



Using Scripted and Non-Scripted Role-Plays to Improve Speaking Performance of
Hotel Engineering Staff

Sawinee Rodpradit

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Teaching English as an International Language

Prince of Songkla University

2013

Copyright of Prince of Songkla University

Thesis Title Using Scripted and Non-Scripted Role-Plays to Improve Speaking Performance of Hotel Engineering Staff
Author Ms. Sawinee Rodpradit
Major Program Teaching English as an International Language

Major Advisor:

.....
(Dr. Kemtong Sinwongsuwat)

Examining Committee:

.....Chairperson
(Asst. Prof. Dr. Premin Karavi)

.....
(Dr. Compol Swangboonsatic)

.....
(Dr. Kemtong Sinwongsuwat)

The Graduate School, Prince of Songkla University, has approved this thesis as partial fulfillment of the requirements for the Master of Arts Degree in Teaching English as an International Language.

.....
(Assoc. Prof. Dr. Teerapol Srichana)
Dean of Graduate School

This is to certify that the work here submitted is the result of the candidate's own investigations. Due acknowledgement has been made of any assistance received.

.....Signature
(Dr. Kemtong Sinwongsuwat)
Advisor

.....Signature
(Ms. Sawinee Rodpradit)
Candidate

I hereby certify that this work has not been accepted in substance for any degree, and is not being currently submitted in candidature for any degree.

.....Signature

(Ms. Sawinee Rodpradit)

Candidate

ชื่อวิทยานิพนธ์	การใช้บทบาทสมมติแบบมีบทพูดและไม่มีบทพูดเพื่อการพัฒนา ความสามารถในการพูดภาษาอังกฤษของพนักงาน โรงแรมแผนกช่าง
ผู้เขียน	นางสาวสาวิณี รอดประดิษฐ์
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษานานาชาติ
ปีการศึกษา	2555

บทคัดย่อ

งานวิจัยฉบับนี้มีวัตถุประสงค์เพื่อศึกษาผลของการใช้บทบาท สมมติแบบมีบทพูด และไม่มีบทพูด เพื่อพัฒนาความสามารถในการพูดภาษาอังกฤษของพนักงาน โรงแรมแผนกช่าง จำนวน 12 คน ของโรงแรมแห่งหนึ่งในจังหวัดภูเก็ต โดยกลุ่มตัวอย่างทั้งหมดต้องสนทนากับ หัวหน้างานชาวต่างชาติ เพื่อวัดความสามารถในการพูดภาษาอังกฤษก่อนเข้ารับการอบรม โดยมี หัวหน้างานชาวต่างชาติเป็นผู้ให้คะแนนความสามารถในการพูดภาษาอังกฤษโดยยึดเกณฑ์การให้ คะแนนตามที่ผู้วิจัยกำหนด หลังจากนั้นกลุ่มตัวอย่าง ถูกแบ่งออกเป็นสองกลุ่ม กลุ่มละ 6 คน และเข้ารับการอบรมภาษาอังกฤษสำหรับพนักงาน โรงแรมแผนกช่าง จำนวน 15 บทเรียน เป็นเวลา 30 ชั่วโมง เมื่อสิ้นสุดแต่ละบทเรียน สมาชิกในกลุ่มตัวอย่างกลุ่มที่ 1 จะจับคู่กันเพื่อแสดงบทบาท สมมติจากเนื้อหาในแต่ละบทเรียน โดยมีบทพูดสำหรับการฝึกสนทนา ในขณะที่กลุ่มที่ 2 จะ จับคู่กันแสดงบทบาท สมมติ โดยไม่มีการเตรียม บทพูดไว้ล่วงหน้าตลอดระยะเวลาของการอบรม เมื่อสิ้นสุดระยะเวลาการอบรม กลุ่มตัวอย่างทั้งหมดต้องสนทนากับหัวหน้างานชาวต่างชาติอีกครั้ง เพื่อวัดระดับความสามารถในการพูดภาษาอังกฤษหลังจากเข้ารับการอบรมและฝึกฝนการแสดง บทบาทสมมติ

จากการเปรียบเทียบคะแนนความสามารถในการพูดภาษาอังกฤษของกลุ่มตัวอย่าง ก่อนและหลังการอบรม พบว่า โดยภาพรวมแล้วกลุ่มตัวอย่างทั้งหมดมีความสามารถในการพูด ภาษาอังกฤษที่พัฒนาขึ้นอย่างมีนัย สำคัญทางสถิติที่ระดับ 0.01 และเมื่อพิจารณาความสามารถใน การพูดภาษาอังกฤษแยกตามเกณฑ์ปลีกย่อย พบว่า กลุ่มตัวอย่างที่ได้ฝึกฝนการแสดงบทบาท สมมติ แบบไม่มีบทพูด มีความสามารถในการพูดภาษาอังกฤษที่ดีขึ้นในด้านการออกเสียง และความเข้าใจ อย่างมีนัยสำคัญ ทางสถิติที่ระดับ 0.01 และมีความคล่องแคล่วในการพูดและคำศัพท์ที่ดีขึ้นอย่างมี นัยสำคัญทางสถิติที่ระดับ 0.05 ในขณะที่กลุ่มตัวอย่างที่ฝึกฝนการแสดงบทบาทสมมติแบบมีบทพูด นั้น มีเพียงคำศัพท์เท่านั้นที่มีการพัฒนาอย่างมีนัยสำคัญ ทางสถิติที่ระดับ 0.01 แสดงให้เห็นว่าการ

ฝึกฝนการแสดงบทบาทสมมติแบบไม่มีบทพูดนั้น ช่วยพัฒนาความสามารถในการพูดภาษาอังกฤษของกลุ่มตัวอย่างได้ดีกว่าการฝึกฝนการแสดงบทบาท สมมติแบบมีบทพูด ซึ่งสอดคล้องกับผลการเปรียบเทียบการวิเคราะห์หีบทสนทนา (Conversation Analysis หรือ CA) กับหัวหน้างานชาวต่างชาติของสมาชิกกลุ่มตัวอย่างทั้งสอง กลุ่มทั้งก่อนและหลังการอบรมที่พบว่า กลุ่มตัวอย่างที่ฝึกฝนการแสดงบทบาท สมมติแบบไม่มีบทพูดนั้นมีความถี่ของ dis – preferred response ได้แก่ การหยุดชะงัก การขอให้คู่สนทนาทวนคำถาม การใช้ filler เพื่อถ่วงเวลาในการโต้ตอบ และ การทวนคำถามของคู่สนทนา ก่อนการตอบที่ลดลง การศึกษาครั้งนี้ชี้ให้เห็นว่าการ ฝึกฝนด้วยกิจกรรมบทบาทสมมติแบบไม่มีบทพูด ช่วยให้ผู้เรียนไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ พัฒนาความสามารถด้านการพูด ในองค์กรร่วม ได้อย่างมีประสิทธิภาพ มากกว่าการใช้กิจกรรมแสดงบทบาทสมมติแบบมีบทพูด

Thesis Title	Using Scripted and Non-Scripted Role-Plays to Improve Speaking Performance in Hotel Engineering Staff
Author	Ms. Sawinee Rodpradit
Major program	Teaching English as an International Language
Academic Year	2012

ABSTRACT

The purpose of this study was to investigate the impact of using scripted and non-scripted role-play activities on Thai EFL learners' speaking performance. The participants in the study were twelve engineering staff members of a hotel in Phuket. They were divided into two groups. Both groups attended fifteen lessons of an English for Hotel Engineering Staff course. The lessons were given twice a week; each lesson lasted two hours. At the end each lesson, staff members in one group were asked to pair up and perform scripted role-play activities, whereas those in the other group performed non-scripted ones in a separate room. An actual interaction with a native speaker of English was used as the pre-test and post-test to assess the participants' oral English performance at the beginning and at the end of the study. The results of the study show that the twelve participants' overall post-test scores were significantly higher than their pre-test scores at the level of 0.01, indicating that both scripted and non-scripted role-play activities helped the participants to improve their English speaking performance. However, non-scripted role-plays contributed to the improvement of the participants' discrete oral performance to a more significant degree than scripted ones. The *t*-test results reveal that the six participants assigned to practice non-scripted role-plays showed

significant speaking improvements especially in terms of accent and comprehension at the level of 0.01. Their vocabulary and fluency scores were also significantly higher than the pre-test scores at the level of 0.05. The other six participants, who were assigned to perform scripted role-plays, showed significant improvement at the level of 0.01 only in terms of vocabulary. The conversation analysis of the pre and post experimental actual interaction revealed that the participants practicing non-scripted role-plays had higher ability to respond to the interlocutor's turns since the frequency of their dis-preferred responses were lower than those who practiced scripted role-plays. The study suggests that non-scripted role-play activities better contribute to the holistic improvement in the oral English performance of the Thai EFL learners than scripted ones.

ACKNOWLEDGEMENTS

First and foremost, I thank Allah (subhanahu wa taala) for endowing me with health, patience, and knowledge to complete this work. I also acknowledge my deep gratitude towards my thesis advisor, Dr. Kemtong Sinwongsuwat, whose dedicated supervision, academic advice, constant encouragement, and infinite patience throughout the course of this research. I would not have achieved this far and this thesis would not have been completed without all the support that I have always received from her.

I would also like to note my gratitude towards Asst. Prof. Dr. Premin Karavi and Dr. Compol Swangboonsatic of the review committee for their valuable time and comments. I also want to express my gratitude towards Mr. Barrie Buck and Mr. Grant Upton who spent their valuable time helping me with the pre and post experimental actual interactions.

My sincere appreciation also goes to all the M.A. instructors and staff of the Teaching English as an International Language program, Department of Language and Linguistics, the Faculty of Liberal Arts, Prince of Songkla University. In addition, I also want to extend my gratitude to my all classmates for their help, spiritual support, and constant encouragement.

Finally, I most gratefully acknowledge my parents and my husband for all their support throughout the period of this research.

Sawinee Rodpradit

TABLE OF CONTENTS

ABSTRACT (THAI)	v
ABSTRACT (ENGLISH)	vii
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENTS	x
LIST OF FIGURES	xii
LIST OF TABLES	xiii
LIST OF PAPERS	xiv
REPRINT PERMISSION	xv
SYMBOLS	xvi

A SYNTHESIS REPORT

1. INTRODUCTION	1
1.1 Objectives of the study	3
1.2 Research questions.....	3
1.3 Definition of terms	3
2. REVIEW OF RELATED LITERATURE	4
2.1 Communicative Language Teaching (CLT) and communicative Activities.....	4
2.2 Role-plays.....	7
2.3 Related studies on role-plays activities in language classrooms.....	8
2.4 Conversation Analysis (CA).....	10
3. RESEARCH METHODOLOGY	13
3.1 Participants.....	13
3.2 Instruments.....	14
3.2.1 Pre-test.....	15
3.2.2 Experiment.....	15
3.2.3 Post-test.....	15
3.3 Data Analysis.....	16
4. RESULTS AND DISCUSSION	16
4.1 Participants' speaking performance before and after experiment.....	16
4.2 Participants' speaking performance in four discrete items.....	17

TABLE OF CONTENTS (Continued)

4.3 Differences between pre- and post- experimental actual interaction....	20
5. CONCLUDING REMARKS AND RECOMMENDATIONS.....	33
REFERENCES.....	35
APPENDICES.....	38
A: Sample Lesson Plan and Role-play Situation.....	39
B: Score Sheet and Criteria.....	43
PAPER 1: Using Scripted and Non-scripted Role-play to Improve English Speaking Performance of Hotel Engineering Staff.....	46
VITAE.....	56

LIST OF FIGURES**FIGURE****A SYNTHESIS REPORT**

1: Frequency of features characterizing dis-preferred responses produced by participants (P) performing scripted role-play.....	21
2: Frequency of features characterizing dis-preferred responses produced by participants (P) performing non-scripted role-play.....	27

LIST OF TABLES**TABLE****A SYNTHESIS REPORT**

1: Preferred and dis-preferred second parts to various first parts.....	12
2: Pre- and post-test speaking performance scores of participants practicing scripted and non-scripted role-plays.....	17
3: Speaking performance scores on discrete items of participants (P) performing scripted role-plays.....	18
4: Speaking performance scores on discrete items of participants (P) performing non-scripted role-plays.....	19

LIST OF PAPERS

This thesis is based on the following paper:

- 1: Using Scripted and Non Scripted Role-Plays to Improve English Speaking Performance in Hotel Engineering Staff

REPRINT PERMISSION

73 Rama 6 Road, Bangkok 10400

Dear Miss Sewinee Rodpradit:

I was writing to notify you that your request for permission to reprint the following material from our publication, APHEIT Journal, has been granted:

[Rodpradit, S. & Simwongsuwat, K., Using Scripted and Non-scripted Role-Plays to Improve English Speaking Performance of Hotel Engineering Staff, May 2012]
[pp. 17-23]

This material may appear as originally published in your thesis, which is currently prepared for submission to the Graduate School.

Should you have any questions regarding this approval, please do not hesitate to contact me.

Yours sincerely,



Asst. Prof. Dr. Wirat Lerthphaitoonpan

APHEIT Journal Editor

apheitacademic@gmail.com

SYMBOLS

Transcription convention adapted from Seedhouse (2004) and Schegloff (2007)

[Point of overlap onset
]	Point of overlap termination
=	(a) Turn continues below, at the next identical symbol (b) If inserted at the end of one speaker's adjacent turn, indicates that there is no gap at all between the two turns (c) Indicates that there is no interval between adjacent utterances
(0.5)	Numbers in parentheses indicate silence, represented in tenths of a second; what is given here indicates 0.5 second of silence
(.)	Very short untimed pause; ordinarily less than 0.2 second
<u>word</u>	Speaker emphasis
-	A hyphen after a word or part of a word indicates a cut-off or self-interruption
?	Rising intonation, not necessarily a question
.	Low-rising intonation, or final, not necessarily the end of a sentence
()	A stretch of unclear or unintelligible speech
wo:rd	Colons show that speaker has stretched the preceding sound
◦word◦	Material between "degree signs" is quieter than the surrounding talk
((word))	Transcriber's comments

- [gibee] In the case of inaccurate pronunciation of an English word, an approximation of the sound is given in square brackets
- ja* ((tr.: yes)) Non-English words are italicized and followed by an English translation in double parentheses
- Mark features of special interest

1. INTRODUCTION

English is the major communication medium between people from different countries around the globe. The increasing demand of good communication skills in English has activated English teaching around the world (Richard, 2006). In Thailand, today English is taught in every level; Thai students are required to study the language from primary school to university. In fact, most of them spend more than ten years learning English through formal education.

Despite such a long time of learning English in school, the results of their studying immensely vary. As English teachers, we can see that in some English classes there are few students who can speak the language fluently. A possible reason for this is that the English classroom is too rigid. The students always sit and listen to the teacher emphasizing the structure of language rather than participating in activities that promote communication skills, or the development of even basic oral ability.

Many English teachers have consequently shifted their lessons to make them more active by employing Communicative Language Teaching (CLT). As the teaching method focuses on providing students opportunities to use the target language, many activities are introduced to the students in order to develop their speaking ability. One of the most popular activities chosen by the teachers is role-play. It is demonstrated in a number of studies that role-play helps to improve the students speaking ability effectively (Alwahibee, 2004; Klanrit, 2007; Liu & Ding, 2009).

There are two broad types of role-play activities often used in English language classrooms: scripted and non-scripted role-plays. To perform role-plays of the scripted type, the

students will have to work in pairs or a small group. They are given prompts related to the target scenarios. Then, they will have to use the prompts as the model to form the target dialogue. The students rehearse that dialogue before performing it in front of the class. In the non-scripted role-play, on the other hand, the students are assigned to perform the role-play activity in front of the class based on the prompts given without preparing or writing the script in advance (Byrne as cited in Davies, 1990).

In Thai education, teachers normally implement scripted role-play to improve students' speaking proficiency. Non-scripted role-play is rarely found in English language classes, with the reason being that this type of role-play is quite complicated, and teachers should look to set achievable goals for the students. It can also create too rigid, stressful atmosphere for the students since there is little opportunity to prepare and rehearse the dialogue.

However, it is still too early to lay claim that scripted role-plays have the advantage over non-scripted ones in developing the student's oral ability. It has been shown that some students trained with scripted role-play really struggled to speak English in real-life situations. As a matter of fact, there have been few studies directly investigating the results of both types of role-play activities with the focus on the development of students' English speaking abilities. This study was therefore designed to investigate the effects of scripted and non-scripted role-plays on the student's speaking proficiency.

1.1 Objectives of the study

The main objectives of this study are:

1.1.1 To investigate the effects of using scripted and non-scripted role-plays on the improvement of English speaking ability of the hotel engineering staff.

1.1.2 To determine which type of role-plays gives better results on the speaking proficiency of the hotel engineering staff and which aspects of the oral performance the role-play types better improve.

1.1.3 To explore how differently each type of role-play contributes to the improvement of the students' interactional performance.

1.2 Research questions

1.2.1 Does the speaking proficiency of the students improve after practicing the scripted and non-scripted role-play activities?

1.2.2 If so, which type of role-play gives better results and in what aspects does the role-play type better contribute to the improvement of the students' speaking proficiency?

1.2.3 How does each type of role-play contribute to the different improvement of the students' interactional performance?

1.3 Definition of terms

The following are the important terms used in this study:

1.3.1 **Role-Play** is the communicative activity providing students opportunities to use the target language to act given roles in specific situations.

1.3.2 **Scripted role-plays** are the role-play activities allowing students to prepare and rehearse scripts before performing.

1.3.3 **Non-scripted role-plays** are the role-play activities in which students are allowed neither to prepare nor to rehearse the scripts before performing.

1.3.4 **English speaking performance** is the ability of the participants to speak English in the appropriate working context.

1.3.5 **Dis-preferred responses** refer to the responses in lieu of the second pair-parts of an adjacency pair; they are generally to be avoided and likely to be marked by such features as delays, prefaces, and accounts.

2. REVIEW OF RELATED LITERATURE

2.1 Communicative Language Teaching (CLT) and communicative activities

The CLT approach starts from a theory of language as communication (Richards & Rogers, 1987) which stresses the importance of both grammatical knowledge and language performance. In other words, the learners should be taught both the usage and use of the language in CLT classrooms (Widdowson, 1978). According to Al-Mutawa and Kailani (1989), the Communicative Language Teaching approach was introduced in the early 1970s from the work of the Council of Europe experts, and can be traced back to the work of Chomsky in the 1960s. The latter introduced the *competence* vs. *performance* dichotomy and argued against the prevalent audio-lingual method and its views at the time, which undermined the development of learners' linguistic competence. Later, these concepts were developed by Hymes, who expanded

the notion of *competence* to include not only *grammatical/linguistic* but also *communicative* competence, which refers to the knowledge of the psychological, cultural and social rules which govern the use of language in speech situations (Hedge, 2000).

As a sociolinguist, Hymes (1971) was concerned with social and cultural knowledge that speakers need to have to be able to understand and use linguistic forms appropriately in communicative situations. Therefore, in Hymes' view, the knowledge of social and cultural contexts as well as the ability to put it into use in speech situations should be focused in language teaching. According to him, communicative competence includes linguistic or grammatical competence, sociolinguistic or pragmatic competence, discourse competence, and strategic competence (Hedge, 2000; Richards & Rodgers, 1987).

The Communicative Language Teaching (CLT) approach has developed from such a theory of language as communication, which stresses the importance of both grammatical knowledge and language performance in communicative contexts. Richard and Rodgers (1987) states that CLT is best considered as an approach rather than a method. Methods are held to be fixed teaching systems with prescribed techniques and practices; on the other hand, approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom.

In contrast to the Audio-lingual method, Richard and Rogers (1986) points out that the Communicative Language Teaching approach focuses on the semantic content of language learning. According to Brown (2001), CLT is an approach to teach both second and foreign languages which emphasizes simulating real-life communication in the classroom. Hence, all language components, including grammatical, functional, and sociolinguistic, used in

real-life communicative situations are focused in CLT classrooms. That is, the learners learn grammatical forms through meaningful communicative activities. Littlewood (1981) remarks that communicative activities in CLT classrooms can contribute to language learning in four main ways: (1) they improve motivation; (2) they provide *whole-task practice*; (3) they allow natural learning; and (4) they can create a context which supports learning. Consequently, the activities for CLT classrooms are selected based on how well they get the learners to engage in meaningful and authentic language use rather than the mechanical practice of language patterns.

As the main aim of the approach is to prepare learners for meaningful communication, errors are mostly tolerated. A wide range of exercise types and activities are used to facilitate the development of the learners' communication skills; these activities are always designed to engage students in meaningful conversation in various situations. Hence, real communication is promoted, which is believed to facilitate the language acquisition process (Doughty & Pica, 1986). Moreover, in this approach teachers are not supposed to be the center of all classroom activities, but rather serve as class facilitators (Al-Mutawa & Kailani, 1989), and they are required to be competent and imaginative in order to make the application of CLT successful.

The students in CLT classroom settings are well engaged in communicative activities that provide them the opportunity to use the target language in communication with each other. Consequently, role-plays are one of the most popular activities selected to encourage communication among the students in EFL classrooms.

2.2 Role-plays

Livingstone (1983) states that role-play is a classroom activity allowing the students to practice the language, the aspects of role behavior (e.g., formality, register, function, attitude, paralinguistic features, extra-linguistic features, acceptability and appropriateness, and the immediacy of oral interaction), and the roles outside the classroom that they may need to know. She commented that the teacher cannot accurately predict all the roles that the students may need to know in order to communicate in real-life. Hence, it was suggested that the teacher help raise students' awareness and understanding of role behaviors and have them practice using these extensively. However, there are some activities often confused with role-play including play acting, group work, and dialogue work (e.g. reading a dialogue with translation, class composition, writing skeleton dialogues, and free dialogue writing in groups). Although the mentioned activities are not role-play, Livingstone recommended the teachers to use them for the role-play preparation.

According to Crookal and Oxford (1990), there are a few technical terms often used interchangeably with role-plays. These are *simulations*, *games*, *role-play*, *simulation games*, *role-play simulation*, and *role playing games*. The most confusing term is *simulation*. Livingstone (1983) describes that role-plays provide the student the specific information and the role to act. The students are required to act based on the roles given. They cannot add their own opinion or personal view into the roles. In contrast, performing simulation, the students can put their own personality, experience, and points of view through the given roles. Similarly, Ladousse (1987) and Kodotchigova (2002) explained that student put themselves into other

shoes to perform the role-plays, whereas they can play their own roles under the particular situation to perform simulations.

In this study, the meaning of role-plays is limited to the communicative activities providing the student opportunities to use the target language to act the given roles in specific situations. The researcher believes that role-play is one of the most effective activities to be presented in English classrooms in order to improve students' speaking proficiency.

2.3 Related studies on role-play activities in language classrooms

To develop EFL students' oral skills, a wide range of communicative activities are used in the classroom and role-play is among the most popular choices. There are a number of studies investigating the effects of role-play activities on EFL students' speaking proficiency. Alwahibee (2004), for instance, investigated the results of using role-play activities to improve a group of Saudi Arabian students' speaking ability. In the study, the subjects spent eight weeks studying the target language before performing role-plays in pairs. It was found that speaking proficiency of the students in the experimental group was improved since role-play activities gave them the opportunities to use the target language to communicate and interact with their peers. Moreover, the activities also created the collaborative learning atmosphere, claimed to be one of the factors responsible for successful communication of the students in the classroom.

Klanrit (2007) conducted a study to compare the effectiveness of role-play and information-gap activities in improving students' oral ability. The results of the experiment indicated that both types of activities contributed to the improvement of the participants' speaking ability, however, in different ways. The students slightly gained new elements of the

target language or language use such as new vocabulary and useful expressions in role-play activities. That is, role-plays may not help to improve the students in terms of language use.

Furthermore, Ding and Liu (2009) conducted a study similar to Alwahibee (2004) to investigate the influence of role-plays in the improvement of oral ability of Chinese students. The findings showed that the students were able to speak English fluently, yet, accuracy in their utterance still needed to be improved.

Chotirat (2010) studied the repair organization in English conversation of 26 Thai college students given the lessons with scripted and non-scripted role play activities. The participants' role-play conversations were videotaped, transcribed, and analyzed according to the principles of Conversation Analysis (CA). The results of this study revealed that the different types of role-play affected the frequency of and the students' behavior in organizing repair to deal with problematic turns in conversation. The repair was conducted more frequently and organized differently in non-scripted role-plays, better simulating the genuine feature of naturally-occurring conversation. It was suggested that teachers reconsider the effectiveness of scripted role-plays in equipping their students with conversational skills. Non-scripted role-plays were proposed as an alternative to allow the students with mixed proficiency to experience more common features of natural conversation, thus helping them to better fulfill the ultimate objectives of any conversation or listening courses aiming at effective real-time communication. By frequently practicing the role-play of this type, students' conversational performance as well as their overall speaking proficiency will more likely be enhanced.

In summary, role-play is a feasible effective way to improve speaking proficiency of the students. The activity not only creates the opportunities for the students to communicate,

but also establishes collaborative learning which contributes to the ability to overcome problems that occur when performing it. This helps to prepare the students for communication in their real life.

2.4 Conversation Analysis (CA)

Conversation Analysis, or CA, is an approach employed to study the natural conversation developed by Harvey Sack, Emanuel Schegloff, and Gail Jefferson in the mid of 1960s (Sinwongsuwat, 2007). It is a study of the participants' own methods for production and interpretation of social interaction.

CA has the primary focus towards utterance sequences and the organization of such sequences. A primary concept is *turn-taking*. This means that one participant is talking and then stops and another participant is talking and stops and so on. CA sorts out how turn-taking is performed. In doing this, other constructs are inferred as, e.g. *next-speaker selection* and *transition-relevance places* (Sacks, 1992; Levinson, 1983). CA has had a great influence on sociological and linguistic studies of language-based social interaction. Levinson (1983) claims that the strength of the CA position is that the procedures employed have already proved themselves capable of yielding by far the most substantial insights into the organization of conversation.

In understanding the sequencing of conversations, Sacks has introduced the concept of *adjacency pair*. An adjacency pair is, besides being adjacent, an ordered pair of utterances (a first and a second) produced by different speakers. A first requires a second, but not everything counts as a second. Examples of adjacency pairs are question – answer, greeting – greeting, offer – acceptance, request – acceptance, complaint – excuse. Different functions of

adjacency pairs are described in CA literature. They are used for, e.g., starting and closing conversations, making moves in conversations, and constructing remedial exchanges. Adjacency pairs can also be “separated” due to different reasons (e.g. clarifying obscurities) with the so-called *inserted sequences*. The concept of adjacency pair has also been used and developed in dialogue theory (Linell, 1998 & Schiffrin, 1994). The first is categorized as *initiative* and the second as a *response*. However, most utterances can be classified as both initiative and response. This is due to the principle of *double contextuality* of utterances in conversations. Utterances are both context-shaped, depending on prior utterances, and context-renewing, creating conditions for possible next utterances. They are linked actions such that one can be heard as being a possible response to what has been said earlier. An utterance is thus made in the present, but with (implicit or explicit) references to the historical given and to the projected future.

For many adjacency pairs, there are alternative second pair-parts (Seedhouse, 2004), which do not necessarily show the same significance, thus the concept of *preference organization*. For instance, an invitation may be answered by an acceptance (preferred action) or a rejection (dis-preferred action). According to Pomerantz (1984), these two actions are performed in different ways. Preferred actions are usually produced without hesitation or delay at the beginning of the response turn, whereas dis-preferred responses are generally delivered by hesitation and delay and are often prefaced by markers such as *well* and *uh* as well as by the positive comments and appreciations such as *You’re very kind*. They are frequently mitigated in some ways and accounted for by an explanation or excuse of some kinds. Levinson (1983) provides examples of preferred and dis-preferred responses as shown in the following table.

Table 1

Preferred and dis-preferred second parts to various first parts

Second Pair-Parts	First Pair-Parts				
	Request	Offer/Invitation	Assessment	Question	Blame
<i>Preferred:</i>	acceptance	acceptance	agreement	expected answer	denial
<i>Dis-preferred:</i>	refusal	refusal	disagreement	unexpected answer or non-answer	admission

According to Weatherall (2002), the structure of a preferred response often is straightforward. It is simple and made without hesitation. For example, in the case of invitation, the preferred response is acceptance. On the other hand, dis-preferred actions have a far more complicated structure. They may be characterized by pauses or hesitations before a response is delivered or by the use of appreciations and apologies. Finally, it is important to note that preferred responses are not merely agreement or acceptances and dis-preferred responses are not always dis-agreements or declinations. As far as self depreciatory comment is concerned, for instance, preferred responses are dis-agreements and dis-preferred responses are agreements.

In conclusion, having had a great influence on sociological and linguistic studies of language-based social interaction, CA has proven itself capable of yielding by far the most substantial insights into the organization of conversation (Levinson, 1983).

3. RESEARCH METHODOLOGY

In this study, the 12 participants attended the English for Hotel Engineering Staff course, divided into three chapters, and were assigned to two groups. The three chapters of the course included 15 sub-lessons given twice a week. At the end of each sub-lesson, each pair of the participants in one group was asked to practice scripted role-plays and those in the other group performed non-scripted ones in a separate room.

3.1 Participants

The participants in this study were 12 engineering staff members of a hotel in Phuket with beginner oral English proficiency. In the hiring process, the staff had been interviewed by a native speaker in order to measure their oral English proficiency and were put into the pre-intermediate level judging from the test results (only generalizable in this company). This group of staff members was required by the company to attend an English class taught by the researcher.

In this study, the student engineers were divided into two groups. Both groups attended the English for Hotel Engineering Staff course using theme-based materials which included the topic of onsite maintenance, part order and purchasing, as well as job reports. A total of 15 sub-lessons, 5 lessons per chapter, were given twice a week; each lesson lasted 2 hours. At the end of each sub-lesson, one group was asked to perform scripted role-play activities and the other performed non-scripted ones in a separate room. There were a total of 15 role-plays practiced in the study.

3.2 Instruments

The teaching materials used in the class were designed based on the needs of the participants. The role cards were prepared for the students to practice performing role-play activities at the end of each sub-lesson. The role-plays required to perform were based on the focused situation and language of each sub-lesson.

Lesson plans were written by the researcher following the needs of the students as mentioned above (see Appendix A). Each sub-lesson consisted of the actions that the students had to be able to master in order to perform their duty in each theme-based unit. Each action was presented to the respective groups of students along with the language focus, vocabulary, worksheets, and scripted or non-scripted role-play activities.

To measure individual speaking performance before and after the experimental conditions, each student was required to interact with a native speaker in the pre- and post-experimental tests. This interaction is hereafter called ‘actual interaction’. The context of the interaction was related to the students’ daily job. There were two native speakers scoring the actual interaction. The first native speaker was the students’ department head. He was the interlocutor for the students in the interaction and, at the same time, scored their speaking performance. Another native speaker observed each recorded interaction and rated the speaking performance of each student. These two native speakers were given an orientation on the criteria used in scoring before the pre and post experimental interactions took place (See Appendix B).

3.2.1 Pre-test

Before the experimental conditions, the actual interaction between the students and the native speakers were recorded. In the interaction, a native speaker who was the students' department head interacted with them one by one on the topic of Christmas Party Organizing, and he scored each student's speaking performance at the same time. Afterwards, another native speaker watched every recorded conversation between the students and their boss and scored the speaking performance of each student. Before the interaction took place, these native speakers were explained the scoring rubric, which was developed from the checklist of conversation performance by Tsang & Wong (2002) (See in Appendix B). The score of each student was compared with the score from the post experimental actual interaction in order to see if their speaking performance was improved after studying the provided lesson with scripted and non-scripted role-play activities. Besides, the recorded pre-experimental interactions of each student were analyzed based on Conversation Analysis (CA) principles. They were later compared with the post-experimental ones to determine the students' speaking improvement after the experiment.

3.2.2 Experiment

In the experimental conditions, the student received the lessons and carried out the activities as previously mentioned. At the end of each sub-lesson, each group was asked to perform the scripted and non-scripted role-play separately.

3.2.3 Post-test

Once the students completed 15 sub-lessons of *English for Engineering Staff*, each student was required to interact with the native speaker department head again. The topic in this

post-experimental actual interaction was current jobs. Similar to the pre-experimental actual interaction, the head of the department and another native speaker observer used the given rubric to measure speaking performance of each student after the experiment. The score from the interaction of every student was compared with their pre-experimental actual interaction scores in order to see if their speaking performance was improved after the exposure to the experimental conditions. Again, the recorded post-experiment interactions were analyzed based on CA principles and compared with the pre-experimental ones in order to determine whether and how the students' speaking performance bettered after the experiment was finished.

3.3 Data analysis

To investigate the improvement of the participants' speaking performance, *t*-tests were used to analyze and interpret the results from the pre- and post-tests of each participant, along with the CA-based comparative analysis of the pre- and post- experimental interactions of each student.

4. RESULTS AND DISCUSSION

4.1 Participants' speaking performance before and after the experiment

The following table presents the result of the analysis of the 12 participants' scores on the speaking performance test before and after receiving lessons in the English for Engineering Staff course with scripted and non-scripted role-play activities.

Table 2

Pre- and post-test speaking performance scores of participants practicing scripted and non-scripted role-plays

Score Groups	Pre-test		Post-test		Paired-sample <i>t</i> -test		
	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	<i>t</i>	<i>Df</i>	<i>2-Tail Sig</i>
Scripted (n=6)	10.83	2.42	12.33	2.07	-5.809**	5	0.01
Non-Scripted (n=6)	10.42	1.99	13.92	1.93	-9.037**	5	0.01
Overall (n=12)	10.63	2.12	13.13	2.08	-6.67**	11	0.01

**Significant at 0.01 level

As presented in Table 2, the *t*-test results show that the 12 participants' post-test scores in four different aspects, including accent, vocabulary, fluency, and comprehension, were significantly higher than their pre-test scores at the level of 0.01. This significant difference indicates that both scripted and non-scripted role-play activities in fact helped the participants to improve their speaking performance.

4.2 Participants' speaking performance in four discrete items

The tables below present the results of the speaking performance improvement on discrete items in the oral performance of the respective groups of participants.

Table 3

Speaking performance scores on discrete items of the participants performing scripted role-plays

Items	Pre-test		Post-test		Paired-sample <i>t</i> -test		
	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	<i>t</i>	<i>df</i>	<i>2-Tail Sig</i>
Accent	2.92	.58	3.25	.42	-2.000	5	.10
Vocabulary	2.75	.69	3.42	.49	-6.325**	5	.01
Fluency	2.83	.82	3.00	.84	-1.581	5	.18
Comprehension	2.33	.52	2.67	.75	-2.000	5	.10

** Significant at 0.01 level

As shown in Table 3, the *t*-test results show that the speaking performance of the six participants assigned to perform scripted role-plays at the end of the lessons was not significantly improved with respect to accent, fluency, and comprehension. The only item found significantly improved at the level of 0.01 was vocabulary.

Table 4

Speaking performance scores on discrete items of participants performing non-scripted role-plays

Items	Pre-test		Post-test		Paired-sample <i>t</i> -test		
	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	<i>t</i>	<i>df</i>	<i>2-Tail Sig</i>
Accent	3.00	.71	3.50	.71	-2.739*	5	.04
Vocabulary	2.58	.58	3.58	.38	-7.746**	5	.01
Fluency	2.42	.49	3.50	.63	-7.050**	5	.01
Comprehension	2.42	.66	3.33	.41	-3.841**	5	.01

*Significant at 0.05 level

** Significant at 0.01 level

The results of the *t*-tests in Table 3 show that the speaking performance of the six participants assigned to practice non-scripted role-plays at the end of the lessons improved significantly at the level of 0.01 in terms of vocabulary, fluency and comprehension. Additionally, their speaking proficiency scores in the post-test on accent were higher than the pre-test score at the significance level of 0.05.

To sum up, in terms of speaking performance, both groups of participants speaking performance improved after the experiment (Table 2). This corresponds to the study of Alwahibee (2004), indicating that the speaking proficiency of Saudi Arabian students assigned to

perform role-plays was improved since the students had opportunities to use the target language to interact with their partners while performing role-plays.

As far as the four discrete aspects reflecting oral performance including accent, vocabulary, fluency, and comprehension is concerned, non-scripted role-plays contributed to the improvement of the participants' oral performance to a more significant degree than the scripted ones. The post-test scores of the participants performing non-scripted role-plays were significantly improved in all four aspects (Table 4), whereas the scores of the other group significantly increased merely in the aspect of vocabulary (Table 3). Based on the results of both groups, compared to the other aspects, accent apparently resisted improvement the most, underscoring the negative influence of the mother tongue on L2 pronunciation.

4. 3 Differences between pre- and post- experimental actual interactions

To investigate the improvement of the participants' interactional performance elicited by each type of the role-plays, the actual interactions of the two groups of participants with the native-speaker boss were comparatively analyzed following the principles of Conversation Analysis (CA).

The result of the analysis revealed that practicing non- scripted role-play better contributed to the improvement of the participants' speaking performance than the scripted ones. This was evident especially in the decreasing frequency of delay devices characterizing dis – preferred responses found in their utterances such as pausing, asking for repetition, using fillers, and repeating the interlocutor's questions.

Figure 1

Frequency of features characterizing dis-preferred responses produced by participants (P) performing scripted role-play

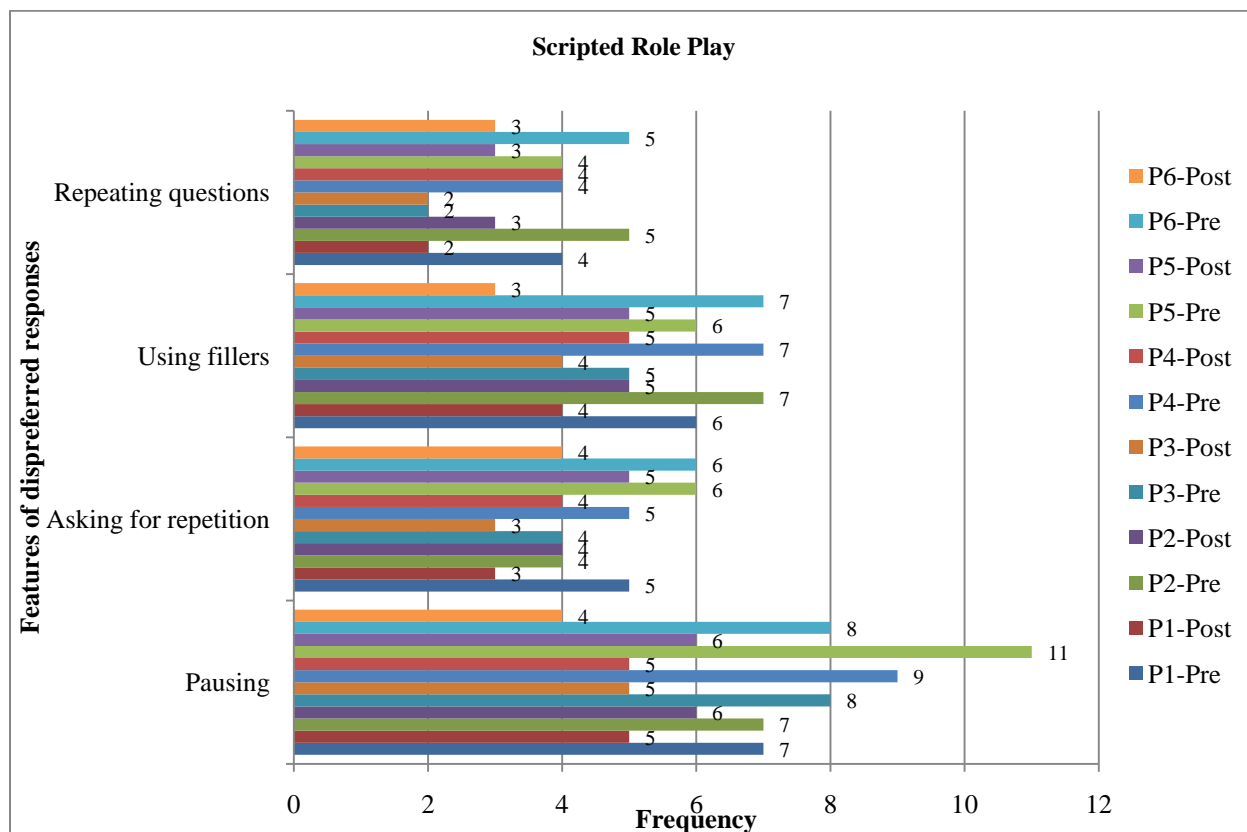


Figure 1 shows the frequency of delay devices characterizing dis-preferred responses, including pausing, asking for repetition, using fillers, and repeating questions, produced by the participants performing scripted role-plays in the pre- and post-test. It reveals that after receiving the lesson along with practicing the role-play of this type, the participants in this group did not produce four delay devices much less. The devices found in the pre- and post-test actual interactions only slightly decreased as shown in Excerpts 1 and 2.

Excerpt 1

Pre-test interaction of participant 1 (P1) practicing scripted role-plays

- 1 Bar: hi Athiwat
- 2 Ath: hi Khun Barrie
- 3 Bar: What is your job for Christmas party?
- 4 → Ath: er: What ? again please
- 5 Bar: what is your job for Christmas party?
- 6 what do you do
- 7 → Ath: (0.4)
- 8 → Er: I do the electricity
- 9 Bar: so you are the electrician for the party?
- 10→ Ath: elec ? er: yes ? yes
- 11 Bar: how is your job going on?
- 12→ Ath: (0.2)
- 13→ My job? er: going on?
- 14→ (0.3)
- 15→ again please
- 16 Bar: how is your job going on, the electricity
- 17→ Ath: (0.3)

- 18→ I er:,I am doing, It's ok
- 19 Bar: ok, is there any problem about the electricity?
- 20→ Ath: (0.2)
- 21→ the problem? about the electricity
- 22 Bar: Yes
- 23→ Ath: (0.3)
- 24 ((smile))
- 25 Bar: no problem?
- 26→ Ath: (0.2)
- 27→ er: I have no enough plug
- 28 Bar: did you tell Khun Boontoom?
- 29 Ath: =tell
- 30 Bar: =and what did he say
- 31→ Ath: again please
- 32 Bar: what did Khun Boontoom say
- 33 Ath: he:: he call supplier
- 34 Bar: when do you get the plugs
- 35→ Ath: again please
- 36 Bar: When do you get the plugs, when

- 37 Ath: I think Monday
- 38 Bar: any more problem?
- 39→ Ath: =again please
- 40 Bar: do you have any more problem?
- 41 Ath: (.) no
- 42 Bar: ok, thank you
- 43 Ath: thank you

In the above excerpt, participant 1, Athiwat (Ath), interacted with his native speaker boss Barrie (Bar) before he received the lessons and practiced scripted role-plays. Barrie greeted him and began to ask about his duty for the Christmas party. Failing to provide an anticipated answer, Athiwat proffered the first dis-preferred response in line 4 with a turn prefaced by the Thai filler *er*, followed by repeating part of the question and asking Barrie for the repetition of the question. After Barrie repeats the question, it takes Athiwat a moment, indicated by the pause in line 7, before he can provide a response beginning with *er* in line 8. Evidently, nearly all of his responses to Barry's following questions in the rest of the excerpt are marked by delay devices. Throughout the conversation, Athiwat pauses before answering the question 7 times, asks Barrie to repeat the question for 5 times, uses fillers to play for time for 6 times and repeats part of the interlocutor's questions for 4 times. These are observable in lines 4, 7, 8, 10, 12-15, 17-18, 20-21, 23, 26-27, 31, 35, and 39.

After Athiwat had been studying in the English for Engineering Course and practicing scripted role-plays, the frequency of four delay devices characterizing dis-preferred response slightly decreased. He produced 5 times of pausing, 3 times of asking for repetition, 4 times of using fillers, and 2 times of repeating part of Barrie's questions, as seen in lines 5-7, 10-11, 14, 16, 18, 22, and 30 of Excerpt 2.

Excerpt 2

Post-test interaction of Participant 1

- 1 Ath: Good afternoon Khun Barrie
- 2 Bar: Good afternoon Wat, how are you
- 3 Ath: I am fine
- 4 Bar: ok, Wat what are you doing this week
- 5 → Ath: er: this week ?
- 6 → (0.2)
- 7 → Ath: er: I er: help Khun Boontoom do preventive
- 8 maintenance plan
- 9 Bar: what is your progress of it
- 10→ Ath: (0.3)
- 11→ again please, the progress?
- 12 Bar: Yeah what is the progress of the job,

- 13 finished?
- 14→ Ath: er: I almost finish it
- 15 Bar: ok? Any problem with the job?
- 16→ Ath: again please
- 17 Bar: do you have any problem with the job?
- 18→ Ath: (0.3)
- 19 problem with the job no
- 20 Bar: I will send you to Khao Sok this weekend,
- 21 Khun Boontoom told you?
- 22→ Ath: (0.3)
- 23 told but, but I don't know time
- 24 what time we go
- 25 Bar: around 6.30 p.m. are you ok?
- 26 Ath: =ok
- 27 Bar: I want you to get the snake grib from Both
- 28 and take it to Khao Sok, the guard have a
- 29 problem with the cobra, do we have it?
- 30→ Ath: (0.2)
- 31 The snake grib? yes we must have

32 Bar: Ok thank you

33 Ath: thank you

Figure 2

Frequency of features characterizing dis-preferred responses produced by participants (P) performing non-scripted role-play

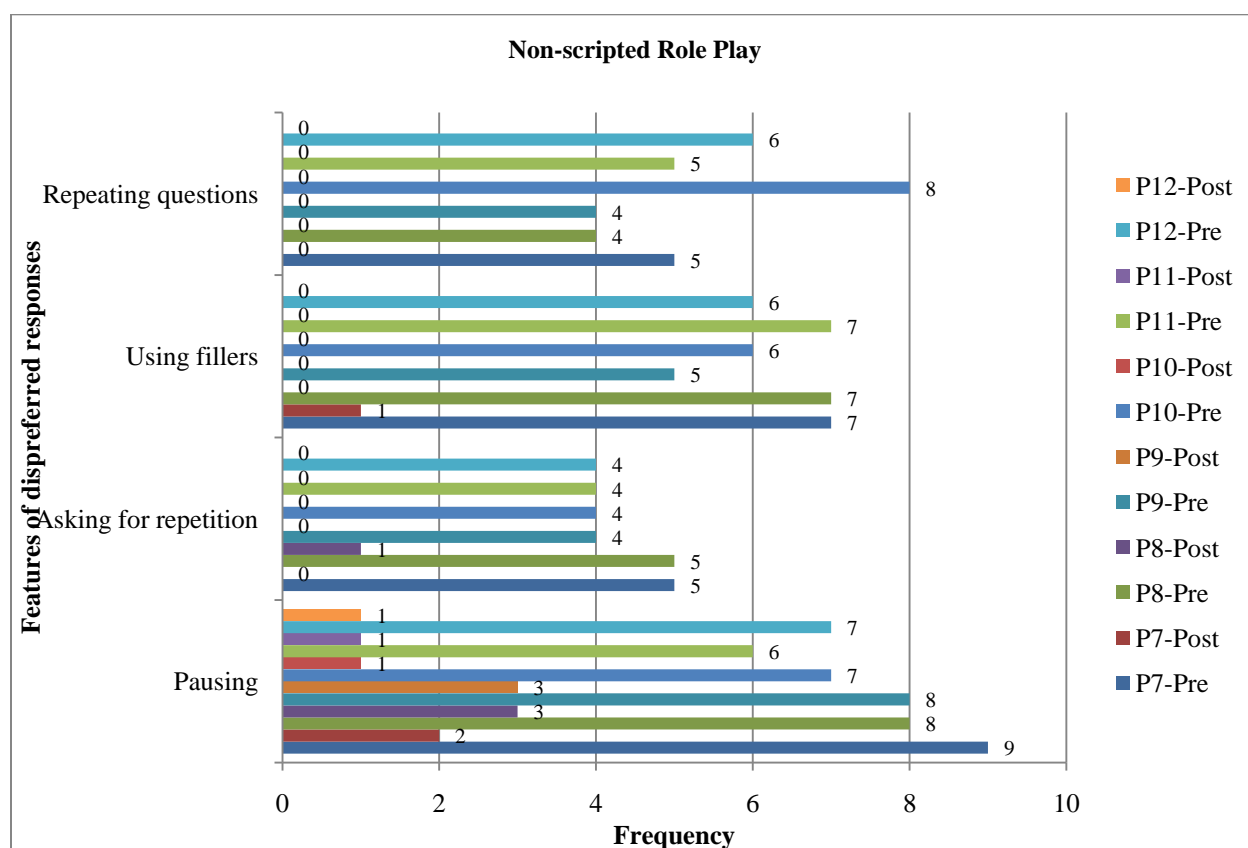


Figure 2 shows the frequency of four delay devices characteristic of dis – preferred response used by the participants engaged in non – scripted role-plays. As can be seen,

the number of delay devices used by the participants during their post-test interaction was much lower than that produced by the ones practicing scripted role plays. This confirmed that practicing non – scripted role plays better contributed to the improvement of the participants’ speaking performance. The following excerpts provided a clearer view of the improved interactional performance of the participants practicing non – scripted role plays.

Excerpt 3

Pre-test interaction of participant 10 practicing non-scripted role-play

- 1 Bar: hello Pornthep(.) how are you
- 2 Por: =hello Khun Barrie(.) I am fine. thank you
- 3 Bar: =pornthep what is your job for the Christmas party?
- 4 → Por: (0. 3)
- 5 → the job for the:::: party? again please
- 6 Bar: yes the job for the christmas party, what do you do, christmas party
- 7 → Por: (0.2)
- 8 → christmas party? ah:
- 9 → (0. 3)
- 10 my jobs are same as khun Boontoom with some the job(.) job anything
- 11 → ah: I support for them
- 12 Bar: ok, what is your job ((point the pen to Pornthep)) you told that’s the same as him,

- 13 could you tell what your job is
- 14 → Por: (0.3)
- 15 → ah: I order a pr for material equipment (.) anything
- 16 Bar: =ok, and khun boontoom told me he had a problem with the delivery(.) what's the
- 17 problem have you found
- 18 → Por: again please?(.) what the problem(.) ah: I think, I think delivery is ok (.) but
- 19 slowly PR! and PO! Slowly
- 20 Bar: why do you think it's so slow
- 21 → Por: why? ah:: I don't know
- 22 Bar: you don't know?
- 23 → (0.2)
- 24 =you don't know, ok, that's not an answer that khun bird will accept, cause of he
- 25 said to you where are my bamboo huts, he does not want you to say I don't know
- 26 Por: ((nod))
- 27 Bar: so, how will you overcome this problem, how will you overcome this slow
- 28 Por: delivery problem!
- 29 → (0.5)
- 30 → overcome the problem?
- 31 Bar: yes, you have a problem at the moment yeah? with the slow delivery, yes?

- 32 how will you solve it, how will you get it better, (.) how will you get the bamboo
- 33 → Por: again please? how wo::, how::
- 34 → (0.2)
- 35 Bar: yeah how
- 36 → Por: ah: I call the supplier and hurry him
- 37 Bar: =yeah you should do, and what progress have you made?
- 38 → Por: =what progress? again please?
- 39 Bar: how long have been working for Christmas party, how long, one month, two months
- 40 Por: one month
- 41 Bar: = one month! ok, and from the start to where you are now, what progress have
- 42 you made, what have you done
- 43 → Por: (0.4)
- 44 → what the progress, I don't know
- 45 Bar: You don't know ok, it may be good to find out ((laugh)) it may be good to find
- 46 out ok? Thank you
- 47 Por: Thank you khun Barrie

In this excerpt, Barrie initiated the talk by greeting Por, henceforth Pornthep. After Pornthep's return greeting, Barrie initiated the question-answer sequence by asking him about his responsibilities for the Christmas party. The dis - preferred response of Pornthep was imminent, indicated by the (0.3) pause in line 4. Following the pause, Pornthep indeed repeated

part of his interlocutor's question and asking for repetition in line 5. Barrie modified the question and again in line 7 Pornthep responded to it with pausing and repeating its last two words. The Thai filler *ah* was used in this line as a delay device. Pornthep paused again in line 9 and was finally able to answer Barrie's question in line 10. In this excerpt, Pornthep mostly responded to Barrie's questions by pausing first, i.e., in lines 4, 7, 9, 14, 23, 43. Even when Barrie modified his questioned, Pornthep still asked for repetition and repeated the question throughout the talk sequence as seen in lines 5, 8, 18, 21, 30, 33, 38, and 44. He also used *ah* as a delay device before answering the question in lines 8, 11, 15, 18, 21, 36. Finally, he failed to answer Barrie's last question.

After engaged in non – scripted role-play, Pornthep took the post – experimental actual interaction again. Excerpt 4 shows that his speaking performance improved since he could respond to Barrie's question without asking for repetition, repeating his boss's question, and using *ah* as a delay device in line 21. He took only a few pauses throughout the entire conversation, lines 4, 9 and 12.

Excerpt 4

Post-test interaction of participant 10

1 Por: good afternoon khun barrie, how are you

2 Bar: good afternoon pornthep(.) I'm fine

3 pornthep(.) what is your duty for valentine party?

4 → Por: (.)

- 5 I order flowers and tree for decorate swimming pool
- 6 Bar: is that your only job?
- 7 Por: =no no, I help khun boontoom to follow up sound system for the main stage
- 8 Bar: have you found any problem?
- 9 → Por: (0.2)
- 10 I think everything is good, but I don't many man work in my team
- 11 Bar: =why
- 12 → Por: (.)
- 13 one man has a broken leg, and::: he take leave, sick leave, 2 week
- 14 Bar: has khun boontoom sent someone to help you
- 15 Por: [no
- 16 Bar: how will you solve this problem
- 17 Por: I think I and my team will work more overtime
- 18 Bar: do you think that will get things done?
- 19 Por: yes khun barrie
- 20 Bar: what is the progress have you made
- 21 → Por: we ah: have flower already, I give flower to florist, for the main stage the
- 22 technician will come Thursday, my team will take care them
- 23 Bar: do you have anything else to tell me

- 24 Por: No
- 25 ((smile))
- 26 Bar: =ok good thank you
- 27 Por: thank you

5. CONCLUDING REMARKS AND RECOMMENDATIONS

The results of the current study show that having the participants practice both scripted and non-scripted role-plays did help to develop their overall speaking performance significantly. However, as far as discrete aspects of speaking performances such as accent, vocabulary, fluency, and comprehension are concerned, non-scripted role-plays apparently produced significantly better results, whereas scripted ones improved only the participants' vocabulary to a significant degree.

This may be due to the fact that both types of role-play allow the participants opportunity to communicate in meaningful situations over the period of the study. Additionally, while non-scripted role-plays provide students more opportunity to practice holistic features of language use in naturally occurring conversation, as also shown in Chotirat (2010), scripted ones are mainly concerned with preparing what to say, thus helping them noticeably improve their vocabulary or word choice. The result of close analysis confirmed that non – scripted role plays have the edge over scripted ones in improving the participants' speaking performance since the participants who practiced this type of role plays relied less on delay devices characteristic of dis – preferred responses when interacting with the native interlocutor.

Further studies should explore the use of the two types of role-play with different groups of learners, particularly those with higher levels of proficiency. They should also attempt to find effective ways of using role-play to improve different aspects of the learners' speaking performance.

References

- Almutawa, N., & Kalani, T. (1989). *Method of teaching English to Arab students*. Harlow: Longman Group Ltd.
- Alwahibee, M. K. (2004). Revival of role-play: The effectiveness of role-play activities in learning English as a foreign language by Saudi college students. *Language & Translation, 16*, 25-28.
- Berns, M. S. (1984). Functional approaches to language and language teaching: Another look. In S. Savignon, & M. S. Berns (Eds.). *Initiatives in communicative language teaching: A book of readings* (pp. 3-21). Reading, PA: Addison-Wesley.
- Brown, H. D. (2001). *Teaching by principles: An Interactive Approach to Language Pedagogy*, Addison Wesley: Longman.
- Chotirat, S. (2010). *Oral performance in scripted and non-scripted role play activities: A study of repair organization in English conversation of Thai college students*. MA thesis, Prince of Songkla University, Songkhla, Thailand.
- Crookal, D., & Oxford, R. L. (1990), *Simulation, gaming, and language learning*. New York: Newbury House.
- Ding, Y., & Liu, F. (2009). Role-play in English language teaching. *Asian Social Science, 5*(10), 140-143.
- Doughty, C., & Pica, T. (1986). "Information Gap" tasks: Do they facilitate second language acquisition? *TESOL Quarterly, 20*(2), 305-323.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

- Hymes, D. (1971). Competence and performance in linguistic theory. In R. Huxley & E. Ingram (Eds.). *Language Acquisition and Methods*. New York: Academic Press.
- Klanrit, P. (2007). Communicative activities for developing English speaking proficiency in Thailand. Retrieved December 20, 2009, from <http://www2.udru.ac.th/~huso/social/dmdocuments/prayong.pdf>.
- Kodochigova, M. A. (2002). Role play in teaching culture: Six quick steps for classroom implementation. Retrieved May 4, 2011, from the Internet TESL Journal.
- Ladousse, G. P. (1987). *Role play*. Oxford University Press.
- Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
- Linell, P. (1998). *Approaching dialogue*. Amsterdam: John Benjamin Publishing Co.
- Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Livingstone, C. (1983). *Role play in language learning*. England: Longman.
- Pomerantz, A. (1984). *Pursuing a response*. In Atkinson, J. M. & Heritage, J. (Eds.). *Structure of social action*. Cambridge: Cambridge University Press.
- Richards, J. C. (2006). *Communicative Language Teaching today*. Cambridge: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (1987). Through the looking glass: Trends and directions in language teaching. *RELC*, 18, 45-73.
- Sacks, H. (1992). *Lectures on conversation*. Oxford: Blackwell.

Schiffrin, D. (1994). *Approaches to discourse*. Cambridge: Blackwell.

Sinwongsuwat, K. (2007). *Partial in English conversation: A study of grammar in interaction*.

PhD Dissertation, Department of English, University of Wisconsin – Madison, WI, US.

Tsang, W. K. & Wong, M. (2002). Conversation English: An interactive, collaborative, and reflective approach. *Prospect*, 10(1). Australia.

Weatherall, A. (2002). *Gender, language and discourse*. East Sussex: Routledge.

Widdowson, H. G. (1978). *Teaching Language as communication*. Oxford: Oxford University Press.

APPENDICES

Appendix A

Sample lesson plan

Lesson Plan 4: English for Engineering Staff

Time: 1 period/ 120 minutes

Topic: Responding to complaints

Objectives: 1. To be able to identify implied and explicit complaints
2. To be able to respond appropriately to complaints

Grammar/ Language Focus:

1. Appropriate tone for apologies
2. Prepositions that follow apologies
3. Indirect passive constructions

Vocabulary: Vocabulary and expressions related to apologizing, providing excuses and explanations, and offering to improve the situation

Materials: - Handouts - CDs - Role-play situation cards

Lesson sequence:

Presentation

1. Demonstrate two apologies, one using appropriate tone and the other using an insincere tone after actions such as bumping into a learner or pushing a learner's pen off his/her desk.
2. Ask learners to explain what happened, helping them to identify that in both cases we apologize but with a very different tone.

3. As a class, generate a list of situations where workers might need to apologize at work.

Answers may include:

- When you make a mistake
- When you are interrupting someone
- When someone makes a complaint

4. Distribute handout and ask learners to read the three scenarios in the handout to themselves. Discuss to ensure the learners understand all the three.
5. Play the learners a complaint message. Then, have them work as a group to identify which of the three scenarios in the handout accurately described and reflected the complaint message.
6. Write questions on the board and ask the learners to read the questions to themselves before playing the complaint audio file. Discuss the responses to the questions with them afterwards.
7. Have the learners work in groups of 3-4 to brainstorm possible responses for the complaint message to which they have listened. Encourage them to consider what they might say in addition to providing an apology.
8. Debrief the lesson as a whole group. Make a list of learner responses on the board in three unlabelled categories. Label the categories at the end of the debriefing. For example:

Apologies, explanations, excuses, and offers to improve the situation

- I'm really sorry about the mistakes.

- I'm so sorry Pedro.
- We have had problems with our computers.
- We have new staff.
- We will send you the right products right away.
- Although this won't happen again, I can offer you a 10% discount.
- I will personally check your next order.

Practice

9. Teachers write the situations of complaints on the board and get the students to work in pair practicing responding to those complaints both in writing and speaking. Then randomly select few pairs of learners to show how they respond to the complaints they have selected.

Production

10. The students were divided into two groups just as in the previous lessons. One group was assigned to perform scripted role-play, and the other group was asked to perform non-scripted role-play based on the given situation.

Situation:

A: You are responsible for the air conditioning maintenance. You are called by B to check up the problem with the air conditioner in his room. You greet B, introduce yourself, ask for the permission to enter the room and check the air conditioner. You apologize B about the

problem and tell B that you are going to fix it. Also mention how long it will take to fix the air conditioner.

B: You are the hotel guest. You found that the air conditioner in your room did not work. You call the hotel staff to check and solve the problem. You complain why the hotel did not check the air conditioner before. Tell A that you are tired and want to take a rest and let him come in to check the air conditioner.

Appendix B
Score Sheet and Criteria

Score Sheet

Student Name _____ **Rater** _____ **Date** _____

Topics	Proficiency Scales					
	1	2	3	4	5	6
Accent						
Vocabulary						
Fluency						
Comprehension						

3. Scoring Criteria (Tsang & Wong, 2002)

3.1 Accent

1. Pronunciation frequently unintelligible
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3. 'Foreign accent' requires concentrated listening and mispronunciation leads to occasional misunderstanding and apparent error in grammar vocabulary.
4. 'Make foreign accent' and occasional mispronunciation that do not interfere with understanding.
5. No conspicuous mispronunciation, but would not be taken for a native speaker.
6. Native Pronunciation.

3.2 Vocabulary

1. Vocabulary limited to minimum courtesy requirements.
2. Vocabulary limited to basic personal areas and very familiar topic (auto bibliographic information, personal experience, etc.).
3. Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion or some common familiar topics.
4. Vocabulary adequate to discuss special interest and special nontechnical subject with some circumlocution.
5. Vocabulary broad, precision and adequate to cope with complex practical problem and varied topic of general interest (current event, as well as work, family, time food, transportation).
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

3.3 Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speed is very slow and uneven, except for short or routine sentences; frequently punctuated by silence or long pauses.
3. Speech is frequently hesitant and jerky; sentence may be left uncompleted
4. Speech is occasional hesitant, with some unevenness caused by rephrasing and groping for word
5. Speech is effortless and smooth, but perceptibly nonnative in speed and evenness.
6. Speech on all general topics as effortless and smooth as a native speaker's

3.4 Comprehension

1. Understands too little to respond to conversation initiation or topic nominations.
2. Understands only slow, very simple speech on topics of general interest; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
4. Understands quite well normal educated speech directed to him or her, but requires occasional repetition or rephrasing.
5. Understands everything in normal educated conversation, except for very colloquial or low-frequency item or exceptionally rapid or slurred speech
6. Understands everything in informal and colloquial speech to be expected of an educated native speaker.

Paper 1

Using Scripted and Non Scripted Role Plays to Improve English Speaking Performance of Hotel
Engineering Staff

Using Scripted and Non Scripted Role Plays to Improve English Speaking Performance of Hotel Engineering Staff

Sawinee Rodpradit

Graduate Student, Master of Arts in Teaching English as an International Language, Faculty of Liberal Arts, Prince of Songkla University, Thailand

E-mail: nooreynie@hotmail.com

Kemtong Sinwongsuwat

Department of Language and Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Thailand

E-mail: ksinwong@gmail.com

Abstract

The purpose of this study was to investigate the impact of using scripted and non-scripted role-play activities on EFL learners' speaking performance. The participants in the study were twelve engineering staff members of a hotel in Phuket. They were divided into two groups. Both groups attended 15 lessons of the English for Hotel Engineering Staff course. The lessons were given twice a week; each lesson lasted two hours. At the end of the lesson, staff members in one group were asked to pair up and perform scripted role-play activities whereas those in the other group performed non-scripted ones in a separate room. An actual interaction with a native speaker of English was used as the pre-test and post-test to assess the participants' oral English performance at the beginning and at the end of the study. The results of the study show that the twelve participants' overall post-test scores were significantly higher than their pre-test scores at the level of 0.01, indicating that both scripted and non-scripted role-play activities helped the participants to improve their English speaking performance. However, non-scripted role-plays contributed to the improvement of the participants' discrete oral performance to a more significant degree than scripted ones. The t-test results reveal that the six participants assigned to practice non-scripted role-plays showed significant speaking improvements especially in terms of accent and comprehension at the level of 0.01. Their post-test scores on vocabulary and fluency were also significantly higher than the pre-test scores at the level of 0.01. The other six participants, who were assigned to perform scripted role-plays, showed significant improvement at the level of 0.01 only in terms of vocabulary. The study suggests that non-scripted role-play activities better contribute to the holistic improvement in oral English performance of the Thai EFL learners than scripted ones. Further studies are recommended to investigate the outcome of using the two types of role-play with different groups of learners, particularly those with higher levels

of proficiency, and to find ways to make the most of each type of role-play in improving different aspects of the learners' speaking performance.

Keywords: Thai EFL learners, speaking performance, scripted role-play, non-scripted role-plays

Introduction

English is the major communication medium between people from different countries around the globe. The increasing demand of good communication skills in English has activated English teaching around the world (Richard, 2006). In Thailand, today English is taught in every level; Thai students are required to study the language from primary school to university level. In fact, most of them spend more than ten years learning English through formal education.

Despite such a long time of learning English in school, the results of their studying immensely vary. As English teachers, we can see that in some English classes there are few students who can speak the language fluently. A possible reason for this is that the English classroom is too rigid. The students always sit and listen to the teacher emphasizing the structure of language rather than participating in activities that promote communication skills, or the development of even basic oral ability.

Many English teachers have consequently shifted their lessons to make them more active by employing Communicative Language Teaching (CLT). As the teaching method focuses on providing students opportunities to use the target language, many activities are introduced to the students in order to develop their speaking ability. Larsen-Freeman (1986) said that a classroom during a communicative activity will not be quiet. The students do most of the speaking and the ambiance of the classroom

during a communicative exercise is active. The students may leave their seats to complete a task. Due to the increased responsibility to participate in the communicative task, students may find that they gain confidence to use the target language in general. They are also more responsible managers of their own learning.

As mentioned above, the students in CLT classroom settings are well engaged in communicative activities that provide them the opportunity to use the target language in communication with each other, and role-play is one of the most popular communicative activities used in the CLT classroom.

There are two broad types of role-play activities often used in English language classrooms: scripted and non-scripted role-plays. To perform role-plays of the scripted type, the students will have to work in pairs or small groups. They are given prompts related to the target scenarios. Then, they will have to use the prompts as the model to form the target dialogue. The students rehearse that dialogue before performing it in front of the class. In the non-scripted role-play, on the other hand, the students are assigned to perform the role-play activity in front of the class based on the prompts given *without preparing* or writing the script in advance (Byrne as cited in Davies, 1990).

Livingstone (1983) stated that role-play is a classroom activity allowing the students to practice the language, the aspects of role behavior (e.g. formality, register, function, attitude, paralinguistic features, extra-linguistic

features, acceptability and appropriateness, and the immediacy of oral interaction), and the roles outside the classroom that they may need to know. She commented that the teacher cannot accurately predict all the roles that the students may need to know in order to communicate in real life. Hence, she suggested that the teacher may help raise students' awareness and understanding of role behavior and have them extensively practice the language associated with these roles. However, there are some activities often confused with role play, including play acting, group work, and dialogue work (e.g. reading dialogue with meaning, class composition, writing skeleton dialogues, and free dialogue writing in groups). Although the mentioned activities are not role-play, Livingstone recommended the teachers to use them for the role-play preparation.

According to Crookal and Oxford (1990), there are a few technical terms often used interchangeably with role-plays. These are *simulations, games, role play, simulation games, role-play simulation, and role playing games*. The most confusing term is *simulation*.

Livingstone (1983) described that role-plays provide the student the specific information and the role to act. The students are required to act based on the roles given. They cannot add their own opinion or personal view to the roles. In contrast, performing simulation, the students can put their own personality, experience, and point of view through the given roles. Similarly, Ladousse (1987) and Kodotchigova (2002) explained that students put themselves into others' shoes to perform the role-plays, whereas they can play their own roles under the particular situation to perform simulation.

To develop the oral skills of the students, a wide range of communicative activities are used in language classrooms and role-play is among the popular choices. There are a number of studies investigating the effects of role-plays on activities on students' speaking proficiency. Alwahibee (2004) for instance investigated the results of using role-play activities to improve a group of Saudi Arabian students' speaking ability. In the study, the subjects spent eight weeks studying the target language before performing role-plays in pair. It was found that speaking proficiency of the students in the experimental group was improved since role-play activities gave them the opportunities to use the target language to communicate and interact with their peers. Moreover, the activities also created the collaborative learning atmosphere in the classroom, (which has been) claimed to be one of the factors that creates successful communication of the students in the classroom.

Klanrit (2007) conducted a study to compare the effectiveness of role-plays and information gap activities in improving students' oral ability. The results of the experiment indicated that both types of activities contributed to the improvement of the participants' speaking ability in different ways. The students slightly gained new elements of the target language or language use such as new vocabulary and useful expressions. That is, role-play may not help to improve the students' language use.

Furthermore, Ding & Liu (2009) conducted a study similar to Alwahibee (2004) to investigate the influence of role-plays in the improvement of oral ability of Chinese students. The findings showed that the students were able

to speak English fluently; yet, accuracy in their utterance needed to be improved.

Chotirat (2010) studied the repair organization in English conversation of 16 Thai college students given the lessons with scripted and non-scripted role play activities. The participants' role play conversations were videotaped, transcribed, and analyzed according to the principles of Conversation Analysis (CA). The results of the study suggest that non-scripted role plays provide students more opportunity to practice features of language used in natural occurring conversation.

In conclusion, role-play is a possibly effective way to improve speaking proficiency of the students. The activity not only creates the opportunities for the students to communicate, but also establishes the collaborative learning atmosphere which encourages them to develop strategies to overcome problems that occur when performing their role-play. This directly prepares the students to face communication in their real life.

In Thai education, teachers normally implement scripted role-play to improve student speaking proficiency. Non-scripted role-play is rarely found in English language classes, with the reason being that this type of role-play is quite complicated, and teachers should look to set achievable goals for the students. It can also create too rigid, stressful atmosphere for the students since there is little opportunity to prepare and rehearse the dialogue.

However, it is still too early to lay claim that scripted role-plays have the advantage over non-scripted ones in developing the student's oral ability. The results show that some students trained with scripted role-play really struggle to

speak English in **real-life situations**. As a matter of fact, there have **been few studies** directly investigating the **results of both types** of role play activities with the **focus on the aptitude** of students in **speaking English**. This study is therefore designed to **investigate** the effects of scripted and non-scripted role-plays on the student speaking proficiency. The specific research questions explored in the present study are listed below:

1. Does the speaking proficiency of the students improve after practicing the scripted and non-scripted role-play activities?
2. If so, which type of role-play gives better results and in what respects does the role-play type better contribute to the improvement of the students' speaking proficiency?

Benefit of Research

This study expects to find that the scripted and non-scripted role plays differently affect the students' speaking proficiency. In addition, the different types of role plays show the different problems with which the students struggle while they are performing each type of the role-plays and how the students deal with them. Consequently the teacher can use this information to prepare appropriate lesson plans and to select the type of role play activities that mostly suit their students.

Research Process

In this study, the participants were divided into two groups and attended the English for Hotel Engineering Staff course. Total 15 lessons were given **twice a week**. At the end of each lesson, **one group was asked** to practice

performing scripted role-play and the other performed non-scripted ones in a separate room.

Participants

The participants of this study were 12 engineering staff members of a hotel in Phuket with pre-intermediate oral English proficiency. In the hiring process, the engineering staff had been interviewed by a native speaker in order to measure their oral English proficiency and were put into the pre-intermediate level judging from the test results (only generalizable in this company). This group of staff was required by the company to attend the same English class which was taught by the researcher.

In this study, the student engineers were divided into two groups. Both groups attended the English for Hotel Engineering Staff course using theme-based materials the topics of which include maintenance work on site, maintenance report, equipment order and purchase, monthly maintenance report, and future maintenance plan. Total 15 lessons were given twice a week; each lesson lasted 2 hours. At the end of the lesson, one group was asked to practice performing scripted role-play activities and the other performed non-scripted ones in a separate room.

Instruments

The teaching materials used in the class were designed based on the needs of the participants. The theme is related to their job included maintenance work on site, maintenance report, equipment order and purchase, monthly maintenance report, and future maintenance plan.

The role cards were prepared for the students to practice performing role-play activities at the end of each lesson. After the

students completed studying each unit, they were required to perform the role-play based on situation and language focused in each unit.

Lesson plans were written by the researcher based on the needs of the students as mentioned in 4.2. Each lesson consisted of the actions that the students had to be able to master in order to perform their duty in each theme-based unit. Each action was presented along with the language focus, vocabulary, worksheet, and scripted or non-scripted activities depending on the group of the students.

To measure individual speaking proficiency before and after the experiment, each student is required to interact with a native speaker in a pre-test and a post-test. This interaction hereafter is called 'actual interaction'. The context of the interaction was related to the students' daily job. There were two native speakers participating in the actual interaction. The first native speaker was the students' head of department. He was the interlocutor for the students in the interaction and, at the same time, scored their speaking proficiency. Another native speaker observed each interaction and rated speaking proficiency of each student. These two native speakers were given an orientation on the criteria used in scoring before the interaction took place.

Pre-Test

Before the experiment, the actual interaction between the students and the native speakers was recorded. In the interaction, a native speaker who was the students' head of the department interacted with the students one by one. Another native speaker observed every conversation between

the students and their head of department. During the interaction, the head of department and another native speaker both scored the speaking proficiency of each student. Before the interaction took place, these native speakers were explained the rubric used in scoring speaking proficiency. The rubric was developed from the checklist of conversation performance by Tsang & Wong (2002). The score of each student was compared with the score from the actual interaction after the experiment in order to see if their speaking proficiency is improved after studying the provided lesson with scripted and non-scripted role-plays activities.

Experiment

During the experiment, the student received the lessons and carried out the activities as previously mentioned. At the end of each unit they were paired up and assigned to perform the scripted and non-scripted role plays separately.

Post-Test

Once the students completed 15 lessons of English for Engineering Staff, each student was required to interact with the native speaker head of department again. The

same native speaker observer observed the interaction between each student and the head of department. Similar to the pre-test, the head of department and the native speaker observer used the given rubric to measure speaking proficiency of each student after the experiment. The score from this interaction of each student was compared with their score of the interaction before the experiment in order to see if their speaking proficiency has been improved after the experiment.

Data Analysis

To answer research questions 1 and 2, t-test was used to analyze and interpret the results from the pre and post tests of each participant.

Results

Participants' Speaking Proficiency Before and After the Experiment

The following table presents the result of the analysis of the 12 participants' scores on the speaking proficiency test before and after being trained in the English for Engineering Staff course with scripted and non-scripted role-play activities.

Table 1: Participants' Overall Scores on Different Aspects of Speaking Performance Before and After Receiving Training with Scripted and Non-Scripted Role-Plays in English for Engineering Staff Course

Score	Pre-test		Post-test		Paired-sample t-test		
	x	SD.	x	SD.	t	df	Sig. (2-tailed)
Scripted (n=6)	10.83	2.42	12.33	2.07	-5.809	5	0.01
Non-Scripted (n=6)	10.42	1.99	13.92	1.93	-9.037	5	0.01
Overall (n=12)	10.63	2.12	13.13	2.08	-6.67	11	0.01

As presented in Table 1, the result of t-test shows that the 12 participants' post-test scores were significantly higher than their pre-test scores at a level of 0.01. This significant difference indicates that both scripted and non-scripted role-play activities helped the participants to improve their speaking performance.

Performance Differences between Participants Trained with Scripted and Non-scripted Role-play

The tables below present the results of the speaking performance improvement in different respects of the two groups of participants assigned to perform different types of role-play.

Table 2: Participants' Speaking Performance Scores Before and After Receiving Training with Scripted Role-Plays

Speaking Performance in Scripted Role-play (n=6)	Pre-test		Post-test		Paired-sample t-test		
	x	SD.	x	SD.	t	df	Sig. (2-tailed)
Accent	2.92	.58	3.25	.42	-2.000	5	.10
Vocabulary	2.75	.69	3.42	.49	-6.325**	5	.01
Fluency	2.83	.82	3.00	.84	-1.581	5	.18
Comprehension	2.33	.52	2.67	.75	-2.000	5	.10

** Significant at 0.01 level

As shown in Table 2, the t-test result shows that speaking performance of the six participants who were assigned to perform scripted role-plays at the end of the lessons

was not significantly improved as far as accent, fluency, and comprehension are concerned. Vocabulary was the only respect found to significantly improve at the level of 0.01.

Table 3: Participants' Speaking Performance Scores Before and After Receiving Training with Non-Scripted Role-Plays

Speaking Performance in Non-Scripted Role-play (n=6)	Pre-test		Post-test		Paired-sample t-test		
	x	SD.	x	SD.	t	df	Sig. (2-tailed)
Accent	3.00	.71	3.50	.71	-2.739*	5	.04
Vocabulary	2.58	.58	3.58	.38	-7.746**	5	.01
Fluency	2.42	.49	3.50	.63	-7.050**	5	.01
Comprehension	2.42	.66	3.33	.41	-3.841*	5	.01

*Significant at 0.05 level

** Significant at 0.01 level

The result of the t-test in Table 3 shows that the speaking performance of the six participants assigned to practice non-scripted role-plays at the end of the lessons improved significantly in terms of accent and comprehension at the level of 0.01. Their performance scores in the post-test were higher in terms of vocabulary and fluency than in the pre-test score at a significant level of 0.05.

The pre-test and post-test results of the participants assigned to perform scripted and non-scripted role plays shown in Tables 2 and 3 indicates that non-scripted role-play better contributed to the improvement of the participants speaking performance than the scripted ones.

Conclusion

The results of the current study show that having the participants practice both scripted and non-scripted role-plays did help to develop their overall speaking performance significantly. However, as far as discrete aspects of speaking performances such as accent, vocabulary, fluency, and comprehension are concerned, non-scripted role-plays apparently produced significantly better results whereas scripted ones improved only the participants' vocabulary to a significant degree.

This may be due to the fact that both types of role-play allow the participants opportunity to communicate in meaningful situations over the period of the study. Additionally, while non-scripted role-plays provide students more opportunity to practice holistic features of language use in naturally occurring conversation, as also shown in Chotirat (2010), scripted ones are mainly

concerned with preparing what to say, thus helping them noticeably improve their vocabulary or word choice.

Recommendations

Further studies should explore the use of the two types of role-play with different groups of learners, particularly those with higher levels of proficiency. They should also attempt to find effective ways of using role-play to improve different aspects of the learners' speaking performance.

References

- Alwahibee, M. K. 2004. "Revival of role-play: The effectiveness of role-play activities in learning English as a foreign language by Saudi college students". *Language & Translation*, 16, 25-28.
- Chotirat, S. 2010. *Oral Performance in Scripted and Non-scripted Role Play Activities: A Study of Repair Organization in English Conversation of Thai College Students*. Prince of Songkla University.
- Crookal, D. & Oxford, R. L. 1990, *Simulation, Gaming, and Language Learning*, Newbury House.
- Davies, P. 1990 "The Use of Drama in English Language Teaching". *TESL CANADA JOURNAL*. 8(1), 87-99.
- Ding, Y. & Liu, F. 2009. "Role-play in English language teaching". *Asian Social Science*, 5(10), 140-143.

- Kodotchigova, M. A. 2002. "Role play in teaching culture: Six quick steps for classroom implementation". Retrieved December 15, 2009, from the Internet TESL Journal.
- Klanrit, P. 2007. "Communicative activities for developing English speaking proficiency in Thailand". Retrieved December 20, 2009, from <http://www2.udru.ac.th/~huso/social/dmdocuments/prayong.pdf>
- Ladousse, G. P. 1987. **Role play**. Oxford University Press.
- Larsen-Freeman, D. 1986. **Techniques and principles in language teaching**. Oxford: Oxford University Press.
- Livingstone, C. 1983. **Role play in language learning**. England: Longman.
- Richard, J. C. 2006. **Communicative Language Teaching Today**. Cambridge University Press
- Tsang, W. K. & Wong, M. "Conversation English: An interactive, collaborative, and reflective approach". **Prospect**, 10(1). Australia

VITAE

Name Ms. Sawinee Rodpradit

Student ID 5311121049

Educational Attainment

Degree	Name of Institution	Year of Graduation
Bachelor of Arts(English)	Phuket Rajabhat University	2007

List of Publications

Rodpradit, S., & Sinwongsuwat, K. (2012). Using scripted and non-scripted role-plays to improve English speaking performance of hotel engineering staff. *APHEIT Journal*, 18(1), pp. 17-25.