Effects of Using Role Play to Improve Aural-Oral English Skills of 8th Grade Efl Students at Guo Kai Middle School, China

■ **Ganqing Zhang**
■ **Janpanit Surasin**
■ **Prapart Brudhiprabha**

Abstract: *This study aims to investigate one learning strategy that provides opportunities for students to practice aural-oral English skills, as well as to explore its effects on the students' behaviors and attitudes. A mixed methods research design was employed with quantitative and qualitative research approaches to collect and analyze data. Pre-test and post-test were the instruments in the quantitative research phase with 100 students from 2 classes took part in the tests. Non-participant observation, journal writing and semi-structured interviews were the instruments used in the qualitative phase with one class of 50 students taught with the use of a role play. Moreover, 15 students were selected as the interviewees by gender and the progress made from the pre-test to the post-test. The findings of this study show that the role play is an effective teaching-learning strategy and helps students improve their aural-oral English skills. The use of a role play stimulated students to become more active and confident in expressing themselves during class activities, increased participation and the application of English. In addition, most students liked the use of a role play, and the students had positive attitudes toward it.*

Keywords: Role play, communicative activities, Communicative Language Teaching, aural-oral English skills

Introduction and Statement of the Research Problem

According to the statistics from Crystal (2003), there were approximately 1.5 billion speakers of English in the world in the early 2000s, and the number of English speakers has definitely increased since then. As a result, English is one of the most commonly spoken languages in the world because it is used in different sectors worldwide, such as international business, education, travel and tourism, etc.

Tsui and Tollefson (2007, p.18) stated that "English is perceived by language policymakers in Asian countries as a multinational tool that is essential for achieving national goals and by individuals as an indispensable resource for personal advancement". This holds true even within China which is a large country with a huge population, vast territory and abundant resources. It has benefited from collaboration with other countries through English for the advancement of its citizens.

As for education, the Chinese Government has been paying extra attention to English. Over 66 million lower secondary and 16 million upper secondary students have studied English in their regular classes (Wang, 2007). However, the reality is that aural-oral English skills are ignore. Most Chinese students have enough ability to pass the school English exam

of reading and writing, but their speaking may not demonstrate the same level of fluency as their reading or writing. Most students have a definite goal before they go to university which is passing the college entrance examination and this includes only listening, writing and reading tests, therefore they focus on these three skills when they study, and speaking is ignored. Thus, "Mute English" becomes a common phenomenon to describe the way many Chinese students learn English in many parts in China. Guo Kai Middle School is in Qingdao, Shandong province which is one of the provinces with the highest scores in the college enrollment examination of English in China. According to the University entrance exam over the years, Qingdao is a very famous city in Shandong as it once hosted parts of the 2008 Beijing Olympic Games, attracts more and more foreigners. Qingdao is a port city and there are many international companies there; as a result, it is necessary for its residents to improve their English speaking skills in order to be qualified to work. Therefore, in order to help the students to successfully communicate in English, and motivate them to improve their aural-oral skills, an effective teaching-learning strategy should be explored.

Significance of the Study

The findings of this study can provide more empirical evidence as to whether a role play is an effective teaching-learning strategy in promoting real-life English communication. If it is, it can become an alternative teaching strategy for teachers in China to adopt in English language teaching (ELT). This research could also add to the body of knowledge regarding the use of role plays in improving aural-oral communication in English language teaching in China.

Research Questions

The investigation aims to answer the following research questions:
1. Can the use of a role play help students improve their aural-oral skills?
2. How does the use of a role play affect students' aural-oral skills?
3. What are the students' attitudes towards using a role play?

Literature Review

Aural-oral English skills

Out of the four skills in EFL teaching-learning, the most time is generally spent on reading. However, according to Barker et al. (1981), speaking and listening take up 69% of our total communication time each day. College students, in particular, spend 53% of their time on listening and 16% on speaking, but only 14% on writing and 17% on reading. It is not only college students who spend most of their time on listening. Wolvin and Coakley (1991) conducted a study and found that most employees in North America spent about 60% of their time in a day on listening and speaking with each other. Therefore, it is clear that listening and speaking skills are very essential in our daily communication.

Communicative language teaching (CLT)

According to Richards et al. (1992, p.65), CLT was defined as "an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence". And communicative competence refers to "the ability to use language in a social context in terms of sociolinguistic norms of appropriateness "{(Hymes,

1972, p.277). Richards(2006, p.6) maintained that CLT is an effective method in language teaching, and considered CLT "is a set of principles, which includes 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" .

Classroom communicative activities

Communicative Language Teaching is an effective approach in language teaching. It is not teacher-oriented teaching, but it is a bilateral way for both the teacher and students to collaborate and interact with each other (Richards, 2006). Therefore, communicative activities in the classroom must be designed to be more like- real communication in daily life, which provide a vivid and more authentic language learning content for students to practice. This advantage of communicative activities has been stated by Richards (2006). He also advocated that communicative activities should cope with students' language capability, since language learning in the classroom is a tool for students to communicate their verbal information. According to Bailey & Nunan (2004), information gap, jigsaw activities, simulations and role play are the more well-known specific types of activities which are widely used in the classroom

Role play

Freeman (1986) stated that role play is a very important communicative approach because it gives students an opportunity to practice communicating in different social contexts and in different social roles. Bailey and Nunan (2004) further elaborated that in a role play, students are given specific roles in a certain situation by using the target language to practice language. Ladousse (2004, p.7) provided more explanation that "a role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation." In addition, he pointed out that a role play encourages peer learning and shares the responsibility for learning between the teacher and students. He argued that a role play is the most flexible technique among the communicative techniques. When applying suitable and effective role-play exercises, teachers could satisfy a variety of students' needs. Hand (2009) investigated the use of a role play and found that the effectiveness of using a role-play could encourage students to think and create in their language learning. Moreover, students are more flexible in real life communication with more motivation. To sum up, a number of language educators agree that role play is an important CLT activity to use in classes. It offers an opportunity for students to practice English speaking skills, and also to assume different roles in different real life situations.

Research Methods

A mixed methods research design was employed with quantitative and qualitative research approaches to collect and analyze data. The study started with quantitative research method followed by the qualitative research.

Quantitative Research Method
Population and samples

The population of this study was all 480 8th grade students at Guo Kai Middle School, Qingdao, China. According to the policies of the school, all of these students were put into nine classes of comparable abilities and most of the classes had approximately 50 students.

Another practice of this school is that each teacher would usually be teaching two classes in the same level.

Thus, the samples of this study were two classes totaling 100 students taught by one teacher who was not the researcher. One class was assigned as the control group and the other was the experimental group.

Instruments

The pre-test and the post-test were used as the research instruments during the quantitative research phase.

The content of both tests was the same; all the situations were related to the contents in the textbook used at the school.

The speaking rubric, a rating instrument for assessing aural-oral English skills, including three areas: pronunciation, fluency and grammar with five scale, this rubric was easy to applied for Grade8 students, and was taken from Ouayporn (2014) which was an adapted version of Brown's scoring scale (2004).

Both groups of students were taught by the same teacher who had five years of English teaching experience in Guo Kai Middle School. However, the lesson plans for these two classes were different; the lesson plans for the control group were in accordance with the plans in the textbook but those for the experimental group included role play practice with cue cards.

In order to provide different situations for students to practice English, the researcher created role play cue cards only for the experimental group based on the contents from the textbook. Cue cards like a guide, could lead the students know that how to make a complete conversation, the students need to according the cue cards to made a conversation. To help students build self-confidence and the ability to think independently, three kinds of cue cards were used: cue cards with all key words requiring students to add linguistic words to make dialogues, cue cards with some blanks and cue cards with only situations provided. You have not explained "cue card" as requested by the reviewer

The tester was a native English speaker who worked at Guo Kai Middle School and was familiar with the testing process.

Data collection process

As for the testing procedures, each test-taker followed three different steps. First of all, every student needed to make an introduction; after that, the test-taker responded to questions asked, and then used the cue cards to make a conversation with their partner.

The cue cards for the pre-test and post-test were selected from the cue cards used in class. Every pair of students picked the cue cards and completed dialogues after the introduction and answering questions.

After the test, scores based on the rubric were given by the tester and the scores were submitted to the researcher.

Data analysis

The scores from the pre-test and the post-test were analyzed by employing the t-test to compare the students' mean scores resulting in a *p*-value. If the students' mean scores from the experimental group were higher than that of the control group and the p-value was less than 0.05 ($p < .05$), then there was a significant difference between the average scores of the experimental group and the control group. Higher scores of the experimental group means that role play was effective for improving aural-oral English skills.

Qualitative Research Method

Participants and informants

The participants of this study were 50 students who were taught with the use of role play. Fifteen informants were selected for the interview based on gender and the progress made from the pre-test to post-test. Therefore, the informants were composed of approximately equal numbers of male and female learners, and included five students with a high range of progress, five with a medium range of progress and five with a low range of progress from the pre-test to the post-test.

Instruments

Three instruments for the qualitative method were used in the research: non-participant observation, journal writing and semi-structured interviews.

Non-participant observation refers to the researcher observing the class without participating in any activities while the teacher orchestrates the classroom activities.

Journal writing is the result of recording the reflection on what happened in class.

The semi-structured interview is an in-depth interview with open-ended questions. It was used to further explore the students' feelings and attitudes towards the use of role play.

Data collection

There were three ways qualitative data were collected: observation, reflection for journal writing, and semi-structured interviews.

To collect data from observation during the research, the researcher observed the whole class and recorded how the teacher applied a role play and cue cards in class, what students did in response and how the students interacted with the teacher as well as with other students.

At the end of the day, the researcher reflected on what had happened in class and recorded the details in a journal about what stood out and seemed important.

A semi-structured interview was conducted in Chinese after the post-test during the self-study period. Chinese was used in the interview to avoid confusion and help the students to understand and freely express opinions.

At the beginning of the interview, each informant was asked to respond to some general questions in order to make them feel relaxed. When they felt comfortable, the researcher asked some questions about the class based on the observation notes, test scores or progress made. All the information about the interview was recorded.

Data analysis

After the data was collected, each type of data was prepared for analysis. Because the interviews were conducted in Chinese, the researcher transcribed and translated the interview records, and had an English teacher who worked at Guo Kai Middle School to double check the translation. Then, all three types of data were read several times. Next, detailed analyses were implemented with a coding system and organized into themes or categories. Finally, the sorted themes were interpreted.

Triangulation

In order to ensure that the data collected was verifiable, three different instruments were used in this research—observation, journal writing, and interview—to gather information from different sources. Thus, the gathered information could be triangulated for trustworthiness.

In order to discover whether the use of a role play could help students improve their aural-oral skills, the scores of the pre-test and the post-test of both the control group and

the experimental group were analyzed by using T-test to determine whether there was a significant difference between the two sets of scores.

If the p-value of a statistical test is lower than 0.05 (p < .05), it means that there is a significant difference between the average score of the experimental group and that of the control group.

Question 1: Can the use of role play help students improve their aural-oral skills?

Table 1 Comparison of the mean scores between the pre-test and the post-test in the experimental group

	N	$\overline{X}$	SD	T	P
Pre-test	50	7.32	2.33	-6.07	.00
Post-test	50	8.42	1.93		

p < .05

In Table 1, the pre-test mean score of the students in the experimental group (= *7.32)* is lower than that of the post-test mean score (= *8.42),* and the p-value (p = .00) is less than 0.05 (p < .05), which means the difference between the mean score of the pre-test and the post-test is significant. This indicates that the students in the experimental group learning with role play activity during the intervention made significant progress.

Table 2 Comparison of the mean scores of the post-test between the control group and the experimental group

	N	$\overline{X}$	SD	T	p
Control	50	7.30	2.33	-4.91	.00
Experimental	50	8.42	1.93		

p < .05

Table 2 shows that the post-test mean score of the control group (= *7.30)* is lower than that of the post-test mean score of the experimental group (= *8.42),* while the p-value (p = .00) is less than 0.05 (p < .05), which indicates that the difference between the mean scores of the experimental group and control group is significant.

In other words, the students who studied with role play performed better in their post-test. In summary, the use of role play can help students to improve their aural-oral skills.

The qualitative data was used to answer the other two research questions.

Question 2: How does the use of role play affect students' aural-oral skills?

The use of role play in this study affected students in two ways: changing the students' behavior, and increasing the participation and application of English.

Changing student behavior

The changes in the students' behavior are of two types: increased verbal and non-verbal communication and signs reflecting boredom (e. g., sleeping in class) was decreased to nil.

During the initial period of the use of role play, the students did not show any interest in it. They were observed to be reluctant to join class activities, by "answering questions in a low voice", "taking time to stand up with a long pause", and "not making eye contact with

the teacher". Moreover, some students were sleeping and the classroom was usually quiet. The following data from the interview confirmed their passivity in class.

Student A: "*During class, I used to put my head down and always wrote something, even sometimes pretending to write something to avoid making eye contact with the teacher because I didn't want to answer questions*."

Student B: "*I didn't want to answer any questions because when I stand up to answer questions, I feel all eyes are on me, I am embarrassed*."

However, after the lesson plan had been applied for one week, the students started to change, as they began to pay attention to the teacher and tried to join the activities. The following observed behavior during the second week demonstrates the students' changes.

"*The students looked at the picture, many smiled, and started to talk with their partner by using body language or gestures, and they became active and louder.*" "*One student stared at the teacher when she asked question*", "*Two students raised their hands and attempted to answer the question before the teacher called on them.*" The behavior indicates that the students were changing; they were starting to pay attention to or becoming interested in class, and participating in the class.

During the interviews, students revealed that they benefited from the use of role play because they became more motivated, encouraged and more confident during class.

One girl said: "*This is a good opportunity to practice our speaking, make our classroom noisy instead of quiet, and I am not worried about falling asleep anymore.*"

Another one said: "*I really enjoy our classes now, very interesting and we got the chance to speak a lot.*"

Towards the end of the research study period, the students had made a lot of progress in their English class. They were more active and appeared to enjoy the English class. The use of role play motivated them to practice more, increased confidence and made students more excited. The informants' reflections of their experience in the classes during the interview also supported this.

An interviewee stated: "*I think this is a useful method for me, the activity could motivate me to pay attention, and I don't want to miss any part.*"

Another one pointed out: "*All of the topics are close to our daily life; I want to practice like that, because when I am in a similar situation, I will know what to do.*"

Moreover, according to the observations, the few sleeping students started to wake up and raised their heads when the teacher showed something that they were interested in. In addition, one of the students who had never paid attention in class started to smile when he listened to other members' discussions.

Increasing participation and application of English in class

After most of the students were observed to be more motivated, they made attempts to participate. They asked questions and discussed with the teacher, spontaneously looking at the other students to get more feedback after talking. This change was supported when the students shared their opinions during the interview.

One student said: "*I can get feedback from my teacher and friends' eyes, they give me suggestions and also I can share my ideas, opinions and thoughts with them; I think I am more confident and brave. Even I cannot believe that I can ask my teacher questions.*"

Another one said: "*I can get feedback and some useful suggestions after the performance, the suggestions can help me correct some mistakes or enhance my knowledge.*"

The use of role play increased more participation, as well as increased application of English. When students had a part in a role play, they needed to think of how to conduct a

dialogue, what kind of vocabulary would be used or how to act this role successfully in the performance. Meanwhile, during the performance, other students tried to be a good audience. They tried to deliver their true and personal thoughts and feelings and in order to explain their thoughts and feelings clearly, some of them reacted to the situation, such as: "*I think you should be like this…*" or "*I think…is better.*" Or "*how about this…*" or "*if I were you, I would…*" These kinds of expressions were used when they interacted and suggested among one another.

An excerpt from one female student's interview vividly demonstrated her changes: "*Now role play is the main reason which arouses my interests. We need to conduct the conversation by ourselves; think about the characteristics of the role. I think this is a new challenge and special experience for me. I can got feedback and suggestions from my teacher and classmates; I can share my ideas, opinions and thoughts with my group members, have a drama to watch, and an opportunity to learn and practice daily English; I feel our classes have come to life. During this month, I think I am more confident and brave*; *study without stress*."

Question 3: What are the students' attitudes towards using role play activity?

The students' attitudes towards the use of role play can be divided into three categories: positive (like role play), neutral and negative (do not like role play)

Positive

 From the observations and the participants' responses in the interview, it is clear that most learners felt positive toward the use of role play in practicing their listening and speaking. Role play helped them overcome some weaknesses so they benefited and made a lot of progress in English.

The following are some students' opinions toward the use of role play during the semi-structured interview:

Student C: *"I like role play because it makes me feel more confident and brave."*

Student D: "*I like role play, it is very interesting. When we do group work, we have different situations and topics to practice and all of them are related to our daily life.*"

Student E: *"I like it because it makes me feel relaxed. The classes of this month looked like a western style class which appeared in the dramas or movies."*

Neutral

There was a student who recognized that role play was a helpful and useful learning strategy but thought she did not benefit from role play. This student took part in the group work and conducted her own role and practiced with other group members but her facial expressions did not show that she enjoyed it. When other students brought up a new idea or share some points, she just repeated them without adding any new information.

However, she still made good progress during the exam, and when asked to comment on the reason for the progress, she mentioned: "*I think my progress might not be from the role play. The atmosphere of the class became more noisy, animated, relaxed and active than before. But I still used my own method of learning English during this month, I joined the classroom activities but I can't stop using my own method of remembering and repeating, I got used to it. When I heard or read some sentences that might be used in our daily life, I would write them down and repeat them until I could use them. I spent a lot of time memorizing so I think that was the reason for the progress.*"

Negative

Most students showed a positive attitude to the role play; however, it did not mean the use of a role play was for everyone. A few students disliked it and had negative attitudes. Two particular students were clearly not happy with a role play. One is a student with a different learning style and the other one is a student who might not realize the positive changes due to the use of role play.

Different learning style

The few students with negative attitudes toward using role play were at different levels of competence, but they shared a common attitude—they did not like English. They were not interested in English, and their actions were passive during class. When the teacher asked questions, they never raised their hands. If the teacher asked them to answer, some of them could answer the question; some would not say anything even though the teacher gave hints. They did not like English or care if they made progress. The following are their statements:

"I have not been interested in English since I started to learn English, so I don't like the role play. I hope I can get a quiet environment then I gain some knowledge quickly but now our class is noisy discussing, debating or talking, I can't focus on my work. My score has improved because I don't want to make trouble, I just joined the group work and tried to finish my work. We are a team, the other members want to do their best, so they corrected me, and gave me suggestions, and I needed to accept that."

"I don't like art courses, I like science, such as math and physics. I don't like English so any method is the same for me—it doesn't work, anyway, we don't have a speaking exam, so it is not important to me. I made progress because the students who have the same or similar levels as me had high scores on the speaking exam. I don't want to be the lowest and lose face, I just want to improve my score and pass the exam."

These students did not like the use of role play because they did not like English or were not interested in English. Their goal of learning English might be just to pass the exam and receive a high score or some students took it for granted that memorization was easier than the use of role play.

Not realizing the benefit of role play

Another student who didn't like the use of role play explained the reason was "a waste of time". The researcher noticed that she was not a talkative student, and only answered "yes" or "no" to questions unless she was asked to give an explanation. In class, she might be good in English but she did not realize the benefit of the use of role play; she did not accept that the new method would help improve her English. When someone talked to her, she could speak a lot and respond quickly. If her peers needed help to solve some problems, she kept quiet and isolated herself from them. She explained that: *I don't like a role play, if I use this method for one or two classes it is ok but if I use this method for a long time; I think it is a waste of time. On the other hand, we don't have an exam for speaking, so we don't need to spend much time on speaking. I got used to the traditional method, and I know it is boring but I can consolidate the knowledge by my method and I like to do exercises, repeat the dialogue. Our class became more active but for me it is so noisy, with low efficiency and easy to go wrong for me."*

Discussion

According to the statistical findings, the use of a role play can help students improve their aural-oral skills. This is congruent with the findings of other studies. A role play is a useful

method and is effective in helping students to upgrade their English speaking and listening skills (Susanti, 2007; Huang, 2008; Cao, 2011).

Based on the results of data gathered from the observations, semi-structured interview and journal writings, most of the students benefited from the use of a role play. The practice of role play activities changed the students' behavior, made them more active and confident in expressing themselves; the use of a role play could increase participation and the application of English. Other researchers have also mentioned similar results in their studies, Elizabeth (2008) pointed out that role play was an effective method, and could make learning more meaningful to students. Huang (2008) also found that the use of role play helped teachers energize the class and make the class more interesting and lively. The research of Bray (2010) confirmed a similar result but there was another result that demonstrated a role play could develop the fluency of speaking.

Moreover, the data from the observation notes, journal writing and interview also support the findings that the students' attitudes towards using a role play were generally positive. This result was congruent with the findings of other researchers who focused on investigating students' attitudes towards using role play. The research of Lin and Suwanthep (2011) showed that a role play had positive effects on improving students' speaking in terms of language quality and language production.

Recommendations

The results of this research indicate that the use of a role play enhances the use of language in class, and this teaching-learning strategy should be recommended as an alternative teaching strategy for teachers in China who would like to help students improve the oral skills. Consequently, appropriate training in understanding the principles behind role play, planning for the activities and what to do in implementing it should be organized and thoroughly conducted. Furthermore, in order to ensure the effectiveness of role play, school administrators are encouraged to allot adequate time for teachers to plan appropriate activities and sufficient time for the practice of role play.

For further studies, it is worth looking into designs that the teacher and the researcher are the same person. Moreover, in order to make the findings more comprehensive, further studies should be conducted on other levels of students or other age intervals. Furthermore, the use of a role play could be studied with students in other locations. In addition, other instruments should be included to help verify the gathered data from various sources. Finally, as this study lasted only one and a half months, it is recommended that further studies should last longer to verify the findings.

References
Bailey, M. K., & Nunan, D. (2004). *Practical English language teaching: PELT speaking.* New York, NY: McGraw Hill.

Barker, L., Edwards, R., Gaines, C., Gladney, K., & Holley, F. (1981). An investigation of proportional time spent in various communication activities by college students. *Journal of Applied Communication Research, 8*, 101-109.

Bray, E. (2010). Doing role-play successfully in Japanese language classroom. *The Language Teacher: Readers' Forum, 34*(2), 13-15.

Brown, H. D. (1994). *Principles of language learning and teaching*. Englewood Cliffs, NJ: Prentice Hall Regents.

Brown, H. D. (2001). T*eaching by principles: An interactive approach to language pedagogy*. New York, NY: Addison Wesley Longman.

Brown, H. D. (2004). *Language assessment: Principles and classroom practice*. New York, NY: Pearson Education.

Burn, A., & Joyce, H. (1997). *Focus on speaking*. Sydney: National Center for English Language Teaching and Research.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistic, 1*(1), 1-47.

Canale, M. (1983). From communicative competence to language pedagogy. In J. C. Richards, & R. W. Schmidt (Eds.), *Language and communication* (pp. 2-27). London: Longman.

Chaney, L. A., & Burke, L.T. (1997). *Teaching oral communication in Grades K-8*. Boston: Allyn & Bacon.

Cao, L. T. M. (2011). *Use of role play in teaching speaking skills for freshmen nursing students*. Thai Nguyen: Thai Nguyen University.

China Hospitality News. (2008). *CNTA: China's inbound tourist numbers continued to decrease in October*. Retrieved from http://www.chinahospitalitynews.com

China Radio International. (2008). *Brief introduction: About us*. Retrieved from www.crienglish.com/about/intro.htm

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.

Crystal, D. (2003). *English as a global language*. Cambridge: Cambridge University Press.

Graves, E. A. (2008). *Is role play an effective teaching method*. Master's thesis, Department of Teacher Education, Faculty of the College of Education, Ohio University.

Hymes, D. (1972). On communication competence. In J. B. Pride, & J. Holmes (Eds.), *Sociolinguistics selected readings* (pp. 269-293). Harmondsworth: Penguin.

Hand, L. (2009). *Role plays in the ESL classroom*. Retrieved from http://www.learnenglish.de

Harmer, J. (1984): The Practice of English Language Teaching. London: Longman

Huang, I. Y. (2008). *Role play for ESL/ EFL children in the English classroom.* Taiwan: National Cheng Chi University.

Huang, Q., & Xia, H. Z. (2010). An effective approach to learning EFL for Chinese students from the perspective of psychodynamics and pedagogy. *Studies in Literature and Language, 1*(7), 32-38.

Jarvis, L., Odell, K., & Troiano, M. (2002). *Role-playing as a teaching strategy*. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download? doi=10.1.1.550.2518&rep=rep1&type=pdf

Kachru, B. (1982). *The other tongue: English across cultures*. Urbana: University of Illinois Press.

Ladousse, G. P. (2004). *Role play*. Oxford: Oxford University Press.

Larsen, F. D. (1986). *Techniques and principles in language teaching*. Oxford: Oxford University Press.

Lazaraton, A. (2001). Teaching oral skills. In M. Celce-Murcia (Ed., 3rd ed.), *Teaching English as a second or foreign language* (pp. 103-115). Boston: Heinle & Heinle.

Lin, S., & Suwanthep, J. (2011). E-learning constructive role play for EFL learners in China's tertiary education. *Asian EFL Journal, Professional Teaching Articles, 49*, 1-26.

Littlewood, W. (1981). *Communicative language teaching: An introduction.* Cambridge: Cambridge University Press.

Livingstone, C. (1983). *Role play in language learning*. Singapore: Longman.

Littlejohn S. W., & Foss K. A. (2005): Theories of Human Communication 8th ed. Belmont, CA: Wadsworth.

Mangubhai, F., Dashwood, A., Berthod, M., Flores, M., & Dale, J. (1998). *Primary LOTE teachers' understanding and beliefs about communicative language teaching: Report on the first phrase of the project*. Toowoomba: Centre for Research into Language Teaching Methodologies, the National Languages and Literacy Institute of Australia.

Ments, M. (1999). *The effective use of role play*. London: Kogan Page.

Mohammad, T. H. (2008). *Communicative language teaching: Teachers' perception in Bangladesh at secondary level*. Dhaka: BRAC University.

Mohammad, A., & Behorz, J. (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.

National Bureau of Statistics of China. (2009). *China statistic yearbook.* Retrieved from http://www.stats.gov.cn/tjsj/ndsj/2009/indexeh.htm

National Tourism Administration of the People's Republic of China. (2008). *Announcement No.13, 2008*. Retrieved from http://www.anta.gov.cn/html/2008-10/2008-10-31-14-54-78263.html

Nguyen, N. T. T. (2011). *The use of role-play activities in improving speaking skills of first-year chemistry-majors at Ha Noi University of Industry*. Retrieved from http://spotidoc.com/cFV2

Oliver, P. (2010): The Students' Guide to Research Ethics 2nd ed. Maidenhead: Open University Press. p. 25 Sunisa Ouayporn (2014)

Pang, J., Zhou, X., & Zheng, F. (2002). English for international trade: China enters the WTO. *World Englishes, 21*(2), 201-216.

People's Daily Online. (2001). *Shanghai people learn English for APEC meeting*. Retrieved from http://english.peopledaily.com.cn/

Poorman, P. B. (2002). Biography and role-playing: Fostering empathy in abnormal psychology. *Teaching of Psychology, 29*(1), 32-36.

Priscilla, I., & Tazria, I. (2012). Effectiveness of role play in enhancing the speaking skills of the learners in a large classroom: An investigation of tertiary level students. *Stamford Journal of English, 7*, 218-233.

Richards, J. C. (2006). *Communicative language teaching today*. New York, NY: Cambridge University Press.

Richards, J. C. (2008). *Teaching listening and speaking from theory to practice*. New York, NY: Cambridge University Press.

Richards, J., Platt, J., & Platt, H. (1992). Dictionary of language teaching and applied linguistics. London: Longman.

Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.

Rost, M. (2002). Teaching and researching listening. London: Longman.

Please add Name of Author. (2001, October 27). Beijing recognizes need for English as WTO entry looms. *South China Morning Post*, p. xx (please add page number)

Please add Name of Author. (2004, April 17). Shanghai to recruit English teacher. *South China Morning Post*, p. xx (please add page number)

Susanti, A. D. H. (2007). *Using role play in teaching speaking*. Jakarta: Jakarta State Islamic University.

Thompson, G. (1996). Some misconceptions about communicative language teaching. *ELT Journal, 50*(1), 9-15.

Thornbury, S. (2005): How to Teach Speaking. London: Pearson Education limited.

Thornbury, S. (2006). *An a-z of ELT: A dictionary of terms and concepts used in English language*. London: Macmillan Education.

Tsui, A. B. M., & Tollefson, J. W. (2007). Language policy and the construction of national cultural identity. In A.B.M. Tsui, & J. W. Tollefson (Eds.), *Language policy, culture and identity in Asian contexts* (pp. 1-21). Mahwah, NJ: Lawrence Erlbaum Associates.

Wang, Q. (2007). The national curriculum changes and their effects on English language teaching in the people's republic of China. In Cummins, J. & Davison, C. (Eds.) *International handbook of English language teaching* (pp. xx-xx add page number). Dordrecht: Springer.

Wallace, T., Stariba, E. W., & Walberg, J. H. (2004). *Teaching speaking, listening and writing*. Brussels: International Academy of Education.

Wakabayashi, D. (2012). *Rakuten's English policy: Just speak it*. Retrieved from http://blogs.wsj.com/japanrealtime/2012/06/29/rakutens-english-policy-just-speak-it/

Widdowson, H. G. (1994). The ownership of English. *TESOL Quarterly, 28*(2), 377-388.

Wolvin, A. D., & Coakley, C. G. (1991). A survey of the status of listening training in some fortune 500 corporations. *Communication Education, 40*, 152-164.

Zeng, Z.J. (1988). Necessity of Applying Communicative Approach. Henan: Henan University press.