way learners represent the phonological structure of the language” (p61). Furthermore, Ur (1996) adds that whether pronunciation or spelling will be perceived by the learner when encountering a new item for the first time; therefore, both aspects need to be presented and learned accurately in language teaching.

2.3.6. Phonology

While acquiring new vocabulary, learners should consider uttering it accurately and correctly. Sárosdy et al (2006) claim that in order for the learners to know about any given word it is important for them to know how the word is pronounced. Furthermore, Nation (2001) elaborates further that the knowledge of spoken form requires being able to recognize the word when it is heard. Moreover, he (ibid) adds that producing the spoken form of an English word includes having the ability to pronounce the sounds in the word likewise the degrees of stress of the suitable syllables of the word if it contains more than one syllable.

2.4. Types of Vocabulary Taught in EFL

Vocabulary is mainly divided into two types which are fundamentally important in teaching and learning, and those types are ‘receptive’ or passive and ‘productive’ or active. Gairns and Redman (1986) clarify further the distinction between the two types. They (ibid) claim that receptive vocabulary refers to language items that learners are able to understand and recognize when they are exposed to them through reading and listening. On the other hand, they (ibid) believe that productive vocabulary refers to language items that learners are capable of recalling and using them appropriately in speaking and writing. Moreover, Haixia and Zhaohui (2015) assume that learners are unable to use their receptive vocabulary spontaneously in speaking and writing. Instead, they can use their productive vocabulary automatically in speaking and writing. Furthermore, Haixia and Zhaohui (ibid) assume that learners at the beginner’s level make an immediate practical use of the newly learned words; therefore, those newly learned words can be included in the learners’ active vocabulary quickly. However, as they learn more new words every time, it is the fact that they are able to recognize some of those words and use them in speaking and writing; while for some other words, learners can solely recognize once they are exposed to them in reading.

According to Haixia and Zhaohui (ibid) there are many words that can turn to be active after they have been passive once the learner has enough exposure to those words. In other words, learners will be accustomed to using new words in speaking and writing after they were able to only recognize them once they meet those words more often. In this regard, Hedge (2000) suggests that learners should consider vocabulary knowledge as “a scale running from recognition of a word at one end to automatic production at the other, through immediate stages of making greater sense of the word and how it might be used in different contexts” (p116). Besides, Hedge (ibid) points out that in vocabulary teaching, teachers should make a clear decision on what words to be added to the learners’ productive vocabulary, so that they can provide them with proper activities in order to enable learners to use these words spontaneously as they speak or write.

2.5. Items in Teaching EFL Vocabulary

In EFL classrooms, vocabulary teaching includes different items that the teachers should provide to their learners while presenting new vocabulary. Ur (1996) provides a group of vocabulary items that EFL learners should be aware of. They are as follows:

2.5.1. Form (Pronunciation and Spelling)

The first item that EFL teachers should make their learners aware of while presenting a new vocabulary item is the form. In other words, learners should first recognize how to spell and

pronounce a new vocabulary. Ur (1996) views that when the learners encounter a new item, they should first be aware of two obvious characteristics. Firstly, knowing how the word is pronounced, where to put stress, intonation, silent letters and so on. For example, the word ‘debt’ is pronounced ‘det’, as it is noticed the letter ‘b’ is not pronounced. Secondly, knowing how the word is spelt. In other words, how the word looks like. For instance, dividing a word into consonants and vowels, such as g, r, o, w, t, h. Ur (ibid) sees that the aspect presented above should be well presented and learnt.

2.5.2. Grammar

Another item which is associated with vocabulary teaching is grammar. Indeed, it is of paramount importance to teach both grammatical structure of the vocabulary intended to be taught and its appropriate use in a certain context. Ur (ibid) defines grammar as the way in which words are combined together to make well-structured sentences. For instance, ‘I am a student’ is grammatically correct, while ‘I are a student’ is not. According to Harmer (2001) knowing about the grammar of words allow the learner to know how each word class functions in a sentence. In other words, knowing the grammatical nature of a word will help to know its function and its position at the syntactic level.

2.5.3. Collocation

Teaching vocabulary is not about teaching a single word only, rather, it goes beyond the word level such as teaching collocation. Ur (1996) views that collocations enable knowing whether the combination of words is ‘right’ or ‘wrong’ in a context; therefore, collocations are an item of great importance that should be taught while presenting vocabulary. Furthermore, Harmer (2001) defines collocations as “the way in which words co-occur – combinations which, through custom and practice, have come to be seen as normal and acceptable” (p20). Harmer (1998) provides typical examples of collocations such as, saying ‘harmful effects’ rather than ‘bad effect’, or ‘complete disaster’ rather than ‘full disaster’.

Moreover, Carter and McCarthy (1988) claim that collocation implies two important characteristics. Firstly, whenever the meaning of a word is clear to the learner, then it has of a great deal to do with the words being associated with that current word. Besides, those words associations serve as a helpful way to define the semantic field of that given word. In this regard, Brown (1974) states that “every useful collocation is another step towards understanding the concept of a word” (p3). Secondly, collocations allow learners to expect what kinds of words that are combined together.

Rudska *et al* (1982) list some examples of collocations as follows:

	Woman	man	Child	dog	Bird	Flower	Weather	Landscape	view	house	Furniture	bed	Picture	dress	Present	voice
Handsome		+									+				+	
Pretty	+		+	+	+	+		+	+	+		+	+	+		
Charming	+		+							+				+		+
Lovely	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+

Table 2.2 Examples of collocations (Rudska *et al* 1982)

The table above shows the possibility of combining the words (handsome, pretty, charming and lovely) with the words listed horizontally.

2.5.4. Aspects of Meaning

After they recognize their grammatical context, EFL learners mostly seek for knowing what the words they are taught refer to. Thus, the meaning is essential in presenting vocabulary. In this regard, Ur (1996) classifies meaning in EFL teaching into aspects which are as follows:

2.5.4.1. Denotation

When learners look about the meaning of a certain vocabulary, they are first exposed to the denotative sense of the word. According to Ur (*ibid*) the denotation of a word refers to its meaning in the real life, and it is usually the definition provided by the dictionary. Haixia and Zhaohui (2015) similarly add that “the denotative meaning is always the primary one of a word and it may seem quite easy to learn” (p396). For example, Hornby (2006) defines the word ‘bird’ as “a creature that is covered with feathers and has two wings and two legs. Most birds can fly” (p 136). Furthermore, in order for beginners to understand the denotative meaning of a word, they are encouraged to use illustrated dictionaries.

2.5.4.2. Connotation

Since words may convey more than a single meaning, learners may possibly be confused with the meaning of a certain word which leads to the misuse of it. Therefore, it is crucial for EFL teachers to provide their learners with the connotative meanings of the presented vocabulary if there are any. Ur (1996) views that the connotative meaning of a word is less obvious than the denotative one. She further explains that the connotation of a word may express associations, positive or negative feelings implied. Haixia and Zhaohui (2015) believe that the connotative

meaning of a word has to do with historical, cultural, political and social sources. For example, Ur (1996) illustrates the word 'dog' denotes the animal itself while its connotative meaning denotes friendship and loyalty, whereas it may carry a negative connotative meaning in other cultures.

2.5.4.3. Appropriateness

When the new vocabulary item is presented to the learners in the first place, teachers should not only provide its meaning and what it refers to, but they should also elaborate more about how, where and when to use the word. In other words, the way in which a certain word is located appropriately in a sentence according to a given context. Appropriateness according to Ur (ibid) is an aspect of meaning that the learners should acquire in order to let them know whether or not a certain word is suitable for a given context. Ur (ibid) adds that it is crucial for a learner to know about the word's frequency and formality. In addition to distinguishing between the words that are used in speech from those which are used for writing.

Schmitt (2000) provides a good example of appropriateness in which he considers that it is more appropriate for the students to use the word 'acquire' rather than 'get' while writing an essay or in academic writing broadly. Furthermore, Stevick (1973) suggests that learners' awareness of context makes vocabulary acquisition easier than providing words in isolated lists. Thus, it is preferable to teach vocabulary through context.

2.5.4.4. Polysemy

EFL learners often confront confusion as they decide on the meaning of particular words which have more than a single meaning and usage; therefore, it is of a great challenge for teachers to provide learners with the different meanings and usages of words, so that learners can differentiate between meanings of a single word in different contexts. Those words are referred to as polysemy. According to Thornbury (2002) polysemy refers to words in English which have different but overlapping meaning. Furthermore, Lakoff (1987) provides an example of polysemy for the word **over** which has different meanings and contexts in the following sentences:

- Sam is walking *over* the hill.
- Sam lives *over* the hill.
- The wall fell *over*.
- Sam turned the page *over*.
- The play is *over*.

The examples above show the different meanings and usages of the word *over* where its meaning changes according to the context. The meaning of the word *over* in the first example

refers to that Sam is literally walking over the hill, whereas in the last example the word *over* signifies that the play is finished.

2.5.4.5. Synonym and Antonym

In order to enrich learners' vocabulary and as another way of presenting a new vocabulary, EFL teachers tend to provide the word's synonyms or antonyms in an attempt to make learners approach the meaning of the new presented item. Ur (1996) refers to synonym as those items which share nearly the same meaning with a given word. For instance, both words 'glad' and 'delighted' share the same meaning with the word 'happy'. Moreover, synonyms may also include some words are often used interchangeably, and the preference of one word on another is straightly related to the context of use; whether formal or informal, and the speakers; whether they are using British or American accent. In this connection, Thornbury (2002) states that "synonyms are similar, but seldom the same. Even between words that seem interchangeable, such as a taxi and cab, or aubergine and egg-plant, one will be preferred over the other in certain contexts and by particular speakers" (p9).

On the other hand, Ur (1996) defines the word antonym as the items showing the opposite meaning of a given word. For example, the word 'strong' is the opposite meaning of the word 'weak'. Based on those definitions provided, both synonym and antonym are of great importance in vocabulary teaching, since they allow the learner to know more than a single vocabulary at a time.

2.5.4.6. Hyponym and Superordinate

Hyponymy and superordinate are also two important elements that every EFL teacher should tackle while presenting vocabulary items. Ur (ibid) states that "hyponyms are items that serve as specific examples of a general concept" (p62). In other words, it is a kind of relationship that connects a group of inter-related words to a general term. Carter (1998) refers to hyponymy as the link that exists between a group of lexical items that a meaning of a more general item is included in. for instance, the words potato, tomato and cucumber serve as hyponyms for the term 'vegetables'.

On the other hand, Ur (1996) views that the concept 'superordinate' refers to general concepts which serve as umbrella terms that cover specific items. Based on this definition, the word 'vehicle' is superordinate of such words as 'car', 'van' and 'lorry'. Aitchison (1987) provides a simple example for both hyponym and superordinate in the following figure:

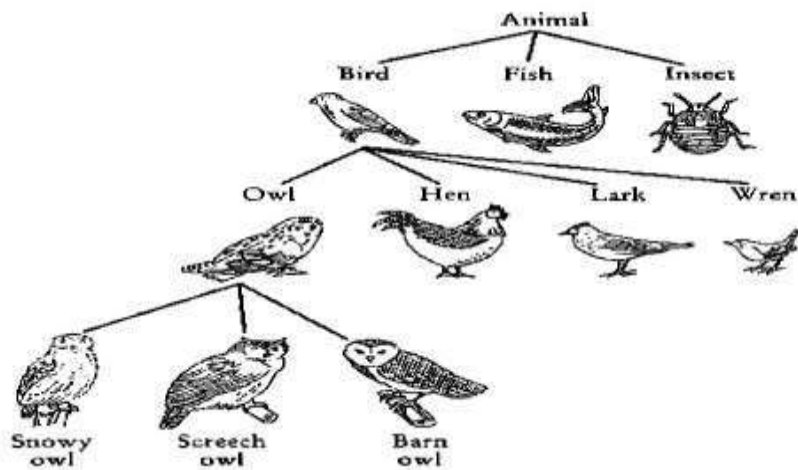


Figure 2.1 Example of the vocabulary item ‘animal’ (Aitchison, 1987)

The word animal in this figure above is an umbrella term that covers the words bird, fish and insect which represent the subdivisions of the word animal. Thus, the word animal is superordinate, whereas the subdivisions represent the hyponyms. Besides, the words owl, hen, lark and wren are under superordinate term bird, and they all belong in the first place to the concept animal. In the lights of this diagram, and how both concepts are presented, we can assume that learners can make benefits of acquiring more than a single word.

2.6. Vocabulary Teaching Techniques

The purpose of teaching vocabulary is usually to enable learners to make use of the newly learned items in practice in order for the learners not to forget them. However, it is not only presenting vocabulary to the learners that matters, but also the various techniques being used by teachers in presenting the meaning and form of vocabulary. According to Takač (2008) teachers implement techniques in vocabulary teaching based on some factors, such as time availability, the content and the technique’s value for the learners. Furthermore, Alqahtani (2015) states that “in presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique” (p26). Brewster et al (1992) list some techniques used in teaching vocabulary as follows:

2.6.1. Using Objects (realia)

One of the most practical techniques of presenting a new vocabulary is the use of real objects which is considered to be more realistic, because it provides concrete objects. Brewster et al (ibid) view that bringing real objects in presenting new words is often useful for learners in memorizing the words through visualization. Furthermore, Gairns and Redman (1986) view that using real objects is a suitable technique for young learners when concrete vocabulary is presented.

2.6.2. Drawings

Brewster et al (1992) believe that drawings are another teaching technique, and they could be used in either blackboard or flashcards. The latter, can be used in various contexts as they enable learners to grasp what they learn in the classroom.

2.6.2.1. Drawings on Blackboard

Bowen (1991 as cited in Klasone 2013) claims that teachers tend to use drawings on the board to capture the attention of their learners, change the pace of lessons, bring joy and provoke them to participate. Bowen (ibid) adds that the teachers can use the board to do several activities including teaching vocabulary, pronunciation, spelling and so on.

2.6.2.2. Flashcards

Bowen (ibid) views that flashcards are another tool that EFL teachers use when presenting a new vocabulary item. There are two types of flashcards. First, picture flashcards are used by many EFL teachers to represent a single concept such as objects. Secondly, word flashcards contain printed words which are prepared by the teacher. They are beneficial for both teachers and learners, easily handled and could be used at any moment needed.

2.6.3. Using Illustrations and Pictures

Illustrating and using pictures are also different and creative ways that teachers may use to present new vocabulary. According to Brewster et al (1992) another technique of presenting vocabulary is the use of pictures that are found in the materials that teachers tend to use, or by making their own visual aids, using pictures from magazines, and so on. Furthermore, Alqahtani (2015) considers visual support as a helpful tool for learners to understand the meaning as it makes the word less forgettable. He further states that “the list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs” (p27). Furthermore, Allen (1983) provides an example of using pictures as a technique in teaching vocabulary which is as follows:

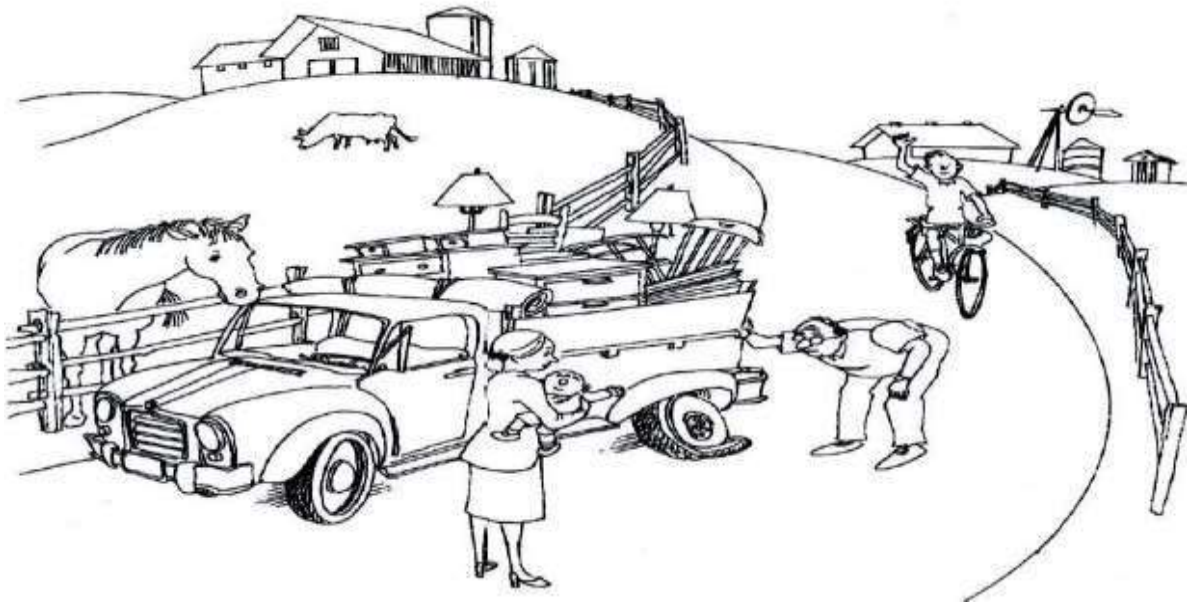


Figure 2.2 Example of using a picture in presenting new vocabulary (Allen, 1983)

The figure above presents a picture to be used in teaching vocabulary, this technique is used to facilitate learning vocabulary for learners.

2.6.4. Mime, Expressions and Gestures

Mime, expressions and gestures are non-verbal ways to present vocabulary in EFL, where vocabulary are taught within context. Those techniques serve learners for better memorization of vocabulary. Klippel (1994) states that:

Mime or gesture is useful if it emphasizes the importance of gestures and facial expressions on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. (p115)

Based on what is stated above, the use of mime or gesture in teaching the meaning of words used in speaking is emphasized. Therefore, mime and gesture can be used in teaching many words. For instance, using mime while teaching adjectives such as ‘sad’ and ‘happy’, or mime through taking off a watch from the wrist to teach the word ‘watch’ and so on. The effectiveness of the use of mime and gesture in teaching vocabulary has been testified by many second language teachers. In this regard, Alqahtani (2015) views that teaching by gestures is another effective way that helps the learner in memorizing vocabulary, and learners find it easy to retrieve the words that are presented by gestures during the lesson mostly. Moreover, some learners unconsciously tend to imitate their teachers in using gestures while producing words that they are taught.

2.6.5. Enumeration

If miming and explaining visually fail to lead the learners to understand the meaning of the word, the teacher may use the enumeration technique instead. Alqahtani (2005) states that “an enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning” (p28). In other words, the usefulness of this technique is its use when a word is quite difficult to be explained visually. For instance, teachers can say the word ‘clothes’ and explain it using enumerating. Thus, they can list different types of clothes, such as skirt, dress, trousers and so on. Therefore, the meaning of the word ‘clothes’ would be clear to the learners.

2.6.6. Eliciting

Eliciting is also another technique that is centered on the contextualization of teaching. Brewster et al (1992) declare that “this technique is more motivating and memorable than giving pupils a list of words to learn” (p88). In other words, eliciting is more effective way to memorize vocabulary than the decontextualized way. For instance, the teacher tries to teach the learners the word ‘medal’ by asking questions that help learners reveal the intended word, such as ‘what does the winner of a marathon get?’. This technique may be implemented in teaching L1.

2.6.7. Translation

The teachers could possibly face the problem that none of the above techniques work in conveying the meaning, so they rely on translating the word. Moreover, Thornbury (2002) claims that translation is sometimes an effective technique for teachers to save time while presenting incidental vocabulary. However, Cameron (2001) disputes this view by stating that “it is important to realise that the immediate translation of a new word takes away from the child any need or motivation to think about the meaning of the foreign language word or to hold the new word in mind” (p85). Furthermore, Cameron (ibid) suggests that the more time learners devote to thinking about a certain word the more it will be engraved in their minds.

2.6.8. Contrast

Teaching vocabulary through providing its contrast is another effective way that makes the learners acquire more than a single word at a time. Alqahtani (2015) claims that it is easy for some words to explain to learners by simply contrasting it with its opposite, such as the word ‘weak’ is contrasted with the word ‘strong’, and so on. Furthermore, he (ibid) defines the verb ‘contrast’ as showing difference, such as contrasting the ‘before’ and ‘after’ shots in measuring the weight someone lost. Gairns and Redman (1986) illustrate an example of contrast teaching technique which is as follows:

- 1 a) Julia is Martin's *wife*.
- b) Martin is Julia's *husband*.
- 2 a) The picture is *above* the fireplace.
- b) The fireplace is *below* the picture.

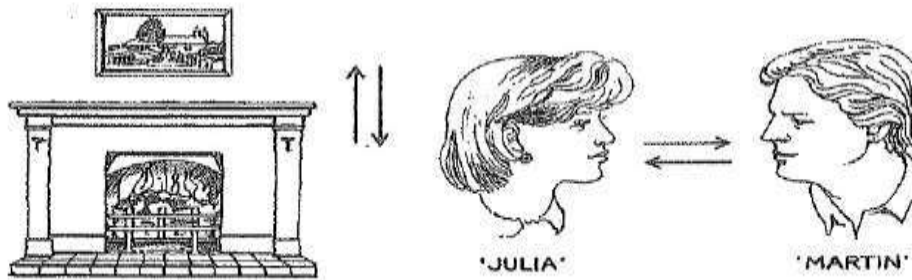


Figure 2.3 Example of contrast (Gairns and Redman, 1986)

The figure above shows examples of contrasting teaching technique. The word ‘wife’ is contrasted with the word ‘husband’, whereas the word ‘above’ is contrasted with the word ‘below’.

2.6.9. Guessing from Context

Another technique of teaching vocabulary which is centered more on the learner is guessing from the context. In this technique, the teachers provide the context for their learners and let them find the meaning of the words from it. Alqahtani (2015) believes that such a technique motivates learners in a way that makes them guess the meaning of words in their own way. As a result, learners will become more confident, so they try to understand the meaning of new words without any assistance. Furthermore, he (ibid) views that there should be four insuperable elements to enable guessing meaning which are the reader, the text, unknown words and the clues in the text including the ability of guessing. Alqahtani (ibid) further notes that the ability to guess may be affected by the absence of one of the previously mentioned elements.

2.6.10. Games

In EFL classrooms, teachers often face the issue that their learners feel bored with learning; so it is their role to create an enjoyable and fun environment of learning and to avoid boredom. Teaching through game is one of the most practical and beneficial methods that helps teachers increase interaction and provokes their learners to communicate more, hence acquiring more vocabulary. Bakhsh (2016) states that “teaching vocabulary through the use of games has become crucially important for English language learners because they sustain enjoyment and interest in learning and encourage using the language in a fearless and creative manner” (p120). on this bases, teaching vocabulary through using games has proven its effectiveness on the learners since they capture the interest of learners while learning. Celce et al (2014) suggest games for teaching vocabulary which are as follows:

2.6.10.1. Speller Line-up

In this game, the teacher chooses a word and gives it to the first student to spell it. If the student provides a correct spelling of the word, the next student tries to find a word which begins with the last letter of the previous word. Then, another student spells the word. If s/he spells the word correctly, another student provides a new word in which it begins with the last letter of last mentioned word. Whenever a word is misspelled, the student involved is eliminated, and the game continues until one student remains to win the game. Such a game is beneficial to learners, since it enables them to spell and pronounce words correctly.

2.6.10.2. Adverbs in Action

The teacher divides the students into small groups, then s/he also divides the blackboard into two sides. On the first side, the teacher writes all the verbs students can say; on the other side, the teacher writes adverbs. Then the teacher asks a group to choose a combination of verb and adverb, while another group acts it out. For example, laugh hilariously. This game is fundamentally based on acting out verbs and adverbs which is helpful to learners to grasp the meaning of vocabulary and make them in use.

2.6.10.3. Twenty Questions

Students in this game are divided into teams and they take turns to ask yes or no questions such as ‘is it something you can do?’ and ‘is it something you can eat?’ in order to find words including nouns and verbs that are selected by their teacher. The first team that guesses the word each time receives a point. Then the game starts over again. This game enables learners to learn more vocabulary by asking questions about the word missing.

All the techniques of teaching have been mentioned so far have been existed to suit the learners’ different styles and strategies of learning.

Conclusion

Vocabulary teaching in EFL context is an inseparable part of English language teaching. Thus, teachers should pay meticulous attention while presenting vocabulary items. They should first be aware of the importance of vocabulary, its types, the techniques to facilitate learning and teaching and find a method to follow such as role play in order to make their learners best acquire vocabulary, raise their confidence and provoke them to use the vocabulary they owe, so teaching vocabulary through role play could be very helpful for EFL teachers to improve their students’ vocabulary acquisition and their communicative competence to become fluent speakers. Thus, learning two items at the same time.

Chapter Three:
Methodology and Data Analysis

Introduction

This chapter aims at presenting the methodology opted for constructing this piece of research which seeks to investigate whether role play enhances learners' vocabulary acquisition. Thus, the present chapter is comprised of two sections. On the one hand, the first section includes the research methods, the population and sampling and the data collection procedure. On the other hand, the second section is concerned with the data analysis and the interpretation of the collected data.

3.1. Research Methods

In order to achieve the aim of our study and to prove the hypotheses, we followed two methods. First, we opt for a quasi-experimental study, preceding with a pre-test to identify the learners' current stage of vocabulary in a certain field, three training sessions are designed adopting role play technique, followed by a post-test to see the learners' outcomes through the use of role play to promote vocabulary in use. Secondly, teachers of Oral Expression are interviewed in order to elicit their views about using role play as a technique to enhance vocabulary learning and acquisition.

3.2. Sampling and Population

The sample of our research are two (02) teachers for the semi-structured interview, and a quasi-experimental study is designed for twenty (20) students from a total of two hundred seventy (270) of first year undergraduate students of English at KMUO during the academic year 2019/2020. The sampled population in this study is randomly selected.

3.3. Research Instruments and Data Collection

This study stands for two main instruments which are the following:

3.3.1. Quasi-experimental

The first instrument opted to conduct this research is the quasi-experimental study. Therefore, three main steps should be taken. First, pre-test which (Mackey and M. Gass, 2005, p.149) state that "In many second language studies, participants are given a pre-test to ensure comparability of the participant groups prior to their treatment". Second, treatment or training session through which role play method is implemented. Finally, post-test which they (ibid) refer to it as the measurement of the attained effects from the treatments. In other words, post-test is mainly designed to check whether the learners have made any progress in comparison to the pre-test.

3.3.1.1. Administration and Description of the Quasi-experiment

This experiment took place at department of letters and English language, and it has been conducted for (20) first year undergraduate students of English. This quasi-experimental starts with a pre-test which consists of five exercises about three real life situations (see appendix A). The purpose of the first exercise is to match each word with its suitable definition, whereas the second exercise is about finding appropriate word for a given situation, while the third exercise tests the students' knowledge about idioms, the fourth exercise is about airport check-in real life situation where the students are asked to put each word in its appropriate blank and the last exercise is about matching words to form appropriate collocations. Generally, the aim of the pre-test is to reveal the students' current stage of vocabulary.

After doing the pre-test, three training sessions are conducted applying role play technique where students are supposed to employ what they have taken in the pre-test as vocabulary in real life situations (see appendix B). The post-test follows the training sessions which is the same as the pre-test. The post-test indicates the progress that the students make along the training sessions. By the end of this experiment students will be able to use vocabulary in the appropriate context, communicate better and speak more fluently.

3.3.1.2. The Analysis of Pre-test Results

Students Number	Pre-test Score	Percentage of correct answer
S1	9	45%
S2	11	55%
S3	11	55%
S4	9	45%
S5	10	50%
S6	10	50%
S7	11	55%
S8	16	80%
S9	17	85%
S10	15	75%
S11	10	50%
S12	11	55%
S13	11	55%
S14	8	40%
S15	6	30%
S16	9	45%
S17	6	30%
S18	10	50%
S19	12	60%
S20	8	40%
Mean	10.5	52.5%

Table 3.1 Pre-test scores and percentages

Based on the results of the table above, the students' scores can be classified into three categories. The first category includes (07) students who have scored between (06) and (09) out of 20 points. This means they have scored between (30%) and (45%) of the total number of correct answers. The second category consists of (10) students who represent the half of the whole students' number, and this category has scored between (10) to (14). In other words, they have scored between (50%) and (70%) of the total number of correct answers. The third category which

represents the minority contains (03) students. They have scored between (15) up to (17), and this means they have scored between (75%) and (85%) of the total number of the correct answers. At last, the mean of the pre-test is (10.50) this represents (52.50%) of correct answers as it is shown in the table above.

3.3.1.3. Interpretation of Pre-test

The results on the table above reveals that students differ from one another in terms of grades, this indicates that their vocabulary background differ as well. On the one hand, the minority of students have scored over (70%) of correct answers. Thus, they appear to be an exceptional case. On the other hand, the considerable number of students who have failed in the pre-test reveals that they may have limited amount of vocabulary that hinders them to give better answers. As a result, this would lead them to fail in communicating. Furthermore, their failure in the pre-test may be as a result of mother tongue interference which is caused by being unfamiliar with the target language culture. Also, the results of the pre-test show that some students are unaware of the appropriate use of the vocabulary they owe. Moreover, the mean of the pre-test as it is shown on the table is in the average which is (52.50%) of total correct answers. This indicates that students are suffering from the lack of vocabulary. Thus, training sessions are conducted adopting role play technique as a communicative based strategy in order to enhance their vocabulary acquisition, then followed by a post-test to identify the progress they made.

3.3.1.4. The Analysis of Post-test Results

After receiving three training sessions adopting role play technique which included three different real life situations, the students received a post-test to measure how well they have improved. The table below shows the post- test results.

Students Number	Post-test Score	Percentage of correct answer
S1	11	55%
S2	13	65%
S3	11	55%
S4	10	50%
S5	10	50%
S6	12	60%
S7	13	65%
S8	16	80%
S9	17	85%
S10	14	70%
S11	14	70%
S12	9	45%
S13	13	65%
S14	10	50%
S15	9	45%
S16	14	70%
S17	10	50%
S18	14	70%
S19	16	80%
S20	12	60%
Mean	12.50	62%

Table 3.2 Post-test grades and percentages

According to the table above, it is noticed that a remarkable change has occurred in students' marks. Initially, the mean of post-test scores reached (12.50) by a mean of (62%). Furthermore, the lowest grade as the table indicates has reached the average. Thus, the percentage of the correct answers automatically has increased, whereas the students who scored high grades have not made any improvement. Generally, the students have improved apart for two students who have maintained their levels in addition to a participant who has unexpectedly taken a lower grade.

3.3.1.5. Interpretation of Post-test

According to the result of post-test, a remarkable progress has been achieved where the average of correct answers is between (45%) and (85%), this signifies that the students have benefited from vocabulary presented in the training sessions. Furthermore, students could to a great extent succeed to put most of vocabulary in their appropriate context. As a result, role play technique proved its effectiveness by involving students in communication; therefore, applying role play technique to teach vocabulary would allow students to make use of their vocabulary in various functions which will allow them to memorize and make use of ready-made expressions, hence this strategy would develop their communicative competence.

3.3.1.6. The Comparison Between Pre-test and Post-test Grades

The following graph shows the comparison between pre-test and post-test.

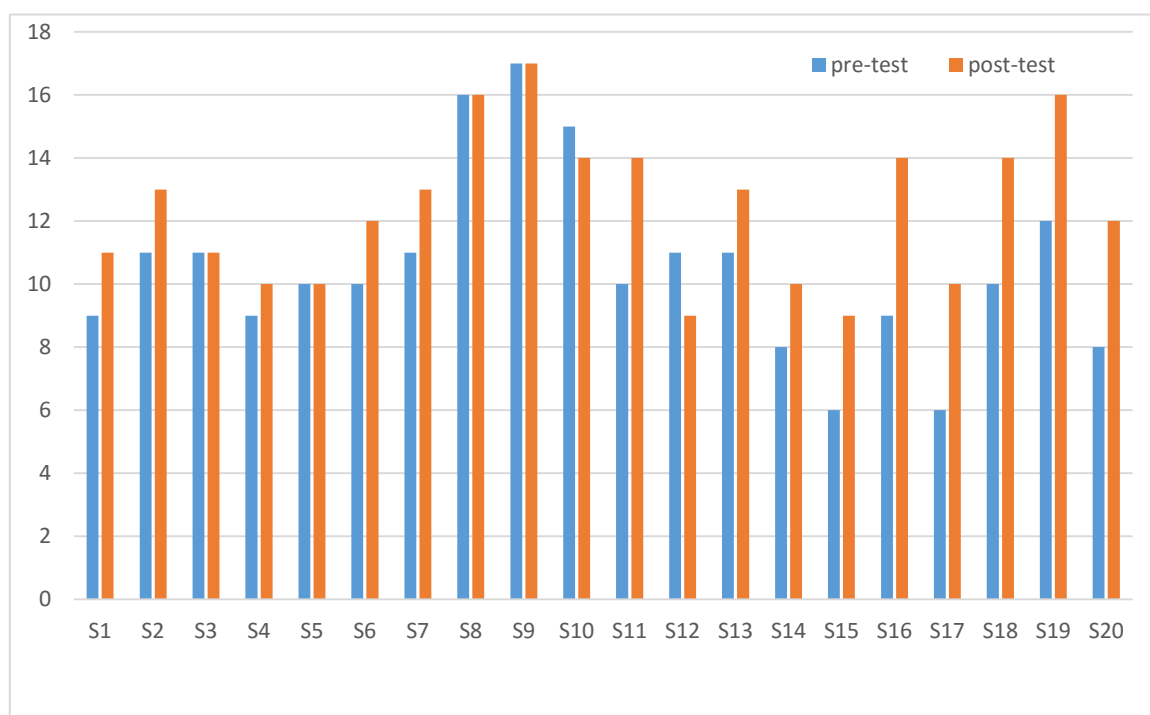


Figure 3.1 The comparison between pre-test and post-test

The figure above shows the difference of students' grades between pre-test and post-test where most of the students have remarkably improved and scored above the average, this indicates that the training sessions conducted adopting role play to teach vocabulary were beneficial to a great extent.

	Total score	Mean
Pre-test	210	52.5%
Post-test	248	62%

Table 3.3 the difference between pre-test and post test results

The table above shows the total score of pre-test where students have scored (210) by a mean of (52.5%) as a percentage of correct answers, whereas in post-test they have scored (248) by a mean of (62%), that means they have improved by (38) points in the total score.

The following figures show the comparison between pre-test and post-test correct and wrong answers, in addition to signifying the progress made.

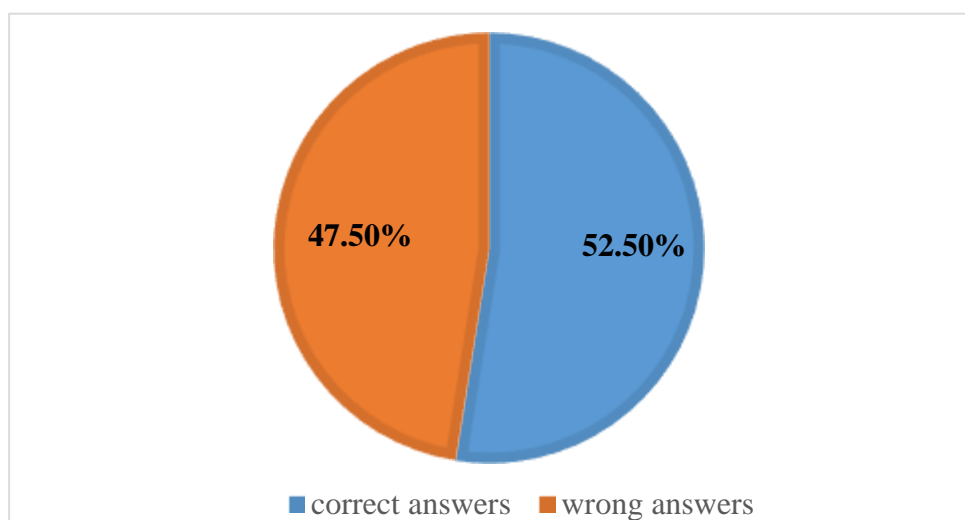


Figure 3.2 Percentage of correct and wrong answers in pre-test

Based on the figure above, it is noticed that the percentage of both correct and wrong answers that the students have scored in pre-test are almost close. In other words, students have managed to answer (52.50) of total correct answers, while they have failed to answer (47.50%) of the whole answers.

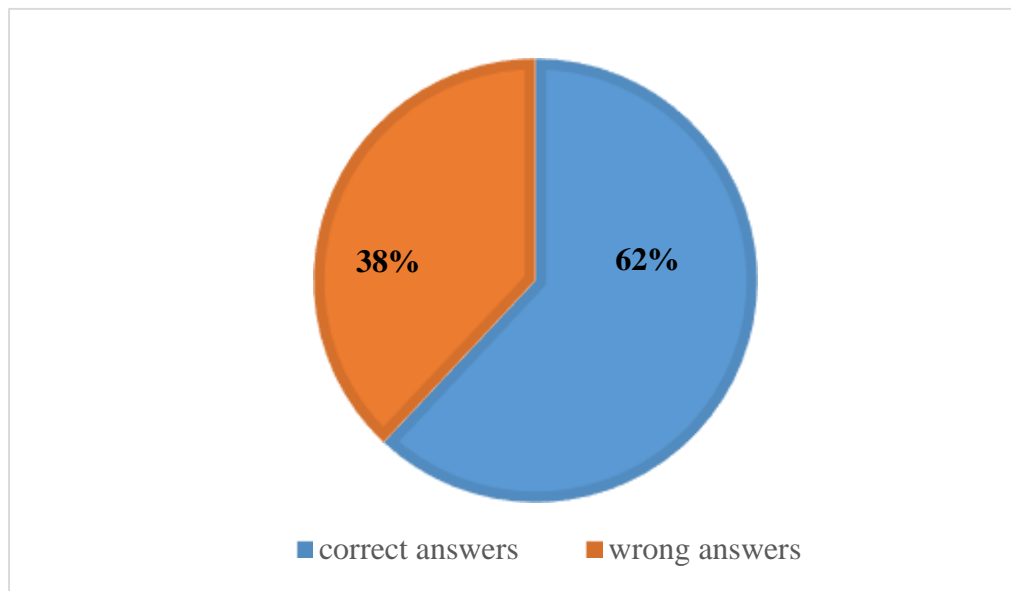


Figure 3.3 Percentage of correct and wrong answers in post-test

According to the figure above, students have answered (62%) of total correct answers which means that they have increased by (09.50%) in comparison with the pre-test, whereas they have scored (38%) as wrong answers. Therefore, the percentage of their wrong answers has decreased automatically by (09.50%) in comparison with the pre-test. This noticeable change proves that students have benefited from role play through acquiring more vocabulary.

3.3.2. Teachers' Interview

The second instrument opted in this research is the teachers' interview. Among the three types of interviews which are structured interview, semi-structured interview and unstructured interview, we opted for the structured interview which Tavakoli (2012) refers to it as a type of interview that contains a set of pre-selected questions and which the interviewee has the option of responding to the questions.

3.3.2.1. Administration and Description of the Interview

First, the interview is designed for 02 teachers of Oral Expression who teach first year undergraduate students at the department of letters and English at KMOU during the academic year 2019/2020. The interview is semi-structured, it is divided into three sections: general information, role play technique to teach vocabulary and suggestions (see appendix C).

3.3.2.2. The Analysis of Teachers' Interview:

Q01: How long have you been teaching EFL at university?

The following table shows the teachers' experience in teaching EFL at university.

Teachers' number	Experience in teaching EFL
01	17 years
02	05 years

Table 3.4 teachers' experience in teaching EFL

According to the results on the table above, it is noticed that both teachers have a considerable experience in the field of EFL teaching where they have between (05) years and (17) years of experience in the field. In other words, the teachers' decent experience makes them aware of different methods of teaching EFL. Thus, they will certainly help us meet our objective.

Q02: How long have been teaching oral sessions?

The interviewees were both asked about their experience in teaching Oral Expression. The first teacher appears to have a considerable experience in teaching this module, whereas the second teacher has been teaching for two years only; nevertheless, twelve years of experience is enough to obtain accurate and sufficient answers.

Q03: What oral class levels have you taught so far?

The following table shows the oral classes taught by each teacher.

Teacher	First year Undergraduate	Second year Undergraduate	Third year Undergraduate	Master
01	+	+	+	+
02	+			+

Table 3.5 oral class levels taught

Based on the results above, it is noticed that the teacher 01 has taught all the levels, whereas the teacher 02 has taught only 2 levels. Even though teacher 02 has less experience than teacher 01, both teachers have experience in teaching our target population. Therefore, they can offer a paramount help regarding different methods and approaches.

Q04: Do your EFL students face any difficulties in oral class?

Both teachers strongly agree that their students as any other EFL students face difficulties in oral class, which hinder them to learn and interact with their teachers during the sessions.

Q05: What difficulties do they face? Why?

The teachers point out that the students encounter plenty of difficulties including lack of vocabulary and finding the right words are the main problem, in addition to bad pronunciation which makes them less fluent, less confident and unable to use their body language. These factors occur due to the absence of listening comprehension, a mother tongue interference, cultural differences and inadequate teaching methods.

Q06: Do you consider that the students' inability to communicate in oral session is one of these difficulties? And do you think that this difficulty may be as a result of the lack of vocabulary?

Generally, both teachers highly approve that aside to the previously mentioned difficulties students' inability to communicate is also one of the main difficulties that EFL students face in oral sessions. Besides, they relate this failure to the shortage amount of vocabulary they owe, hence vocabulary is of a great importance and highly needed to be taught in oral sessions to enable learners to communicate effectively.

Q07: What possible techniques/strategies do you think can be adopted to overcome such difficulty?

Both teachers assume that authentic communicative based strategies and techniques such as role play, simulations, videos and games could be practical to overcome the lack of vocabulary, which would allow the students to make use of their vocabulary.

Q08: What technique(s) do you use in oral class?

According to what both teachers have suggested, most of the techniques are employed in their oral classes. Based on their answers, the two teachers seem to be eclectic in their way of teaching Oral Expression. Moreover, the teachers' choice for the technique(s) is mainly made to engage the students more into communication.

Q09: To what extent do you think employing role play technique through exposing students to real life situations would promote their vocabulary acquisition and communicative competence?

Both teachers assure that role play technique is a very practicable method for the students to acquire vocabulary and develop their communicative competence. Moreover, the teachers claim that role play would also develop students' critical thinking and problem solving skills as they would use it in the future inside and outside the classroom. Besides it would help them get rid of translation and mother tongue interference.

Q10: In our research, we have opted for role play to enhance learners' vocabulary acquisition in oral class sessions, where students are exposed to different real life situations. You, as an EFL oral class teacher, to what extent do you think role play would let the students engage into communication and how?

The teachers see that role play would let EFL students engage in communicative activities in the sense that would allow student to choose topics of their interest, so that they are highly motivated to perform in comfortable atmosphere, and this would lead them to achieve fluency.

Q11: Any further suggestions and recommendations?

The interview is concluded by some further suggestions and recommendations where the teachers stress the importance of encouraging pair and group work, in addition to cooperative learning. Teachers recommend also implementing role play that centers around a given topic to maximize the use of its lexical field, and they also put much emphasis on updating teaching resources in order to maintain authentic teaching. Finally, teachers call for encouraging students to use role play outside the oral session as well as peer and self-assessment.

3.3.2.3. Interpretation and Discussion

After analyzing the teachers' interview, many facts about both teachers' experience in teaching EFL and oral classes are unfolded.

First, the teachers' considerable experience in teaching oral classes made them aware of various techniques and strategies that permit them to successfully overcome many difficulties that their students face. In addition, the first teacher's experience in teaching oral class with all levels implies that the teacher is familiar with the students' needs and difficulties.

Second, the teachers pointed out many difficulties that their students face at many levels including pedagogical, linguistic and psychological areas. This signifies the teachers' ability to identify their students' weaknesses such as in Q06 where they pointed out that students' inability to communicate and to interact is a result of vocabulary shortage. Thus, teachers suggested a number of authentic communicative based activities that can be adopted to urge students to communicate. This indicates that EFL teachers should be eclectic in using different communicative strategies in order to improve their students' vocabulary acquisition.

In this essence, teachers believe that implementing role play technique to teach vocabulary in oral classes would enhance students' communicative competence and vocabulary acquisition to a great extent. In other words, the teachers believe that teaching vocabulary should not be in form of lists. Moreover, the interviewees' answers signify that students who have no critical thinking and problem solving skills encounter difficulties in learning; therefore, the teachers emphasize on

employing role play to overcome many obstacles that EFL students may face such as, mother tongue interference and translation. Third, the results of the Q11 cast light on the interviewees' belief that role play is learner-centered; therefore, they are free to express their ideas originated from any real life situation from topics of their interest. Furthermore, the teachers emphasize on employing role play through which they consider it as a means of motivation, changing the atmosphere, authentic learning environment, increasing interaction and raising students' self-confidence.

Finally, the teachers list some suggestions and recommendations where they called for encouraging cooperative learning to urge students to participate more. In addition, the teachers stress on the importance of using role play in different topics in order to enrich the students' lexical field. Furthermore, the teachers suggested that Oral Expression teachers should count for some tips for successful implementation of role play inside the classroom where they called for updating teaching resources and better classroom management for more authentic teaching. Also, the teachers stressed on that the success of implementing role play to enhance students' vocabulary acquisition depends on how the teacher uses this technique.

Conclusion

In a nutshell, this chapter was devoted to presenting the methodology and the methods that were opted, in addition to analyzing and interpreting the data collected from the quasi-experimental study and the teachers' interview which were administered at the Department of English at KMUO. The obtained results from the present study might offer a great deal of help to EFL teachers to engage their learners more into communication.

General Conclusion

The present research is concluded with a general conclusion that sheds light on the result and findings. Besides, it provides the limitation of the study and discusses the recommendations.

After analyzing and interpreting the pre-test and the post-test results, a remarkable enhancement was noticed in students' post-test results in comparison to the pre-test ones. The progress made is as a result of the effectiveness of role play technique being implemented in the training sessions through which students were exposed to different real life situations in order to enhance their vocabulary acquisition and develop their communicative competence. Thus, the preset hypotheses which assume that role play would both enhance and develop first year undergraduate students' vocabulary acquisition and communicative competence are proved and confirmed.

This study has also opted for teachers' interview as a means to elicit their point of view about implementing role play technique in oral class where they have stressed the importance of implementing it as they are already familiar with this technique. Therefore, this indicates that all the interviewed teachers are aware of the use of role play technique, besides they adopt it in teaching their oral classes. Subsequently, the hypothesis that anticipates that Oral Expression teachers are aware of the use of role play technique; nevertheless, some of them do not use it, is proved wrong.

Pedagogical Implications

According to the obtained results from the present study, several recommendations and helpful tips can be suggested.

- Role play may serve EFL teachers with better teaching experience through honing their classroom management skills, encouraging pair work and so on.
- In order to assure the success of role play technique, EFL teachers should be aware of its procedure and its appropriate use.
- Teachers of EFL should encourage their students to do peer and self-assessment to let their students work in a comfortable atmosphere.
- EFL teachers should take into consideration updating the teaching resources in order to maintain authentic teaching
- EFL Students should be aware that role play technique could be used in other modules, so that they are urged to expand the use of this technique without limitations
- Using role play is not for developing communicative competence only, rather it is also for enhancing critical thinking and problem solving skills which lead learners to use language outside the classroom.

- The appendix B can serve as a source that helps Oral Expression teachers to design a lesson plan

List of References

- Afdillah, N. M. (2015). *Using role play in teaching speaking* (dissertation). Hidayatullah State Islamic University.
- Aitchison, J. (1987). *Words in the mind: an introduction to the mental lexicon*. Oxford: Basil Blackwell.
- Alabsi, T. A. (2016). The Effectiveness of Role Play Strategy in Teaching Vocabulary. *Theory and Practice in Language Studies*, 6(2), 227–234. doi: 10.17507/tppls.0602.02
- Aliakbari, M., & Jamalvandi, B. (2010). The Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability; a Task-Based Approach. *Journal of Pan-Pacific Association of Applied Linguistics*, 14(1), 15-29.
- Al-Jabri, S. S. (2005). *The effects of semantic and thematic clustering on learning English vocabulary by Saudi students* (dissertation). Indiana University of Pennsylvania.
- Allen, V. F. (1983). *Techniques in teaching vocabulary*. New York: Oxford University Press.
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21-34. doi: 10.20472/te.2015.3.3.002.
- Altun, M. (2015). Using role-play activities to develop speaking skills: A case study in the language classroom. *International Journal of Social Sciences and Educational Studies*, 1(4), 27-33.
- Anderson, J. (2006). *Role plays for today: photocopiable activities to get students speaking*. Guildford: Delta Publishing.
- Bailey, K. M., & Nunan, D. (2005). *Practical English language teaching: speaking*. New York: McGraw Hill.
- Bakhsh, S. A. (2016). Using Games as a Tool in Teaching Vocabulary to Young Learners. *English Language Teaching*, 9(7), 120. doi: 10.5539/elt.v9n7p120.

- Bowen, B. M. (1991). *Look here!: visual aids in language teaching*. London: Macmillan Publishers.
- Bowman, S. L. (2010). *The functions of role-playing games: how participants create community, solve problems and explore identity*. Jefferson NC: McFarland.
- Bradley, L. and Huxford, L. (1994). *Organising sound and letter patterns for spelling*. In Brown and Ellis, 425-439.
- Brewster, J., Ellis, G., & Girard, D. (2002). *The primary English teacher's guide*. Harmondsworth: Penguin Books.
- Brown, D. F. (1974). Advanced Vocabulary Teaching: the Problem of Collocation. *RELC Journal*, 5(2), 1-11. doi: 10.1177/003368827400500201.
- Budden, J. (2004). Role-play. Retrieved April 1, 2013, from <https://www.teachingenglish.org.uk/article/role-play>
- Byrne, D. (1983). Cue cards. In S. Holden (Ed.), *Second selections from modern*.
- Byrne, D. (1986). *Teaching oral English*. London: Longman.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Carter, R. (1998). *Vocabulary: applied linguistic perspectives* (2nd ed.). London: Routledge.
- Carter, R. (1998). *Vocabulary: applied linguistic perspectives*. London: Routledge.
- Carter, R., & McCarthy, M. (1988). *Vocabulary and Language Teaching*. London & N.Y.: Longman.
- Celce-Murcia, M., Brinton, D., & Snow, M. A. (2014). *Teaching English as a second or foreign language* (4th ed.). Boston: National Geographic Learning.
- Diamond, L., & Gutlohn, L. (2013). *Teaching Vocabulary*. Retrieved from <https://www.readingrockets.org/article/teaching-vocabulary>.

- Doff, A. (1988). *Teach English: a training course for teachers*. Cambridge: Cambridge University Press in association with the British Council.
- Folse, K. (2004). *Myths about teaching and learning second language vocabulary: what recent research says*. *TESL Reporter*, 37(2), 1-13.
- Gairns, R., & Redman, S. (1986). *Working with words: a guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press.
- Goffman, E. (1959). *The presentation of self in everyday life*. New York: Doubleday.
- Haixia, Z. (2015). Effective Approaches to Enlarge English Vocabulary. *International Journal of Language and Linguistics*, 3(6), 394-400. doi: 10.11648/j.ijll.20150306.22.
- Harmer, J. (1998). *How to teach english*. England: Logman.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Harlow: Longman.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow, England: Pearson Longman.
- Hatch, E., & Brown, C. (1995). *Vocabulary, semantics, and language education*. Cambridge: Cambridge University Press.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Herrell, A. (1998). *Exemplary practices in teaching English language learners*. Fresno: California State University.
- Herrell, A. L., & Jordan, M. (2004). *Fifty strategies for teaching English language learners* (2nd ed.). Hoboken: Pearson.
- Hornby, A. S., Wehmeier, S., McIntosh, C., Turnbull, J., & Ashby, M. (2006). *Oxford advanced learners dictionary of current English* (7th ed.). Oxford: Oxford University Press.

- Huang Y. & Shan J. (2008). "Role Play for ESL/EFL Children in the English Classroom." *The Internet TESL Journal*, Vol. XIV, No. 2, Retrieved on 27 February, 2015 from <http://iteslj.org/Techniques/Huang-RolePlay.html>.
- Hymes, D.H. (1972). *On communicative competence*. In J. B.Pride, & J. Holmes (Eds),
- Klasone, I. (2013). Using pictures when teaching prepositions in English lesson in the forms 3 – 4. *Journal of Language and Literature Education*, 2(8), 23-38. doi: 10.12973/jlle.11.212.
- Klippel, F. (1994). *Language program evaluation*. Cambridge University Press: Cambridge.
- Kuipers, J. C., & Clemens, D. L. (1998). Do I dare? Using role-play as a teaching strategy. *Journal of Psychosocial Nursing and Mental Health Services*, 36(7), 12-17.
- Lajoee, E. S., & Barimani, S. (2013). Contrastive study on learning vocabulary through role-play and memorization among EFL female learners. *Journal of Academic and Applied Studies*, 3 (1), 1-19.
- Lakoff, G. (1987). *Women, fire and dangerous things: what categories reveal about the mind*. Chicago: University of Chicago Press.
- Lennon, P. (2000). *The lexical element in spoken second language fluency*. In H. Riggenbach (Ed.), *Perspectives on fluency* (pp. 25–42). Ann Arbor: University of Michigan Press.
- Mackey, A., & Gass, S. M. (2005). *Second language research: methodology and design*. New York: Routledge.
- Milton, J. (2009). *Measuring second language vocabulary acquisition*. Bristol: Multilingual Matters.
- Nation, I. S. P. (1990). *Teaching and learning vocabulary*. Boston: Heinle & Heinle.
- Nation, P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Porter-Ladousse, G. (1987). *Role play*. Oxford: Oxford University Press.

- Renandya, W. A., & Richards, J. C. (2002). *Methodology in language teaching: an anthology of current practice*. New York: Cambridge University Press.
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Harlow: Longman.
- Rudska, B., Channell, J., Putseys, Y., & Ostyn, P. (1982). *The words you need*. London: Macmillan Publishers.
- Sárosdy Judit, Bencze, T. F., Poór, Z., & Vadnay, M. (2006). *Applied linguistics I: for Ba Students in English*. Budapest: Bölcsész Konzorcium.
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.
- Sociolinguistics, 269-293. Baltimor, USA. Penguin education, Penguin books.
- Stevick, E. W. (1976). *Memory meaning & method: some psychological perspectives on language learning*. Rowley, MA: Newbury House Publishers, Inc.
- Susanti, A. D. H. (2007). *Using role play in teaching speaking* (dissertation). Islamic State University, Tangerang, Jakarta.
- Takač, V. P. (2008). *Vocabulary learning strategies and foreign language acquisition*. Clevedon, UK: Multilingual Matters
- Tavakoli, H. (2012). *A dictionary of research methodology and statistics in applied linguistics*. Tehran: Rahnamā.
- Thompson, D. (1992). *The Oxford dictionary of current english* (2nd ed.). United States: Oxford University Press.
- Thornbury, S. (2002). *How to teach vocabulary*. Harlow: Pearson Education.

Ur, P. (1996). *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press.

Wilkins, D.A. (1972). *Linguistics in language teaching*. London: Edward Arnold.

Electronic Sources

<https://busyteacher.org/14019-roleplay-going-to-the-doctor.html>

Appendices

Appendix A: pre-test and post-test

Reporting a Crime

Task 1: match between each word of the column **A** with its meaning in the column **B**

A	B
Suspect	an act of murder.
Robbery	someone who commits a crime.
Homicide	a person believed to have committed a crime or done something wrong.
Criminal	the crime of stealing from somewhere or someone.
Investigation	a male or female member of the police force.
Witness	someone or something which has been hurt, damaged or killed or has suffered, either because of the actions of someone or something else.
Victim	a person who sees an event happening, especially a crime or an accident.
Police officer carefully,	the act or process of examining a crime, problem, statement, etc. especially to discover the truth.

Task 2:

You are a police officer, and you are asked to do an investigation with a witness to find the murderer:

Ask about the **gender**: is it male or female?

Ask about **age**:
.....?

Ask about the **height**:
.....?

Ask about **weight**:
.....?

Ask about the **appearance**:
.....?

Ask about **the date and the place** of the crime:
.....?

Task 3: the following two idioms might be used in crime and justice, explain briefly what they mean

To get caught red handed
.....

To not have a leg to stand on
.....

Airport Check in Desk

When you check in for a flight at an airport, they often ask you some very difficult questions. Read the questions below and put one word or expression in each box:

Boarding card	departure gate	parcels	pack	window	hand baggage	unattended
---------------	----------------	---------	------	--------	--------------	------------

- Hello, your ticket and passport please. Thank you...aisle seat or
- Is it just the one bag to check in?
- Did you your bags yourself?
- Any flammable or chemical items, compressed gases or firearms in your baggage?
- Have you left your bags at any time since you packed them?
- Are you carrying any gifts or on behalf of other people?
- And does your contain any of the following items: knives, sharp objects, matches or lighters?
- Thank you. Right...here's your passport and ticket. And here's your
.
 is number 14.
- Make your way to the departure lounge at least 40 minutes before departure.
- 13.20. It says just here. But check the information screen in the departure lounge, as this might change.
- Enjoy your flight.

Visiting the Doctor

Match between each vocabulary of the column **A** with its collocation from the column **B**

- | | |
|------------------|--------------------|
| A)- Short | B)- arm |
| Sore | nose |
| Blood | ache |
| Take | the doctor a visit |
| Runny | throat |
| Stomach | pressure |
| Pay | medicine |
| Loss of | up |
| Sprained | appetite |
| Broken | breath |
| Throw | ankle |

Appendix B

Training Sessions

Reporting a crime – Teacher's notes

Time / Level

30–40 minutes / Pre-intermediate to Upper Intermediate

Target language

Grammar

Asking indirect questions (*Could you tell me...?*)
Past continuous (*I was walking...*)

Functions

Describing appearance (*He was quite tall, in his thirties...*)
Expressing degrees of certainty (*I'm not sure.*)

Vocabulary

Physical appearance (*In his twenties, long dark hair*)
Clothes (*jeans, T-shirt*)
Crime (*stole, criminal*)

Preparation

Copy role play cards A and B (one per student), and the thief pictures below (one set per four students – not necessary if you use students in the class as explained below). Cut up as indicated.

Lead-in suggestion

Put the following questions on the board for discussion in pairs followed by feedback:

- 1) What are the most common things that criminals steal in your country?
- 2) Have you ever had anything stolen?
- 3) What should you do if a criminal steals your mobile phone, for example?

Role Play instructions

Introduce the role play and hand out the sheets. In pairs, one student gets *Student A – Victim*, the other student gets *B – Police officer*. Give them 2–3 minutes to read their sheets.

Option 1: If you think your class would enjoy this, let the victims choose other students in the class to describe to the police officer. Afterwards, you can check how accurate the descriptions were by getting the officers to stand up and 'arrest the criminals'!

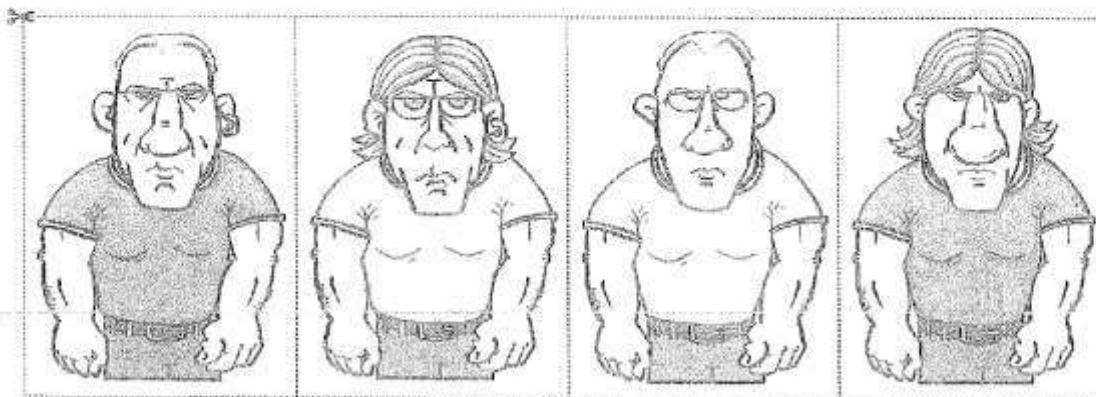
Option 2: If you feel it would be more appropriate, use the thief pictures below, giving out different pictures to different victims. At the end, you can put all the pictures on the board (enlarge them on a photocopier), and get the officers to 'arrest the criminal' by identifying the appropriate pictures.

Note: With both options, make sure the victims keep the identity of the thief a secret.

Once the pairs have finished, get them to change roles. Hand out new copies of the role play sheets.

Follow-up suggestion

Students create an A4-size 'Wanted' poster for one of their criminals. On it, they draw a picture of the criminal, and write a description of the criminal underneath, and a reward for capture.



Reporting a crime

Role Plays for Today

Student A - Victim

Your mobile phone was stolen by somebody an hour ago. You must decide:

Where were you when it was stolen?
How did the thief take it?

Most importantly, you should give the police a detailed description of the thief. Tell them about:

- approximate age
- height and build (slim or heavy)
- face and hair
- clothes

When you have finished, ask the police officer to repeat the description to check it is correct.

Target language

Describing appearance

The thief was... In his twenties / quite tall.

He / She had... long dark hair / brown eyes.

She was wearing... an old pair of jeans / a green T-shirt.

When you're not sure

I can't remember exactly.

I'm not sure.

I think she was...

He / She was probably...



Reporting a crime

Role Plays for Today

Student B - Police Officer

You are a police officer. Student A needs help. Listen to the problem and fill in the stolen item form. Ask any questions you need to get all the information:

London Metropolitan Police - Stolen Item Form B738

Name:

Address:

Description of crime

What was stolen?

Value (£):

Where was it stolen?

Date of crime:

Time of Day:

What happened?

Description of thief

Age:

Height and build:

Face:

Hair:

Clothes:

Target language

Asking indirect questions

Could you tell me...

Can you explain...

Do you know...

...what happened exactly?

...where you were at the time?

...what he looked like?

...what time it was?



Airport check-in desk – Teacher's notes

Time / Level

20–40 minutes / Elementary to Intermediate

Target language

Grammar

Various – mixed tenses and question forms

Functions

Asking for clarification (*What does ... mean?*)

Explaining difficult words (*'Flammable' means it burns easily.*)

Vocabulary

Transport – Plane travel (*take off, aisle, board*)

Preparation

Copy the main worksheet (one each or one per pair) and the role play card for student A below (one per pair). Cut up as indicated.

Lead-in suggestion

Write the following on the board:

- The plane takes off.*
- You wait in the departure lounge.*
- You check in your baggage.*
- You go through security.*
- You board the plane.*

Tell the students to put these in the same order as they always happen, working in pairs. After a minute or two get feedback, and check they understand the vocabulary used (e.g. *board, check-in*).

Answers: c, d, b, e, a

Role Play instructions

Introduce the role play, hand out the worksheet and ask them to complete exercise A. Monitor and help where necessary, but avoid explaining all the technical language (*flammable*, etc.) at this stage.

Answers

1 window 2 pack 3 unattended 4 parcels
5 hand baggage 6 boarding card 7 departure gate

Next the students complete the passenger's lines (B) by writing them underneath the questions to create a dialogue. Note how the passenger doesn't say much, but that the correct answers are nonetheless very important, so comprehension is essential here. When they have finished, check the answers and explain any vocabulary the students are still unsure about.

Answers

[in order] Window, please; Yes; Yes; No; No; No; No;
What time does the plane take off?; Thank you.

Let lower level students practise reading the conversation from the sheet twice. Now they are ready to do the role play. Give student A in each pair the role play card below. Tell student B to pick up the worksheet. Give the students 2–3 minutes to read their cards. Start the role play when they are ready. Encourage them to use the Target language expressions and to improvise freely. When they have finished, they should swap roles and start again. You could encourage strong students to improvise the whole conversation from memory the second time.

Follow-up suggestion

Put the following questions on the board for students to discuss, followed by feedback:

- Do you enjoy travelling by plane? Why (not)?*
- Where do you prefer to sit? Why?*
- How do you pass the time when you are on a flight? Do you ever get bored?*



Airport check-in desk

Role Plays for Today

Student A – Passenger

You are a passenger at an airport check-in desk. Listen carefully to student B's questions and give the correct answers. They will be in a different order to the conversation in exercise A. Also, to make it more interesting, ask some of the Target language questions. Swap over after you finish.

Target language

Sorry. Could you explain what (firearms / flammable / sharp) means?

Sorry. Could you repeat the question more slowly, please?

Is it possible to get a seat with extra leg room?

Could I check in this bag as well, please?

Could you be careful with this bag? It's very fragile. ('fragile' means it can break)

Is it OK if I take my dog on the plane?

Do you know what is for lunch today?

How do I get to the departure lounge?



Photocopiable © 2006 DELTA PUBLISHING from Role Plays for Today by Jason Anderson

Airport check-in desk

Role Plays for Today

- A** When you check in for a flight at an airport, they often ask you some very difficult questions. Read the questions below and put one word or expression in each box:

boarding card departure gate parcels pack window hand baggage unattended

Hello. Your ticket and passport please. Thank you... Aisle seat or 1 ?

Is it just the one bag to check in?

Did you 2 your bags yourself?

Any flammable or chemical items, compressed gases or firearms in your baggage?

Have you left your bags 3 at any time since you packed them?

Are you carrying any gifts or 4 on behalf of other people?

And does your 5 contain any of the following items: knives, sharp objects, matches or lighters?

Thank you. Right... Here's your passport and ticket. And here's your 6.
Seat 48A. The 7 is number 14.

Make your way to the departure lounge at least 40 minutes before departure.

13.20. It says just here. But check the information screens in the departure lounge, as this might change.

Enjoy your flight.

- B** Under each of the questions, write what you think the passenger says. Choose from the words and expressions below. You will need to use 'Yes' and 'No' many times.

Yes. No. Thank you. Window, please. What time does the plane take off?

Role Play

Take it in turns to practise the conversation. Student A – the teacher will give you a role play card. Student B – read the information below.



Student B - Check-in assistant

Pick up this piece of paper. Don't show it to student A. You are the check-in assistant at an airport. Ask him / her all the questions, but change the order. Be prepared for some difficult questions. Use the Target language to answer them. Swap over after you finish.

Target language

_____ means, for example...
 Sorry. Let me explain...
 Let me have a look.
 Yes, we can do that for you.
 I'm sorry, madam / sir...
 ...we don't allow...
 ...I'm afraid I don't know. Let me ask.

Directions

Yes. Of course. Just turn left over there and follow the signs.

Visiting the Doctor – Teacher's notes

Time / Level

45-60 minutes / Pre-intermediate to Upper Intermediate

Target language

Grammar

Should + verb (You should get some rest.)

Have got (I've got a sore throat.)

Functions

Describing how you feel (*I feel hot, and I can't sleep...*)

Asking for and giving advice (*Try not to walk on it for 3 days.*)

Vocabulary

Health (*illness, flu, hay fever, a runny nose, stress*)

Preparation

Copy role play cards A and B (one set per pair).

Copy the symptoms and advice table (one per pair) Cut up as indicated.

Lead-in suggestion

Ask the students:

What do you do when you are ill?

Elicit *doctor* (often called *GP* in the UK), *hospital*, *make an appointment* etc.

Where does a doctor work?

Elicit or teach: *surgery / clinic*. Write any useful vocabulary that comes up on the board.

Hand out the symptoms and advice table (one per pair). Instruct the students to try to complete the table with symptoms and advice. Avoid pre-teaching any vocabulary with low level students. The context of the table will make it easier to explain afterwards. Monitor. Go through the answers when they've finished.

Answers

a) a sore throat b) take vitamin C c) take paracetamol
d) diarrhoea e) don't eat anything f) can't sleep
(insomnia) g) can't move my hand h) go to hospital
i) a swollen ankle j) use crutches k) red eyes
l) prescription medicine

Explain any expressions the students still don't know. Drill any words which are difficult to pronounce (e.g. *diarrhoea*, *ache*). Tell the students to discuss the questions below the table in pairs. Be sensitive during feedback. Some students may not want to reveal their recent illnesses to the whole class.

Role Play instructions

Introduce the role play. If much of the vocabulary is new, give them a minute to reread and remember the information in the chart. Hand out the role play sheets. Give the students 3-5 minutes to read through and prepare what they are going to say. Encourage the doctors to work from memory, and to improvise where necessary. Draw their attention to the *Target language*. Start the role play when they are ready. When they have finished, they should swap roles and start again. For more practice, they could change partners and repeat the procedure.

Extra idea: You could turn the class into a surgery. Divide it into a waiting room, where all the patients sit, and several consulting rooms, where the doctors receive the patients. The waiting patients can discuss what is wrong with them. This will also enable them to open and close the meeting with the doctor more naturally.

Follow-up suggestion

Find out briefly who would make a good doctor and why. Did anybody give the wrong diagnosis or advice?



Visiting the Doctor

Role Plays for Today

Student A – Patient

You are a patient at your local doctor's surgery. Choose one of the illnesses from the chart and tell the doctor the answers to these questions:

- How, when and where did it start?
- What symptoms have you got?
- Have you taken any medicine or done anything else to help?

Student B will try to provide the correct diagnosis. At the end tell student B if s/he was correct about the illness.

Target language

It started... (a week ago).

I feel... (tired, hot, etc.).

I had an accident when...

It hurts here.

I've got... (a sore throat, a swollen ankle).

I can't... walk / sleep

Is it serious?

What should I do?

Visiting the Doctor

Role Plays for Today

Look at the table below. It describes seven common reasons for going to the doctor. Complete the table using the information from the boxes.

Symptoms	diarrhoea a sore throat can't sleep (insomnia)	red eyes can't move my hand a swollen ankle
Advice	prescription medicine go to hospital don't eat anything	take vitamin C use crutches take paracetamol



Illness/Complaint	Cause	Symptoms	Advice
a cold	a virus, usually caught through contact or sneezing	a runny nose, a) _____, a cough	keep warm, get some rest, b) _____
the 'flu	a virus, usually caught through contact or sneezing	as for a cold, also a high temperature, aching bones and head	go to bed, c) _____ for the temperature and the aches
food poisoning	eating food that isn't fresh	stomach ache, vomiting, d) _____	e) _____ for 24 hours, get some rest, drink water
stress	too many problems, especially at work	f) _____, worrying too much, loss of appetite	take sleeping pills, take a long holiday, change your job
a broken arm	a serious fall, (e.g. off a ladder)	a very strong pain in my arm, g) _____	h) _____, set arm in plaster
a sprained ankle	an unexpected fall, (e.g. when playing football)	i) _____, can't walk	bandage the ankle j) _____ get plenty of rest
hay fever	an allergy to flowers and plants in summer	a runny nose, k) _____	l) _____ stay away from parks and gardens

- Do you agree with all this advice?
- Do you have any other advice for these complaints?
- Which of these complaints have you had over the last year?
- Did you go to the doctor?

Visiting the Doctor

Role Plays for Today

Student B - Doctor

You are the doctor. Listen to student A, who will describe her/his symptoms.

- Ask questions using the *Target language* expressions.
- Tell the patient what you think the illness is.
- Give the patient some advice.

Try to remember without looking at the chart. At the end, student A will tell you if your diagnosis was correct.

Target language

What seems to be the problem?
Does it hurt here?
Is the pain getting worse?
Do you have... (a cough, a temperature, a swollen ankle)?
Can you... (move your hand, go near parks and flowers)?
Are you allergic to anything?
I think you have...
You should / shouldn't...
Try (not) to... (verb)

Appendix C

Teachers' Interview

Dear teachers,

In order to collect data for our study, and conduct our research which investigates to what extent can role play promote EFL learners' vocabulary acquisition, you are kindly invited to answer these following questions based on your experience as an EFL teacher. We very much appreciate your contribution.

Section one: general information

1. How long have you been teaching EFL at university?
2. How long have you been teaching oral sessions?
3. What oral class levels have you taught so far?

Section two: role play technique to teach vocabulary

4. Do your EFL students face any difficulties in oral class?
5. What difficulties do they face? Why?
6. Do you consider that the students' inability to communicate in oral session is one of these difficulties? And do you think that this difficulty may be as a result of the lack of vocabulary?
7. What possible techniques/strategies do you think can be adopted to overcome such difficulty?
8. What technique(s) do you use in teaching oral classes?
9. To what extent do you think employing role play technique through exposing students to real life situation would promote their vocabulary acquisition and their communicative competence?
10. In our research, we have opted for role play to enhance learners' vocabulary acquisition in oral class sessions, where students are exposed to different real life situations. You, as an EFL oral class teacher, to what extent do you think role play would let the students engage into communication and how?

Section three: suggestions

11. Any further suggestions and recommendations?