Developing students’ speaking skills through role-play

Anna Kuśnierek

Abstract

One of the main purposes of learning foreign languages, particularly English, which has become lingua franca in many parts of the world, is the ability to communicate effectively with other users of the target language. Teaching to communicate in real, everyday situations is very often neglected and students have little chance to practise ordinary language in class. Therefore, teachers ought to provide learners with opportunities to improve their speaking skills.

The prime objective of this diploma paper is to investigate whether role-play activities contribute to developing students’ speaking skills in the ELT classroom. This thesis consists of three chapters; the first two sections deal with a theoretical background and the third one focuses on implementing role-play activities in the classroom.

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playing to develop active-learning skills. Design. Students role-playing pharmacists in patient care scenarios were critiqued by students and pharmacist faculty members. Grading was performed using the rubric inspired by Bruce Berger’s. Improve writing skills, the observing students evaluated the role-playing pharmacist on a 1-page student written critique questionnaire (Table 3). All observing students were expected to answer one question related to the 3. A students an opportunity to practice their public speaking skills in a safe and supportive classroom environment. Written.