

# The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students

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**Abstract**—The paper investigates the impact of role-playing as a classroom technique on Iraqi EFL students' speaking skill on Iraqi EFL students at the college level. The students are 40 college language students in University of Baghdad, College of Education Ibn-Rushd randomly chosen. Then, they were divided into two groups, experimental and control groups. Thirty questions were applied to both groups as a pre-test of speaking and the students asked to answer them orally. The experimental group was taught speaking skill of the targeted role-play technique while the control group was taught in traditional method. After 20 lessons of the teaching, the post-test of speaking was conducted in which the students in both groups were asked to answer. The results showed that there is a significant improvement in speaking skill of experimental group. The two groups were significantly different to the sake of using role play technique.

**Index Terms**—role playing, college level, technique

## I. INTRODUCTION

Chaney (1998) states that speaking ability is the process of sharing and building meaning while using verbal and non-verbal symbols, in different situations. Speaking is significant in both language learning and teaching. For long time, students recall the activities and memorized the conversations but nowadays, they should study how to express themselves. They should follow social and cultural rules in any context.

Many studies have shown that many Iraqi EFL college students hesitating with some activities like listening and speaking ones in the college, they are unable to speak and use language in real life situations. This conclusion was supported by many previous related studies done on a group of Iraqi EFL college students in which their speaking skill was tested and traces of failure were proved to exist. Speaking skill has some problems, they are:

- a.) students lack of motivation to practice in the class,
- b.) students are anxious to take part in the conversation,
- c.) students do not know what to say, and
- d.) students do not like the prescribed textbook.

The nature of the stated problem urges Iraqi English teachers to adapt different techniques with the aim of improving learning the speaking skill in the classroom, but such techniques mostly were unsuccessful. One of the techniques used to teach the speaking skill, perhaps, is the role-play.

Recently, oral skills (Listening and speaking) in Iraq gained much attention in general English classes, due to the growing demands from schools, colleges and markets witnessed a dramatic change. Most of students looking for a job in big companies, schools and colleges after graduation, the profession of teaching becomes very competitive. Market seeks for graduates not just who have a certificate only but they ask for a high level of English communicative skills which can be assessed by conducting interviews or interaction in English language. So that, it is very significant to teach students some skills that they can use in the everyday interaction that they will face after graduation. As a result, listening and speaking skills instruction should be in near-to-real situations which is basic for all students.

Large number of teachers have employed role play in their classes, but very few have taught it as teaching practice. Whereas the theoretical background on role play assumes there are many merits to conduct role play in English class, only some researches have shed light on the students' sides concerning role play. To add, some studies on the practicing role play in English language classes.

The present study is only one part of an investigation project, which was conducted to study the effectiveness of role play in teaching English for different levels of students (primary, intermediate and college) in Iraq, but in this paper I only tackled one part which is college students.

## II. AIM OF THE STUDY

The present study aims at finding of the effectiveness of using role-play as a classroom technique on Iraqi EFL college students' speaking skill.

## III. DEFINITION OF THE TERM

Tompkins (2001) defines role play as “it is one of the classroom teaching techniques that encourage students to participate actively in the process of learning English. Therefore, foreign language students practice the target language in context similar to real-life situations where stress and shyness are removed” (p. 1).

When we talk about role playing as a method of teaching can be considered as a problem can solved consciously which is briefly acted out so that the student can identify with the characters (Blanter, 2009).

Keneth (2008) states that role play can be defined as the type of student’s behaves in a certain context. In the field of managing, discrepancies in the identifying role that can be seen as role conflict which does not match for a person or by others role playing as a method of teaching which is the conscious practicing and discussion of the role in a group. While in the class, the difficulty can be briefly acted out so that the student can identify with the roles.

Role play activities could be shown as the way student behaves in specific context and situation. The researcher defines it as the role playing technique as a methodology for teaching which is conscious representation and discussion of the role in a group. In the class a problem context is shortly acted out so that the students can cope with the character.

#### IV. LITERATURE REVIEW

Arends (1998) assures on the practice of interacting with others as a method of doing teaching style active for teachers. It prevents instructing from being daily routine and out of date. When applying modern techniques, they are not necessarily entertaining new principles. Most of them shared a common principle of emphasizing verbal tasks that focused on meaning rather than language structure (p. 23).

Some researchers introduce and explain the benefits of excessive practicing role play techniques via showing that comprehension is established when the brain of student codes and gather data. Comparisons and decisions can be made as researchers examine the way others behave in different situations. Roles act as a short-cut way of identifying, recognizing, and labeling a set of appearances and behaviors (Van Ments, 1983). Students form expectations depend on appearance, behavior, and characteristic of a particular person. They predict what they will do in a given context. Ladousse (1987) states that can be allocated by social position in everyday situations, such as a teacher, engineer, police, clerk, president or juvenile delinquent. Role is the mean of expressing the norms of the group and social’s skill to deal with an individual or a group.

Holt and Kysilka (2006) explain that surrounding or the situation the student will face, can impact his/her way of acting. When we see yourself or other role-players as members of congregation, an audience or students in a parade, then the way we behave changes in accordance with our surroundings. For instant, the way that we used to behave with our friend is different from the way that we behave in formal situations. They acknowledged that roles can also be affected by a person’s function or purpose. For example, people in the hotel industry may be carrying out the tasks of a manager, front desk staff, bell person, or representative. People who work in an airport will be carrying out the tasks of travel agent, flight attendant, captain or passenger. Since roles are dependent on situations, function, and purpose, the instructor needs to carefully think through the enactment when he/she would like to employ role play technique in the classroom. The teacher should consider the students engagement, role assessing, duration of the technique, and concluding of the idea.

There are many terms can be interchangeable that associated with the role play teaching technique, and different ideas can be with and against when we compare role play with teaching methods. The expressions that can be interchangeably used like game, simulation, simulation game, and role play game with no agreement on preferable term (Van Ments, 1983). Ladousse (1987) states simulation as complex, inflexible and lengthy. On the other hand, role play technique is brief, simple, and flexible.

Ones (1982) clarifies that students have to be responsible of their roles and expand their outcome as much as they can in the context in which they find themselves in order for an imitation take place. The whole class can engage in role play, it can be interesting, and it may result in better teaching and learning of language.

Cornett (1999) shows that students improve fluency in language and oral interaction skills, beside the use of language of the body during face-to-face communication, when they are participated in role play techniques. Those techniques are especially fundamental for students learning a foreign language who may not often speak English at home because those students are eager to use the language and then improve their fluency and speaking with the chance to participate in role play. Role-play is simply required to play the other roles in the same way they think about how other roles may behave. As a result, role play can be clearly understood of many aspects like reactions, values, feelings, and attitudes of the person in the same.

Holt and Kysilka (2006) state that role play technique can be fun and lead to develop learning, these techniques can be used a student-student communication, they help EFL students to comprehend the importance of cooperation and to have an interest in learning.

Mitchell (1977) confirms that process of group relies on four factors: observation, reflection, interaction, and plan. Interaction is the peer-relation; observation is the feedback given by peers; reflection is the thoughts provided by group members; and the plan is the procedure to achieve the shared outcome. Once students in a suitable way employ those factors, their oral skills will be working together. Teachers try to establish an environment of a class where students have authentic activities and real-life communication that improve speaking skill. So, the students should collaborate and work in groups to achieve these objectives. Harmer (1984) explains that there are many techniques to develop

speaking skill, one of them is role-play. In role-play technique, we have many social contexts and a lot of interactional roles, while teacher produces topics to the students such as feeling and thinking of a given role. Thus, the teacher can explain to the student for instant “You are Steph; you go to the dentist and tell him what happened last week” (p. 42).

Holt & Kysilka (2006) confirms that group work enlarge the availability of time available for oral interaction and permits many students to benefit from time allocated for speaking. Teaching in groups also reduces the inhibitions of the students who fell shy who cannot speak comfortably with the whole class. Role-play can make all class be in engagement, and it can be interest and lead the whole group to be in a situation of effective learning.

Thornbury (2006) finds that dialogue is an informal speech among students, most of students know the skill to participate in dialogues as a favorable aim of leaning of language. Some language students feel that their most urgent need is to improve communicative competence, and they regularly choose “conversational” as their principle objective when answering needs analysis survey.

Language is basically speech, and speech is interaction by sounds. Speaking skill is used by a student in their interaction every day, this could be in or out school. Such skill needs many repetitions; it is mainly considered a neuromuscular not thinking process. It contains ability of sending and receiving messages. Thus, speaking can be seen as a way for showing opinions, believes, or even feelings to others (Huebner, 1960).

Gardner (1999) stresses that interaction is a jointly co-constructed technique that both listeners and speakers build their utterances upon the influence of their recipients. Brown and Yule (1983: 53) also differentiate between language functions. The first is the function of transaction, which is considered the producing of the information, while the second is the function of interaction, which can be considered as the main aim of interaction to improve social relationships. Thus language has two functions of spoken (transactional and international). The main focus of the former is to develop social links, whereas that of the latter is to deliver opinions and information. So, most of everyday interaction contains international. Ability to communicate in a language is very important. Therefore, teachers have to supply students with chances for meaningful communication behavior about relevant subjects via applying student-student communication as the major to teaching interaction in a language (Rivers, 1987).

McInnis (1998) mentions about doing communication in the language classroom which states that the using language to inspire, conciliation rather than conflict, and peace rather than war.

Hymes (1974) suggests the core of communicative competence as a replacement to linguistic competence of Chomsky. Communicative competence contains linguistic competence, but also includes a range of other sociolinguistic and conversational skills that make students to be able to speak and know how to say what to whom, when.

Savignon, (2003) conducts an important study on the improvement of interaction skills designed on a model of communicative competence including many basic characteristics. She defines communicative competence as “the ability to function in a truly communicative setting- that is, in a dynamic exchange in which linguistic competence must adjust itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors” (p. 223).

Savignon (1972) states the issue of being dynamic not static and involving the negotiation of meaning, which means communicative competence is not limited to oral language, it also involves reading and writing. Furthermore, it also depends on context which means that a fluent communicator knows the specific choices of the situation. It is distinct from performance. As a result competence is what student knows while performance is what one does.

Blatner (2009) shows that the role play technique can specify or assess how students act when they face a situation that need to be solve. Also it allows students to practice aspects and problems that have been produce during the lessons and behave like real life situation when students need to be active.

From the researcher’s own experience as an instructor in many colleges in Iraqi universities, he noticed that speaking skill in English as a foreign language cases lack the use of conversations which can be considered as the most important technique and activity for practice grammatical items, lexical and phonological.

### **Types of Role Play**

There are three types of role play, they are: fully scripted role-play, semi-scripted role-play and non-scripted role-play. In a fully scripted role-play, each word is given, and each student should understand or memorize his/her role (Harper-Whalen & Morris 2005). Such type includes explaining the model conversation in the prescribed textbook and the main aim of the conversation after all is to make each item of the language meaningful and easy to remember. Byrne (1986) indicates that role play in this type can be appropriate for low level students who do not know the situation in the semi-scripted role play.

The second one of role play includes a model conversation with some missing words and students should know how to fill in the blanks in suitable words of these contexts (Livingstone 1983). So, students can change the main conversation to some certain way and establish their own conversation. Such type of role play might be called as semi-controlled or as the teacher or prescribed textbook includes language input, but students should also specify the materials depend on a frame which supplies the situations to establish a real life context. This type can be used for students with upper-beginner to intermediate levels of proficiency, those students should be familiar with main procedures and seeks to go to higher level of tasks as semi-scripted role-play is less structured and less controlled than fully scripted role-play.

In the third type of role play where students may be given with keywords of dialogues (Dickson 1989), keywords and information, or contexts and aims in less controlled and structured tasks, in this type, students establish mini conversation based on keywords mentioned above, materials or contexts are simply as filling in gaps (Pi-Chong 1990). Identifying such type of role play as non-scripted role play, and they argue that non-scripted role play provides a great chances to employ the information of techniques in a certain situations. Davies (1990) states that students can build on their opinions and thoughts, and establish language on their level, acting out in some situations based on their understanding. Non-scripted role-play can be practical to for middle to advanced level students as non-scripted role play in a free and structured way which sometimes demands special skills like problem-solving.

## V. METHODS

### A. Participants

The subjects of the study were 40 Iraqi EFL college students in university of Baghdad, College of Education/Ibn-Rushd, third stage. Selected students divided in two groups of 20 each and were randomly distributed to an experimental and a control group. Students taught role play activities while teaching prescribed topic called "Conversation".

### B. Validity and Reliability

In order to get face and content validity as well as authenticity validity of the both tests, the tests have been exposed to the jury members<sup>(1)</sup>. Some modifications and recommendations are suggested by the jury members and they considered in the final version of the tests.

Since scoring of an oral test is considered highly subjective, the present study used some aspects to increase the reliability of the oral test: Firstly, the researcher has adopted the test sheet for students' scores. Secondly, the researcher and another teacher<sup>2</sup> scored the test. Reliability coefficient is obtained by comparing the score of two teachers (both the researcher's score and the second rater when they listened to the tape recorder). The correlation is found to be (0.969) and this is considered a high and stable coefficient.

### C. The Pilot Administration of the Test

A test cannot take its final form before it is tried out, so a pilot administration of the Posttest is carried out on March 23<sup>rd</sup> 2016. The whole population of the sample of the test (40). The pilot administration of the test is conducted support the researcher to check the clarity of the items of the test; and calculate the time needed for answering the questions, which appeared to take between 40-45 minutes for the whole test. In addition this, it is used to check the reliability of the test and the practicality of the test in general.

### D. The Pre-test

The pretest was conducted on the April 1<sup>st</sup> 2016. The pretest was administered on the sample of the study for two groups. The researcher himself tested the sample of the study and he recorded the answers for scoring. The time needed for answering the question was between 10-15 minutes. The aim behind carrying out the pretest, is to compare the students' achievement scores in the pretest with that of the same students in the post test.

### E. The Post-test

At the end of the teaching period, the students of the experimental group were post tested on the May 17<sup>th</sup> 2016. The same testing procedures were followed in conducting the pretest. The students' oral performance in the posttest were scored under the same conditions as that of the pretest. The time require for answering the questions was 10-15 minutes for each students. The researcher conducted the pilot test, pretest and the posttest under the same conditions.

### F. Materials

The materials of the present study were of four sorts;

1. materials for the proficiency test,
2. materials for the pre-test,
3. materials for the treatment (appendix I), and
4. materials for the post-test.

Production of spoken language like knowing how to talk a foreign language is usually regarded as the most complicated aspect of language learning for both teachers and students. The present study is dealt with spoken language and the emphasis in the language classroom began to move from the traditional methods to new trends and focus on communicative competence as the ultimate goal of teaching. The oral test permits the researcher to measure the

<sup>(1)</sup> Jury members are:

1- Prof Fatin Khiriy Ph.D.

2- Prof Mueed Saaced Ph.D.

3- Asst Prof. Ali Anor Ph.D.

4- Asst Prof. Efad Abduljabar Ph.D.

<sup>(2)</sup> Hasen, Moahmmmed. A college teacher with more than 10 years of experience in many Iraqi Colleges.

conversation (interaction) components and the linguistics components. Throughout the oral test students are encouraged to speak and then assessed on the basis of that speech. The materials for the proficiency test consist of 35 questions including grammar, vocabulary and sentence completion. The materials for the pre-test of speaking of the study included of 30 questions to be answered by the students in both groups orally. The materials for the study's treatment consisted of teaching speaking with the students' traditional teaching materials in speaking but with the role-play techniques such as "acting out", "group work", etc. for the experimental group and without the mentioned techniques (using the existing methods of teaching speaking) for the control group. The role-play has three steps during the treatment of students pre role-play, while role-play and after role-play.

In the pre role play steps, materials were (technical data, activities, background information and rules) and language (frequently used vocabularies, idioms and some grammatical rules) are taken from the prescribed textbook, usually the teacher and in some cases the students, who have long experience in some contexts. The students were given the relevant words or phrases employ in role play techniques in order to participate effectively in such activity and have time to practice the role play without taking times to know the meaning of unknown words.

The second stage is during role-play, in this step, students read the text and acting a role as clarified in the model conversation, firstly be familiar with the situation and studied the words items and idioms needed in the situation. Secondly, the students create their own script. In such stage usually the teacher did not help students in writing their own words, all students did the writing and try to correct their mistakes without saying it loudly, and such issue due to unfamiliarity with role play technique in the classroom and with low self-confidence of their language. They were stimulated to enlarge the model conversation by adding extra questions with their, or by practicing it with a new situation (e.g. students may create a new situation, which completely differ from the one in the original model), and establish new conversation. To avoid students sitting with the same partner, the students were randomly divided into new partner every week. Students also had enough time to prepare themselves before they started, to decide about the way they would manage their role and briefly rehearse between two students for example. While the practice, they were asked for assistant from their teacher or may be from any group who had a higher level in the English language. Since the communication type is the goal. Role play interactions can be occurred among 3-5 different students. This could lead the students to participate in a variety of communications with different students in the same interaction. This assisted students to be familiar and cope with a given situations and communication steps in spontaneous way, and act out the language they need in such a context normally. At the end, students typed their conversations and they recorded only in their post role play stage.

The third stage is after role play which is the feedback stage. The students received feedback from each other and the teacher as well. During this stage, the teacher may arrange the activities of the language which may help the students as a whole, depend on the noticing of the role plays in an early stage. Students can express themselves freely and effectively about how they want to interact in certain contexts but they were unable to. After practicing on their own conversations, students began typing their own text. During typing, each student should play both roles (he/she could be a client and customer). Anyway, in the 'post role play stage', students did not need to typed themselves, but the recording of such audio had already been done in the while role play stage at the same time as they acted their role-play with 3-5 different students.

Finally, the materials for the post-test of the study consisted of the same 30 questions in the pre-test of speaking to be answered by the students in both groups. The students' performance in the pre and posttests of speaking were scored depending on five aspects: pronunciation, grammar, vocabulary, fluency and comprehension, the criteria were adopted from Farhadi, Jafarpoor and Birjandi's (2000) as rating scale.

#### *G. The Procedures*

The speaking class met three times a week. The teacher reads the conversation aloud and then pointing a couple of students to read it in front of the whole class. Then, the teacher pointed out to the students if they faced any difficulty words or expressions in order to analyze and explain them. Students were asked to be in their assigned groups from last class during the three hours. Only given some minutes to remember and practice their conversations. Then, they were called up randomly to practice. This step conducted to encourage students, meanwhile the teacher should grad their performance on a scale of 1 to 20. In addition, a peer observation is conducted by asking students to grade their colleagues in similar scale. Member of each pair were scrambled with each time of practicing a new conversation to avoid of feeling board. Whenever the teacher had spare time (which was rare), he asked couples perform in front of the whole classmates and also practice one of the previous conversations or they can choose a subject to talk about.

## VI. RESULTS

The data of the current study are analyzed by applying the following statistical methods: a t-value (t-test) was calculated between the post-test scores of speaking skill in the two groups of students to show the impact in the hypothesis of the study.

The mean scores of the two groups have been compared; where the mean score of the experimental group is 15.27, while the mean score of the control group is 6.36. This indicates that there is a significant difference in the total scores

of post-test between the experimental and control groups in a favor of the experimental group. This confirms that the experimental group is better than the control group (see table 1).

TABLE (1)  
THE TOTAL SCORES OF THE POST-TEST

| Group | No. | $\bar{X}$ | SD   | DF  | Computed t-value | Tabulated t-value | Level of significance |
|-------|-----|-----------|------|-----|------------------|-------------------|-----------------------|
| Exp.  | 20  | 15.27     | 7.31 | 102 | 3.50             | 1.99              | 0.05                  |
| Cont. | 20  | 6.36      | 5.54 |     |                  |                   |                       |

Table two shows the results of two ANOVA coefficients calculated separately between the pre-test and the post-test of the experimental and the control group of the study. This means that the pre-test and the post-test scores in the control group are close to each other when compared to those in the experimental group, which represents that treating the experimental group with role-play techniques has resulted in expanding the range of their speaking scores in the post-test.

TABLE (2)  
THE COVARIANCE MATRIX BETWEEN THE PRE-TEST AND THE POST-TEST  
SCORES OF THE EXPERIMENTAL AND THE CONTROL GROUP

| Group        | Covariance |
|--------------|------------|
| Experimental | 1.15       |
| Control      | 2.07       |

It is obvious that students' accents improved with experimental group more than control groups. It may be common fact to obtain this result because role play technique asks students to practice speaking and listening more than reading and writing. Students also should practice the repetition of the same words or expressions many times to comprehend their conversation. They were asked to focus consciously on their accent and pronunciation in particular, also they focused on memorizing each line (this could be done mentally without speaking aloud). As a result, students might have paid more attention to accent or pronunciation while speaking.

## VII. DISCUSSION

The results of the present study indicate that the employed treatment affected the outcomes; thus, it can be concluded that using role-play as classroom technique to improve the performance in a test of speaking among Iraqi EFL students.

Based on the obtained results, certain justifications concerning the effectiveness of using role play techniques on Iraqi EFL students' speaking skill can be made. Accordingly, the students under experimental group seemed to succeed because of getting involved and practice in role play technique such as group work and peer. It can be inferred that if the class is framed as a community to work together supporting each other, it will have the opportunity to work for the same aims. This builds their ability to interact with and understand each other, the best basis for all learning.

Furthermore, the results of the present study confirm that role play techniques provide a kind of interesting environment for the students to flourish in. such environment leads to better attention in learning and stimulate them to participate in role-play techniques. In role-play techniques, students take a new identity and learn to use a FL for every day interaction.

Furthermore, students' vocabulary improved in experimental group more than control group, but not significantly. Students' receptive skills enhanced but not as much as productive one. The vocabulary improvement between the two groups was expected that there could be an important difference in. The reason for this result was that experimental group students interacted with different students in different dialogues and different situations. Therefore, it was normal to assume suggest that experimental group students maybe employ a large number of vocabulary items or may be just different types of lexis than control group. The necessarily limited type of the posttest role play technique could mean that both group students did well. Moreover, students in the posttests might not find the contexts very complicated or even tried overcome these contexts. In the contrary, students were very aware of making conversation clear for themselves and their partners. As a result, the difference between two groups was not a significant in terms of their vocabulary and speaking skill.

Researchers are advised to expand the scope of this study from limited students of college classes to more classes with different levels of language proficiency. Additionally, the experiment can be replicated to different geographical areas, institutes and linguistic situations. The present study can be repeated across genders (male and female) in terms of student participants and teacher participants. Also, the sample size in this research study ( $n = 40$ ) may be converted into a larger size of Iraqi (non-Iraqi) EFL students to find out whether or not the results can be the same. Finally, it will be helpful if the teacher, while performing the role-play technique in teaching speaking skill, talks about a variety of topics including human characteristics such as embarrassment, happiness, sadness, or dishonestly and describes occasions when these characteristics might come in to play.

The present study was mainly intended to enhance the teachers' practice in the classroom not by only bring changes, but also possibly offers new insights into students' use of role play in rea life situations. Role-play types were

successful in assessing and encouraging college students to interact and communicate in groups and pairs and to enhance their speaking skill in the target language. Role play technique has different aspects which can be beneficial in variety of situations. Role play can suitable for both low and high level of students especially for college students to help them to speak English and give them with background information as indirect experience. So, when college teachers try to employ similar ideas in other universities with their students who want to master the language, they can prepare the role play techniques which are most appropriate in the light of students' experience and needs.

#### APPENDIX. MATERIALS FOR TREATMENT

##### **Activity Summary**

In this activity students will:

- Prepare a text of a conflict situation in the workplace
- Role play the text

##### **Prior Knowledge**

- Basic Skills
- Conflict Management Theory

##### **Teaching Planning Notes**

- pointing assignment including previous information needed and assessment and evaluation means
- support students with many references that discuss conflict resolution
- support students with a sample of a simple script
- support students with ample space for practicing role playing (outside)
- support feedback and guidance during script writing and role playing practices
- establish a form of paper for role playing times and dates

##### **Assessment of Student Achievement**

##### **Task Tool / Type**

Script Writing Conflict – Says Who? Texts Assessment Tool (Formative)

Role-playing Conflict – Says Who? Role-Play Rubric (Summative)

##### **Activities and Assessment Materials**

- Dealing with Conflict Role playing Assignment Paper
- Text Writing Assessment Tool
- Role playing rules

##### **Introduction**

As we studied in last lectures, when dealt very well, substantive conflict which can be very healthy for managements. Also can often expand the output of a group, this due to the thoughts are tested and assessed depending on their advantages, using profess, logic and reasoning, rather than accepted as the way things have always been done. This can lead to positive change. Disagreements based on substantive conflict can be a result of differences over:

- Procedures
- Ideas/opinions
- Reasoning process

We also taught about five types of conflict management styles employed to find an answer for conflicts (avoidance, accommodation, authoritative, compromise, and collaboration).

##### **Assignment**

##### **Part A: Script Writing**

Working with a partner you will write a script depicting a conflict scenario at the workplace. This conflict can be between a boss and an employee or two co-workers of equal status. This conflict is substantive in nature and the root of the conflict is based on one individual not using one or several Essential Skills effectively.

##### **Part B: Role-playing**

Rehearse your script as much as possible so you are convincing to the audience. Your performance will be based on the script itself and on your ability to convince the audience that this could be a real situation.

**Part C: Peer Assessment Tool** Using the peer assessment tool, you will be identifying the situation, the individuals, what Essential Skills are instrumental in this conflict and what type of conflict management style is used to resolve the situation.

Conflict - Says Who?

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