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Study On Hong Kong Students' Perceptions Of The Usefulness
Of Using Role-Play To Enhance Speaking Skills

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Study On Hong Kong Students' Perceptions Of The Usefulness Of Using Role-Play To Enhance Speaking Skills

Abstract

This study investigated the perceptions of secondary 5 students of the usefulness of using role-play activities to enhance students' engagement in speaking English over the course of two weeks. The quantitative data obtained were from the pre- and post-tests of 46 secondary 5 students. Interviews were conducted with 10 of the students to have a deeper understanding of their perceptions. The findings indicated that all the differences were significant at the $p = 0.05$ or $p = 0.01$ level. This revealed that 58% of the students perceived role-play as an effective tool for enhancing their English-speaking skills. Moreover, all aspects of student engagement showed improvements, with the highest being emotional engagement at 35% followed by cognitive engagement with an improvement of 12%. Behavioural engagement was increased by only 6%. This indicated that students were more engaged in speaking English through role-play activities.

1. Introduction

One of the most spoken languages in the world is English, it is also regarded as one of the world's lingua franca since it allows people to communicate with one another regardless of their cultural and ethnic backgrounds. Hong Kong was a colony of the British Empire for 150 years and English was adopted as the medium of instruction in around 90% of schools (Glenwright, 2003). Then after the handover, the government introduced a policy in 1998 in which they mandated that most secondary schools adopt Chinese as their medium of instruction (Glenwright, 2003). However, many parents and students were concerned by this policy since they were fearful that it would affect their English proficiency and they may be deprived of qualifying for university studies as English is one of the compulsory subjects that they have to pass for it. The government responded to the criticism by “fine-tuning” the medium of instruction policy at the beginning of 2009, which enabled secondary schools to adjust the medium of instruction (Li, 2018).

Despite English being of utmost importance to the citizens of Hong Kong, Li (2018) found that English learners in Hong Kong often find speaking English challenging, despite years of language education. Although they may comprehend English when it is spoken towards them or reading it, they struggle to respond in English due to difficulty conversing in and pronouncing the language. As a result, they resort to using Cantonese as it is a more comfortable choice and may abandon efforts to speak in English. Li (2018, p.12) reports that “English in Hong Kong is arguably still more characteristic of a foreign language (EFL) in speech, while societal patterns of its use in writing make it more like a second language (ESL)”. This might be because it is relatively rare for Hong Kong citizens to use English “outside of specific work and academic contexts”. It can be deduced that Hong Kongers mostly perform poorly in the speaking aspect when compared to the other skills.

Moreover, in most of Hong Kong’s secondary schools, the speaking aspect of English is often overlooked in typical Hong Kong classrooms. The students consider English as a subject that they have to learn rather than as a language in which they can converse or interact (Sinambela & Simanjuntak, 2017). The learners are not provided with chances to rehearse speaking English, whether it be inside the classroom or outside of it. Additionally, speaking skills are typically only evaluated during exams, as English teachers tend to prioritize teaching grammar, reading, and writing abilities over speaking and listening skills (Bashir, Azeem & Dogar, 2011). To put it simply, students rarely get to speak English, and when they do, it is usually only during exams. Therefore, students' progress in interactive speaking tends to be slow. According to Tsou (2005), it is difficult for language teachers to encourage students to speak in a foreign language classroom. Sinambela and Simanjuntak (2017) noted that some English teachers resort to using engaging media to make the lessons more engaging and fun, as the classroom activities may otherwise be perceived as dull. The success of teaching speaking skills hinges on creating a classroom environment that fosters discussion and communication (Renandya, 2004). The teachers in Hong Kong usually use textbooks which have some tasks for the students to practice oral speaking that is limited to simple reading-aloud activities, turn-taking, topic management or group discussions for oral exams (Richards, 1990). Whereas the rest of the teaching time is dedicated to preparing students to tackle the public exam questions and to finish their scheme of work.

Despite speaking being neglected in multiple schools in Hong Kong, for many individuals, proficiency in speaking is the main goal for learning a second or a foreign language, whereas the rest of the skills are overlooked by their importance (Lee and Ng, 2010). In addition, Bygate (1987 as cited in Masoumi-Moghaddam, 2018) believes that people determine language proficiency by their speaking skills. It is the foundation through which the language is comprehended. Thus, speaking is one of the fundamental and vital skills in second and foreign language learning. Shumine (1997 as cited in Masoumi-Moghaddam, 2018) highlights its importance by explaining, "It is an aspect that needs special attention and instruction". Moreover, spoken language is unlike written language since it comprises different features such as turn-taking and pragmatics which make it more difficult to comprehend than written language. Also, during speaking, the speakers have to communicate instantaneously without having time to decipher what the speaker is saying (Masoumi-Moghaddam, 2018). Ur (2009) states that out of the four skills in language learning, speaking is believed to be the most crucial skill because he states that the individuals who can speak the language are regarded as the "speakers" of the language.

As mentioned above, many scholars believe that speaking is fundamental for learning a second or foreign language and the attainment of language skills is based on the ability to converse in the language (Nunan, 2001a). Masoumi-Moghaddam (2018, p.1) believes that the teaching of the English language usually does not achieve its motive since many "learners do not reach the confidence of using English in and outside the class appropriately". She states that their output in the learning of language is restricted to the textbook's exercises and in awareness of the grammar, but there is little understanding and application of using the language in real communication with individuals. Chauhan (2004, p.1 as cited in Masoumi-Moghaddam, 2018) explains that real communication includes "ideas, emotions, feelings, appropriateness and adaptability".

Determining the accomplishment of speaking is a complex process and many factors are taken into consideration such as the objectives and approaches implemented by the teacher. Another strategy to enhance students' speaking competence is through role-play. Masoumi-Moghaddam (2018) believes that role-play can aid students in understanding and expressing and showing one's thoughts and feelings both through spoken language and language expression. The learners are willing to participate in verbal communication since using role-play in the classroom makes the

learning more active, effective, interesting, communicative and contextual. Thus, there seem to be a few strategies and methods of teaching English conversations to English as second language learners. Students are compelled “to follow a set of artificial pedagogical curricula for learning English conversations” (Masoumi- Moghaddam, 2018, p.1).

Since there has been no research conducted in Hong Kong regarding the students’ perceptions of the usefulness of using role-play to enhance their speaking skills. This paper will investigate 1) How do the students perceive the usefulness of role-play enhancing English speaking skills? 2) Whether role-play enhances students’ engagement in speaking English? of a group of secondary 5 students. This article will begin with the definition of role-play and student engagement, then it will provide a few case studies about using role-play in the classroom, after that, the methodology of this research will be explained followed by the data analysis and discussion.

2. Literature review

2.1. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is a popularly used teaching method in teaching English as a second or foreign language, and it is designed to enhance the development of learners' communicative competence in the target language. It is explained by Richards (2006) that CLT comprises various principles that encompass the language teaching objectives, the language acquisition techniques, the most suitable classroom exercises for improving learning, and the roles of both learners and teachers in the learning process.

Linguistics, discourse, functionality and sociolinguistics are four knowledge aspects that are essential for developing communicative competence in learners. Learners must understand how to utilize language for different functions and contexts, demonstrate appropriate usage based on the nature of the participants and the environment, generate and interpret text types and use effective communicative strategies (Richards, 2006).

Communicative intent is the most important feature of CLT which refers to the learners being motivated to utilize the target language by participating in educational activities. For instance, role-plays, discussions, problem-solving tasks and games (Naksevee, 2013). Another crucial characteristic of CLT is to use of authentic teaching materials since it provides learners with the chance to enhance their language skills through exposure to actual use, such as reading an authentic newspaper article or brochure, or listening to a podcast or television broadcast (Naksevee, 2013).

In CLT, both the teacher and student have different roles. The curriculum is designed by taking account of the learners' preferences and needs, and the learning process is built on the cooperative group and pair work activities rather than individualistic approaches. The learning tasks involve social interaction, where interpersonal relationships are created and maintained among the participants. Learners are encouraged to learn from each other via collaborative work rather than individual work such as group work or pair work. Such tasks are recommended rather than solely relying on the teacher for guidance. Teachers assume the role of a facilitator or counsellor, rather than just being the manager of materials. They are encouraged to create situations that provide opportunities for communication among students and serve as advisors, by answering questions providing students with guidance and keeping track of their performance.

The main objective of CLT classroom activities is to focus on developing fluency, which is considered a primary goal of this approach. Fluency can be achieved by designing activities that encourage meaningful interaction among students while ensuring that communication remains comprehensible despite their poor communication skills. To enhance fluency, learners must negotiate meaning, rectify misunderstandings, employ communication strategies, and avoid miscommunication (Richards, 2006).

2.2. Role-Play

In the CLT approach, role-play activities are a prominent feature as they promote beneficial interaction among students. These activities allow learners opportunities to use the language in contexts that are identical to real-life scenarios. Role-play activities allow students to practice

using the target language, learn about different behaviours and roles, and prepare them for situations they may face outside of the classroom (Livingstone, 1983). Role-plays foster a communicative learning environment for both ESL and EFL classrooms and enable learners to work with classmates of varying abilities (Livingstone, 1983; Littlewood, 1992; Freeman, 2001).

2.2.1. Using role-play in language education

Dorathy and Mahalakshmi (2011, p.3) believes that there are a lot of benefits to using role-play in classrooms. They believe that role-plays can aid students to tackle authentic situations since it enables “them to think on their feet”. It is a social activity in which they work with other students as a team and interact to understand one another since role-play is not limited to reading dialogues from paper. It is about understanding the emotions and relaying the meanings of the dialogue. Also, it fosters their language development and linguistic competencies since the learners try to imitate different characters, themes, and situations by using vocabulary and expressions (Nguyen & Do, 2017). Huang and Shan (2008) believe that if learners are active and engaged, they will automatically develop their verbal language.

Moreover, role-plays are flexible, and teachers can modify them to meet the needs of the students (Dorathy & Mahalakshmi, 2011). For example, teachers may include certain vocabulary, sentence structures or grammar that they would like the students to learn since teachers usually have a specific learning outcome for every lesson that they would like to achieve. In addition, role-plays encourage learners to interact as it allows shy students to put on a mask and speak on behalf of another character. Furthermore, it is reported that role-play is fun which makes learning more enjoyable (Dorathy & Mahalakshmi, 2011).

According to Savignon (1983), role-play activities can be classified into two types: scripted and non-scripted. Scripted role-play is based on the script found in English textbooks, and students work in pairs or groups to swap roles using the provided script. The students can create and rehearse their scripts before performing the conversation in class. Whereas non-scripted role-play is less structured and more aligned with CLT principles. The teacher assigns roles and provides

the situation and topic, but the learners are responsible for deciding what to say, promoting their linguistic awareness and fostering their creativity.

Additionally, "Role-play can heighten interest and excitement in learning" (Tyers, 2002, p.164). Vygotsky believes that role-play is vital to children's development since it strengthens their creativity and imagination. He points out that through role-playing, the children can trigger the growth of certain potential developmental zones since the children are required to create imaginary situations which force them to develop abstract thinking. Dobson (2005) reports that role-play provides learners with an opportunity to imitate a person in different situations, which will make them think from different perspectives. These different contexts will enable them to have reversible thinking in which they will be able to coordinate others and their ideas.

In a study conducted by Naksevee (2013), she found out that usually in Thailand scripted role-plays are often favoured due to their ease of implementation. They are perceived to be less stressful for students as they have time to prepare and practice their lines, unlike non-scripted role-plays where they are expected to perform a spontaneous conversation with minimal practice. Despite that, scripted role-plays do not adequately prepare students for real-life communication challenges as they do not allow for the use of their own words and ideas. In many cases, students simply memorize the provided script without any opportunity for creativity or problem-solving. Recent studies suggest that non-scripted role-plays are a more effective alternative as they better equip students to handle real-life communication challenges. Freeman (2001) further recommends non-scripted role-plays as a communicative language teaching (CLT) activity that simulates natural conversation, allows for more choice in speaking, and provides opportunities for problem-solving.

This study focuses on non-scripted role-play activities because they highlight the crucial aspects of CLT, including feedback, choice, and information gaps. Non-scripted role-play activities allow students to exercise freedom in their speech and create information gaps, as learners cannot fully anticipate what will be said or happen, resembling a natural conversation.

2.2.2 Empirical studies for role-play and their benefits for students

Role-play activities are extensively conducted in English Language Teaching, and various studies aimed to examine how effective it is. Research has found that role-playing significantly improves learners' communication skills. One researcher examined whether some Saudi college students' English verbal proficiency would be improved as a result of role-play activities and how effective it would be (Alwahibee, 2004). The research found that role-play activities were successful in improving students' oral proficiency. Additionally, Ding & Liu (2009) found that through role-play activities students were able to improve their vocabulary skills since they had used that vocabulary during their role-play. Also, they reported that 80% of students were able to communicate fluently but the sentences produced were not accurate and appropriate, so the students needed to improve that. Liu (2010) argued that to motivate students to speak English role-play activities could be adopted since in his study he found that the students who participated in the activities were more interested in learning English when compared with the other group of students who only relied on learning grammar from textbooks.

Moreover, Zafeiriadou (2009) argues that role-play is an excellent teaching technique for L2 learners in that it promotes the linguistic and emotional growth of students but also serves as a stimulus for creative thinking. Furthermore, Ladousse (1997, p. 6-7) reported that role-play enabled students to experience a variety of things since they can experience various situations in which they would have to appropriately use languages such as intonation, stress, silence, expressions, and pronunciation to deliver the correct message. Whereas these skills are usually neglected by the English Curriculum.

In addition, a study conducted by Shen and Suwanthep (2011) to research the implementation of constructive role-plays on 300 Chinese EFL learners found that the students had a positive effect on improving their speaking ability of English despite having students with different language proficiencies. Moreover, they found that the students were active learners rather than passive which is commonly found in traditional Chinese classrooms. Students were very excited and happy that they were able to learn English in a “fun” way rather than the “boring” textbook method.

2.3. Student Engagement

The concept of engagement is relatively new in the field of educational psychology, compared to more established constructs like motivation (Zhou, Hiver, & Al-Hoorie, 2021). However, it has gained significant popularity in recent years due to its vital role in educational success. Engagement is a broad concept that encompasses various factors such as behaviour, thoughts, emotions, and social interactions. This makes it interesting to researchers, while practitioners find it easy to understand the observable aspects of engagement and disengagement (Zhou, Hiver, & Al-Hoorie, 2021). Furthermore, the potential for interventions to enhance engagement is a strong draw for researchers, policymakers, and practitioners alike.

Research on engagement has examined four main areas: community involvement, school participation, classroom interactions, and foreign/second language learning (Zhou, Hiver, & Al-Hoorie, 2021). In community settings, engagement is measured by how actively learners participate in school and community organizations. Whereas for the school, engagement is assessed through students attending the school (Zhou, Hiver, & Al-Hoorie, 2021). In foreign and second language classrooms, engagement is linked to participation, interaction, and language development. During learning activities, engagement equates to the level and quality of learners' participation. Studies on engagement focus on social and behavioural factors that can impact engagement positively or negatively.

2.3.1. Characteristics of student engagement

Mercer (2019) believes that learning includes the active involvement of the learner, and the action is defined as the elements of learner engagement. Whereas Ghelichli, Seyyedrezaei, Barani & Mazandarani (2020) state that student engagement is a sophisticated term since there has not been a consensus on its definition. Based on Newmann (1992 as cited in Ghelichli, Seyyedrezaei, Barani & Mazandarani, 2020, p.45) refers to student engagement as an “investment and effort which can either be cognitive or psychological” that is used to gain a good understanding of skills and knowledge that is being taught by the educational institutes. In addition, Dörnyei (1994) refers to student engagement as participation in school-related activities and academic assignments. Reeve

(2012) believes that student engagement refers to the willingness of a learner to participate in an instructional task or the learners keenness to participate in an activity. In short, student involvement can be defined as the student involvement in the learning task and the amount the physical and mental activity is “goal-directed and purpose-driven” (Hiver, Al-Hoorie, Vitta & Wu, 2021, p.3)

Besides the student engagement being goal-directed and purpose-driven, it should also be context-dependent. Since learners’ engagement is not only limited to the classroom, it is a product of “cultures, communities, families, schools, peers, classrooms and specific tasks and activities within those classrooms” (Hiver, Al-Hoorie, Vitta & Wu, 2021, p.3). These different domains influence one another which affects the level of engagement. For instance, academic engagement in school settings can be a long one since it can last for years such as the duration of the years of study in the learner school. Whereas classroom engagement can last up to some minutes or hours.

Next, there should always be an object for engagement to occur. Such as the learner being engaged with the theme, context, individual, learning task or activity. This means that there should be a comprehension of ‘person-environment fit’ (Reschly & Christenson, 2012, p. 13) of students in their learning environment which states how their involvement affects their learning or how it can improve their learning.

Hiver, Al-Hoorie, Vitta & Wu (2021) state that when a learner is actively engaged and invested in their learning, the learning will be meaningful, and they will most likely benefit and learn the new knowledge when compared with a learner who is not actively engaged. Therefore, there are a lot of studies being conducted nowadays on student engagement to the point that it is now known as ‘the holy grail of learning’ (Sinatra et al., 2015, p. 1). As this is now considered to be crucial since it has a strong influence on the students learning.

2.3.2 Measuring Student Engagement

Early studies relied on observation to collect data on the quantity of talk or interaction among language learners, but this approach had limitations in capturing the quality of engagement (Zhou,

Hiver, & Al-Hoorie, 2021). More recent literature has used Language Related Episodes (LREs) as a primary unit of engagement analysis, demonstrating the relevance and quality of effort in completing a classroom task. Other researchers have emphasised on the quality of involvement in task-related behaviour.

Research on engagement in a language-specific context and instructional settings has been ongoing for more than 20 years, with early studies relying on observation as a means of data collection (Zhou, Hiver, & Al-Hoorie, 2021). These studies measured the interaction between language learners, but this approach was limited as the quality of learner engagement was not measured (Bygate & Samuda, 2009; Dornyei & Kormos, 2000). More recent literature has employed Language Related Episodes (LREs), which also consider the quality of work given in by the learners (Zhou, Hiver, & Al-Hoorie, 2021). LREs are used as a measure of cognitive engagement among language learners (Zhou, Hiver, & Al-Hoorie, 2021). Other researchers have emphasised the qualitative aspect of involvement in learners' behaviour when completing a task. Below, the four aspects of engagement are explained in detail.

The aspect of cognitive engagement

Some indicators of cognitive engagement in classrooms include facial gestures, which are verbal and non-verbal markers of interactional involvement. Meanwhile, private speech and exploratory talk such as 'in my opinion', and causal sequencing phrases like 'therefore' have been proposed as markers of deliberate, selective and sustained action (Philp & Duchesne, 2016). Negotiation of meaning, which refers to any part of the dialogue in which students talk about the language they are producing, question their language use, or self-correct, is also considered a fitting indicator of cognitive engagement (Swain, 1998, p. 70). Other language-related events, such as language-related episodes (LREs), have also been used to measure cognitive engagement (Svalberg, 2009).

The aspect of emotional engagement

When students engage in activities and tasks, their emotional involvement is obvious in their affective reactions. These engaged learners are usually positive and active in the learning process in terms of autonomous disposition (Svalberg, 2009). This sort of emotional engagement has a positive impact, is influential on other aspects of engagement and reinforces positive attitudes towards language tasks (Swain, 2013). However, there is a lack of research on effective engagement in SLA compared to mainstream education. When measuring emotional and affective engagement in learning, questionnaires, surveys, and interviews with stimulated recalls are commonly used. The questions usually focus on students' perceptions towards the activities or tasks or towards the classroom settings. These provide deep insight into what the students feel about their participation and their feelings towards the tasks (Baralt et al., 2016).

The aspect of social engagement

In language learning, social engagement plays a crucial role due to the relational and social functions of language use (Philp & Duchesne, 2008). Social engagement encompasses learners' connections with their peers in the language classroom or community, as well as their willingness to participate in learning activities and interactional episodes with others. Social engagement is linked with give-and-take and mutuality (Storch, 2008), demonstrated by learners' attentiveness to each other and the teacher's talk. One useful way to measure social engagement is by counting the number of sounds, gestures, empathetic discourse, laughter or other expressions produced during language learning tasks (Lambert et al., 2017). Using things such as videos or discourse, we can examine how much these converge on the completion of language tasks.

The aspect of behaviour engagement

Within language learning research, like general studies, the behavioural engagement of students is indicated by their active participation in the instructional environment (Philp & Duchesne, 2016). Time on task is commonly used to measure behavioural engagement, as well as counting how

many words are written or learners taking turns in discourse (Dörnyei & Kormos, 2000), as is done in classroom studies outside of our field (Gettinger & Walter, 2012). These researchers realized that when learners worked on language tasks with content made by themselves, rather than by their teacher, their behavioural engagement increased. They made more contributions to the task, spent more time on it, embellished and discussed the task content to a greater extent, and were more responsive overall during task performance.

2.3.3 Empirical studies for student engagement

Ghelichli, Seyyedrezaei, Barani and Mazandarani (2020) conducted a study on the significance of student engagement. They assessed 117 intermediate EFL learners at the Iran Language Institute (ILI) and utilized two questionnaires: the Student Engagement Questionnaire and the Language Learning Motivation Scale. The quantitative analysis of the questionnaires indicated a significant relationship between the different aspects of student engagement with learning motivation. Moreover, the highest correlation was with the cognitive aspect. In another study, Karabıyık (2019) examined 296 students enrolled in an intensive English language program at a foreign language preparatory school. The students' English achievement was measured through mid-term exam results, and the study showed that students were more engaged in inside-the-classroom behaviours, followed by outside-the-classroom behaviours, the content of the course, and outside-the-classroom behaviours. However, inside the classroom, participants had lower engagement levels in the oral aspect. The study found that all engagement had a positive relationship with exam scores.

2.4. Research questions

Role-play is an activity that is highly endorsed by a lot of researchers and there has been no studies conducted on Hong Kong students' perception of role-play activities in improving their English-speaking skills. In addition, a lot of students in Hong Kong struggle with speaking English. Moreover, these studies suggest that role-play activities are one of the best strategies to teach English and that they can significantly improve students' speaking abilities, which are crucial for

effectively conveying ideas and persuading others in communication. Therefore, this research will investigate the topic.

1. How do the students perceive the usefulness of role-play enhancing English speaking skills?
2. Whether role-play enhances students' engagement in speaking English?

3. Methodology

This study will adopt a triangulation approach in which both the qualitative and quantitative approaches would be used. Both approaches are used to achieve statistical and in-depth verbal results to understand the perception of Hong Kong secondary 5 students. Moreover, Creswell and Garrett (2008) recommend using a mixed-method technique to analyze data since it enables the researcher to gain an accurate understanding of the research topic. This study also used a pre-test-post-test design on one group of secondary 5 students.

3.1 Participant information

Table 1. Participant information

Participants'		Percentage %
Age	16	6.5
	17	89.1
	18	4.3
Mother Tongue (L1)	Cantonese	71.1
	Mandarin	21.7
	Urdu	4.3
	Hindi	2.2
English is my _____	First Language (第一語言)	0
	Second Language (第二語言)	65.2
	Third Language (第三語言)	34.8

The participant of this research involves 46 secondary 5 students, consisting of 17 boys and 29 girls. Most of the participants were 17 years old comprising 89.1 % of the participants. While there were 6.5% and 4.3% aged 16 and 18 respectively. Moreover, the majority of the participant's L1 was Cantonese comprising 71.7 % number of students. While 21.7% were Mandarin and the remaining 4.3% and 2.2% were Urdu and Hindi respectively. Furthermore, the majority of the students' L2 was English comprising 65.2% of the candidates. While the rest of the students' English was their L3 with a total of 34.8%.

The participants are currently studying in a secondary school that uses mainly Cantonese as their medium of instruction. It is in the Sham Shui Po district. The study was conducted for 2 weeks in the third and fourth week of November 2022, consisting of a total of 4 lessons, 2 lessons per week, each lesson lasting for 35 minutes.

3.2 Questionnaire: Pre-test and Post-test

Zhou, Hiver, & Al-Hoorie's (2021) questionnaire was adopted and modified to examine students' speaking abilities and their learning engagement, such as students' willingness, eagerness, and confidence in participating in activities.

The questionnaire was designed using Likert scale questions and was divided into 4 domains: understanding of role-play activities, cognitive domain, emotional domain and behavioural domain. The questionnaire included different domains since the researcher wanted to determine the students' perception of role-play activities and their engagement in English speaking.

A pre-test was conducted during the first lesson (refer to Appendix 9.1). The same test was also the post-test which was conducted on the last day to compare if there is any improvement. The students' identities would remain anonymous so that they can answer the questions honestly

without having to worry about their identity being revealed or being judged by the teacher or classmates.

3.3 Interview

A semi-structured interview (see appendix 9.2) was conducted on 10 secondary 5 students to find out their opinions on the usage of role-play activities, whether it has improved their English-speaking abilities and if it has enhanced their engagement in classrooms. This is to get a deeper understanding of students' perception of the usefulness of using role-play to enhance their speaking skills.

3.4 Role-play activities

Thornsbury (2005, p.96) believes that these “speaking activities involving role-play activities, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use”. Therefore, students were provided with the opportunity to practice speaking in each context. The role-play activities were divided into 2 weeks with having 2 lessons per week. Each lesson lasted for 35 minutes.

The role-play activities were designed following Huang and Shan (2008) set of instructions on teaching role-play. These were used in planning the lesson plan:

1. Teachers should start by asking the learners questions before the role-play.
2. The questions should include the key vocabulary, or the main idea of the role play this is to ensure the students are exposed to it so that they are comfortable with their tasks.
3. Then teachers should give the students some time to study their role for the role play. During this time the teacher can walk around and assist students when needed.

4. Teachers should allow the students to play the role at least twice before asking them to change their roles.
5. It is recommended to ask the stronger students to act out the role play to the whole class.
6. Also, the teacher can also be part of the role play if needed.

They also suggest that the teacher should not correct the students until their role-play is completed.

3.4.1. First week of role-play activities (lessons 1-2)

Since the theme of November was ‘workplace communication’. Therefore, the researcher designed the lesson activities based on this theme. In both activities, the students were asked to be a salesperson.

The students first watched a promotional video of a travel agency, then they would be asked if they have ever bought any product because of a salesperson and if they ever had a remarkable experience with a salesperson before. Then they would be informed that they would have to imagine that they were working for a travel agency, and they must work with their colleagues to promote their travel package to attract customers.

The students would have to work in groups of 4-5 students and would be asked to role-play as a salesperson to persuade their classmates to buy their travelling agency’s tour package. The language feature in these lessons was that the students had to use at least one persuasive device either rhetorical question or alliteration while advertising their product. Each member of the group has to say at least one sentence when they present their product, they can also use non-verbal communication strategies. (Please refer to the lesson plan for more detailed information on the activities in Appendix 9.6-9.7)

This is to motivate the students to use English communicatively and to express their emotions through the dialogues such as to persuade their classmates to choose their products rather than the

other groups. Also, this will allow them to use the vocabulary they have learnt in the previous lessons.

3.4.2. Second week of role-play activities (lessons 3-4)

In the second stage, the students would again be asked to be grouped into groups of 4-5 students and would role-play as a salesperson to persuade their classmates to buy their products. However, this time the students are allowed to be creative and can imagine any product they would like to sell to their classmates. They were asked to use at least one persuasive device either rhetorical question or alliteration while advertising their product.

The students will be exposed to innovative inventions through a video, then they would be asked to design the product and persuade their classmates to buy it. To make the students active in class and pay attention to their classmates' role-plays, the students will be asked to guess each of the group's products. The students who guess correctly will be given a light merit from the teacher. Moreover, each of the members would have to be asked to participate and say at least two sentences when they present their product.

4. Results

Table 2. Descriptive Statistics for all the four domains

Scores	Pre-test (Total= 6)		Post-test (Total= 6)	
	Mean	SD	Mean	SD
Students' perception of the usefulness of role-play	3.86	1.09	4.47	1.02
Students Engagement (Behavioural Aspect)	3.04	1.15	3.11	1.13
Students Engagement (Emotional Aspect)	3.91	1.16	4.30	1.07
Students Engagement (Cognitive Aspect)	3.08	1.09	3.21	1.07

The table provides the descriptive statistics for all the four domains collected from the questionnaires, including the Mean and SD for the pre- and post-survey, including all the four dimensions: role-play, behavioural, emotional and cognitive.

A two-tailed t-test was conducted on the pre-test and post-test questionnaire with an alpha value equal to 0.05 and 0.01 and the degrees of freedom at 45. The total number of participants was 46 (n=46). To report the effect size, Cohen's method would be used which is calculated using the $(\text{Mean of posttest} - \text{Mean of pretest}) / [(\text{SD of pretest} + \text{SD of Posttest})/2]$.

Table 3. Pre- and Post-test results of students' perception of the usefulness of role-play enhancing English speaking skills.

scores	Pre-test (Total= 6)		Post-test (Total= 6)		Paired-sample-t-Test				
	Mean	SD	Mean	SD	-t	df	P (T<=t) two - tail	Sig	
Overall (n=46)	3.86	1.09	4.47	1.02	-9.91	45	6.85×10^{-13}	0.05	0.01

As shown in Table 4, the mean score of the post-test was significantly higher with an increase of 58% than that of the pre-test. The standard deviation was 1.09 for the pre-test and 1.02 for the post-test. The p-value calculated was 6.85×10^{-13} . Since the p-value was lower than 0.01 and 0.05, the null hypothesis was rejected, indicating that the results of the pre-test and post-test were statistically significant at the $p = 0.05$ and 0.01 values. Thus, it can be concluded that, quantitatively, the test results indicated that students perceived role-play as useful in enhancing language learning with 99% certainty.

Table 4. Pre and Post-Test results of Students Engagement (Behavioural Aspect)

scores	Pre-test (Total= 6)		Post-test (Total= 6)		Paired-sample-t-Test			
	Mean	SD	Mean	SD	-t	df	P (T<=t) two-tail	Sig
Overall (n=46)	3.04	1.15	3.11	1.13	-2.46	45	0.02	0.05

As shown in Table 5, the mean score of the post-test was higher with an increase of 6% than that of the pre-test. The standard deviation was 1.15 for the pre-test and 1.13 for the post-test. The p-value calculated was 0.02. Since the p-value was lower than 0.05, the null hypothesis was rejected, indicating that the results of the pre-test and post-test were statistically significant at the $p = 0.05$ values. Thus, it can be concluded that, quantitatively, the test results indicated that students were behaviourally engaged in speaking English with 95% certainty.

Table 5. Pre and Post-Test results of Students Engagement (Emotional Aspect)

scores	Pre-test (Total= 6)		Post-test (Total= 6)		Paired-sample-t-Test				
	Mean	SD	Mean	SD	-t	df	P (T<=t) two - tail	Sig	
Overall (n=46)	3.91	1.16	4.30	1.07	-7.92	45	4.54×10^{-10}	0.01	0.05

As shown in Table 6, the mean score of the post-test was higher with an increase of 35% than that of the pre-test. The standard deviation was 1.16 for the pre-test and 1.07 for the post-test. The p-value calculated was 4.54×10^{-10} . Since the p-value was lower than 0.05 and 0.01, the null hypothesis was rejected, indicating that the results of the pre-test and post-test were statistically significant at the $p = 0.05$ and $p = 0.01$ values. Thus, it can be concluded that, quantitatively, the test results indicated that students were emotionally engaged in speaking English with 99% certainty.

Table 6. Pre and Post-Test results of Students Engagement (Cognitive Aspect)

scores	Pre-test (Total= 6)		Post-test (Total= 6)		Paired-sample-t-Test				
	Mean	SD	Mean	SD	-t	df	P (T<=t) two - tail	Sig	
Overall (n=46)	3.08	1.09	3.21	1.07	-5.59	45	1.27×10^{-06}	0.01	0.05

As shown in Table 7, the mean score of the post-test was higher with an increase of 12% than that of the pre-test. The standard deviation was 1.09 for the pre-test and 1.07 for the post-test. The p-

value calculated was 1.27×10^{-06} . Since the p-value was lower than 0.05 and 0.01, the null hypothesis was rejected, indicating that the results of the pre-test and post-test were statistically significant at the $p = 0.05$ and $p = 0.01$ values. Thus, it can be concluded that, quantitatively, the test results indicated that students were cognitively engaged in speaking English with 99% certainty.

5. Findings

5.1 Students' Perception of the Usefulness of role-play Activities

Table 3 aims to answer the first research question: whether students perceive the usefulness of role-play in enhancing students English speaking skills. Based on the quantitative results it can be deduced that students thought that role-play was vital in enhancing their speaking skills.

Moreover, according to the interviews, 90% of the respondents preferred learning English through role-play activities rather than their traditional teaching approach. Four students stated that:

"I want to learn English through role-play because it allows me to study together with my friends and I can speak like I want. I don't have to follow any textbook and I can give my own ideas, so it is very fun."

(Interview extract)

"I wish we can have more role-play activities next month and year because this allows us to practice English which we can use in our daily life."

(Interview extract)

"I choose learning through role-play because we have more freedom to present our ideas. We can use actions, movements and speak to make our statements more interesting rather than using the textbooks to recite something."

(Interview extract)

"I want to learn through role-play because I can practice speaking English because I can realize my pronunciation errors."

(Interview extract)

Thus, it can be concluded that most students preferred learning English through role-play activities rather than traditional English lessons. They all agreed with the statement that they believe role-play can enhance their English-speaking skills which aligns with the previous literature.

5.2 Role-Play Activities Enhancing Students' Engagement in Speaking English

Tables 4, 5 and 6 indicate the results of the student's pre- and post-tests showed that students were more engaged during the role-play activities. Emotional engagement is the aspect that showed the greatest achievement with a total of 35%. It is reported by Svalberg (2009), emotional engagement refers to the willingness of students to participate in group activities and interact with their peers. Thus, the students had a positive attitude towards role-play activities.

Moreover, during the interviews, when the participants were asked about their engagement in speaking English through role-play activities. All 10 of the participants answered that they had positive attitudes regarding this teaching method. There were 4 themes of benefits that students reported due to the role-play activities, which include communication skills, confidence, accuracy and cooperative learning.

5.2.1. Communication skills and confidence

Most of the students said that they felt more behaviourally, emotionally and cognitively engaged in English lessons during the role-play activities. One of the students said:

“Before in the previous English lessons, I used to be very bored because the teacher would always talk, and I just had to sit through the whole lesson and listen to them. Finally, I had the opportunity to do something different and fun.”

(Interview extract)

Another student also stated:

“I am always so scared to answer or ask questions in class. I feel shy talking in front of everyone. During the first and two lessons I was hesitant to say anything but then after seeing my classmates

encouraging me and making me feel like we must work together to perform this task. I felt a bit confident and talked in front of the class and now I don't feel that scared."

(Interview extract)

The students believed that these activities had helped them to be more confident and they were given the opportunities to communicate and have an authentic interaction with their classmates. Moreover, regarding the behavioural aspect, some students believed that these learning activities were useful in their daily life since they could use their experiences of buying products in these role-play lessons.

"whenever I would go to buy things, a salesperson would always follow me and try to sell me a product so in these activities I was able to use that in my role-play"

(Interview extract)

"when I take the role of a character I am able to use English appropriately in acting out the role such as using vocabulary related to the topic"

(Interview extract)

"From these lessons, I got to learn the different ways people use to sell their products, for example, using alliteration and rhetorical questions to grab the people attention"

(Interview extract)

5.2.2. Accuracy and Co-operative Learning

The students also reported that they found role-play useful for practicing speaking their English accurately in terms of grammar, vocabulary and sentence structures via collaborating with their classmates. For example,

"Role-play lessons helped me use the vocabulary we learnt during lessons before. I would not use it in my daily life because I didn't get the chance but now, I am able to use it. I feel proud of myself I think I can use more vocabulary now if I talk to my friends."

“I was having a lot of pronunciation problems such as “persuade, bought” however, my groupmates were kind enough to help me correct it. If I didn’t talk with my classmates, I would not have known I had so many errors.”

Thus, the students were cognitively, emotionally and behaviorally engaged since they were willing to participate in the activities more when compared with the previous English lesson.

5.2.3 Newly arrived students

In this research, there were 3 students who had recently immigrated from Mainland China. These students had little to no English knowledge so they found the role-play activities very challenging since they could not participate much in the speaking due to their limited vocabulary skills. Therefore, these students were encouraged to use non-verbal communication cues to relay their message and were asked to group with the high achievers so they can get help. They all reported that although their English is weak however they were able to participate in the activities due to their classmates help. They said that they never participated in any English activities before, however, role-plays gave them a chance to engage in classroom activities and contribute to their group work.

“I don’t think role-play is good... because my English .. very bad... I no talk... but.. I can give idea to classmates..”

(Interview extract)

“Speaking English...very hard.. I don't know..I ask my friend.. We do together...”

(Interview extract)

“I don’t know how to say...I ask classmates.. I do action.... very funny...”

(Interview extract)

6. Discussion

The findings of this research indicate that students in Hong Kong perceive role-play as a useful tool for learning English and that it enabled them to be engaged in speaking English. This builds

upon the previous research of Alwahibee (2004), Ding & Liu (2009), Dorathy & Mahalakshmi (2011), and Shen and Suwanthep (2011) who found that role-play activities had a positive effect on students' learning such as improvements in their English verbal proficiency, vocabulary acquisition, gaining a wider perspective on a particular task or role, promoting linguistic and emotional growth.

From the analysis of the quantitative data, students generally perceived role-play as significant in learning English. The analysis suggests that these activities provide students with a student-centered approach which is different from traditional Hong Kong teacher-centered teaching. Also, Shen and Suwanthep (2011) conducted a study on Chinese EFL learners, similarly, they were also very excited and happy to learn English in a student-centered method.

Interestingly, the use of role-play activities did not seem to discourage students who were already proficient in the language from helping and learning from their peers who were not as proficient. This created a learning community where students could reinforce their knowledge of language forms and build relationships with one another. Even students with lower levels of proficiency were willing to participate in these activities because they could express their own perspectives and interact with their peers without feeling overly concerned about making mistakes. The opportunity to play different roles, develop a story, and act out scenes also increased student engagement and interest in the learning process. This also coincide with the previous research by Nguyen and Do (2017, p.41) who also found that despite having different language proficiency learners were willing to participate in the activities and were not demotivated.

Furthermore, the frequent practice of speaking through role-play activities can help students gradually build their confidence in expressing their thoughts in front of others. This increase in confidence may be because students can feel less shy when speaking through someone else's characters, as it allows them to distance themselves from their own thoughts and opinions (Alwahbiee (2004); Ding &Liu (2009)). Additionally, students may not receive negative feedback from others since they are performing a character assigned by the activity.

Moreover, interactive communication skills were recognized as a vital aspect of English learning by students at different proficiency levels. These skills not only help students express their views naturally in response to real-life situations, but they also promote the development of moral and social qualities, such as behaviours, that are acquired through role-playing. These skills and qualities can be effectively applied in a range of real-life contexts, bridging the gap between role-play activities and their real-life applicability (Liu, 2010).

Although this study only involved a small sample of 46 participants, it is important to note that the investigation provided these students with the opportunity to recognize the benefits of role-play activities, particularly in terms of intensive oral practice. However, due to the limited time and the fact that the researcher could not use more than 4 lessons to teach using role-play activities due to time constraints in the Hong Kong's hectic teaching curriculum. This did not provide students with enough time to practice speaking English. Therefore, it is crucial for future researchers to create opportunities for students to experience real-life situations and shift their learning routines to a more autonomous approach beyond the classroom.

7. Conclusion

According to the data gathered from the questionnaire and the interviews. Students believe that role-play helps them to improve their English language ability in terms of speaking and that they felt more engaged in the lessons when role-play activities were conducted. The data analysis indicated an improvement in students' perception of the usefulness of role-play in all the three dimensions of engagement, including cognitive, behavioural and emotional engagement.

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9. Appendix

Appendix 9.1- information sheet and consent form for students (questionnaire)

INFORMATION SHEET

Enhancing Secondary Hong Kong Students' Speaking Skills with the Use of Role-Play Activities

You have been invited to participate in a study led by Dr Ma Qing and conducted by Miss Sehrish, both of whom are members of the Department of English Language Education, Faculty of Humanities at The Education University of Hong Kong.

This research investigates whether role-play is useful in enhancing the speaking skills of a group of secondary 5 students. You have been requested to complete an online questionnaire which should take approximately 10 minutes. There is no possibility of harm associated with participating in this research.

Your involvement in this study is completely voluntary. Should you choose to withdraw, there will be no negative repercussions. All details regarding you will remain confidential.

The results of this study will be analysed and written in a thesis and a presentation. Your responses will be kept confidential and anonymous.

If you would like to obtain more information about this study, do not hesitate to get in touch with Miss Sehrish at telephone number _____ or their supervisor Dr Ma Qing at telephone number _____

In case you have any concerns regarding this research, please contact the Human Research Ethics Committee by email at hrec@eduhk.hk or by mail at the Research and Development Office, The Education University of Hong Kong.

Thank you for your interest and for being a part of this study.

Sehrish
Principal Investigator

THE EDUCATION UNIVERSITY OF HONG KONG

Department of English Language Education, Faculty of Humanities

CONSENT TO PARTICIPATE IN RESEARCH

Enhancing Secondary Hong Kong Students' Speaking Skills with the Use of Role-Play Activities

I give my consent to participate in the above-mentioned research project that is being supervised by Dr Ma Qing and conducted by Miss Sehrish, both of whom are staff/students affiliated with the Department of English Language Education in the Faculty of Humanities at The Education University of Hong Kong.

I am aware that the findings of this research may be used for future research and could be published. Nonetheless, my privacy rights will not be violated, and my personal data will be kept confidential.

I have read the attached information sheet and understand the research protocol. I am also aware of the potential risks and benefits of taking part in the study. My decision to participate in this study is of my own accord.

Additionally, I acknowledge that I reserve the right to ask questions about the research procedure and can withdraw from the study at any point without any negative implications.

Hereby,

☐ I **provide** my consent to participate in the specified research.

☐ I **decline** to take part in the above-mentioned research project.

Signature: _____

Appendix 9.2: Questionnaire on learner engagement and role-play activities

Pre-/ Post-survey of learner engagement and Role play activities

How would you rate yourself in terms of the following aspects on a scale from 1 to 6:*

1=Strongly Disagree; 2=Disagree; 3=Partly Disagree; 4=Partly Agree; 5=Agree; 6=Strongly Agree

Gender : Male Female prefer not to say

Age:

Mother tongue:

English is my: First Language Second Language Third Language

1. Role play

1.1.I think role play will improve my English

1.2. I think role play is a fun way to learn English

1.3. I want to learn English through role-play

2. Behavioral engagement

2.1. I stay focused when it is difficult for me to understand

2.2. I participate in all English learning activities

2.3. I keep trying my best to learn when it is hard

2.4. I continue working on English until I complete my English tasks

3. Emotional engagement

3.1. I look forward to the next English class

3.2. I enjoy learning English with new methods (role play)

3.3. I want to understand what I am learning

3.4 I feel good when I was in an English class

4. Cognitive Engagement

4.1 I go through my English work carefully to make sure it is done correctly

4.2 I think about different ways to solve problems in learning English

4.3 I try to connect new learning to those I've learned before

4.4. I try to understand my mistakes in English

4.5 I try to correct my mistakes in English

Thank you very much for your feedback!

Appendix 9.3 - information sheet and consent form for students (interview)

INFORMATION SHEET

Enhancing Secondary Hong Kong Students' Speaking Skills with the Use of Role-Play Activities

You have been invited to participate in a study led by Dr Ma Qing and conducted by Miss Sehrish, both of whom are members of the Department of English Language Education, Faculty of Humanities at The Education University of Hong Kong.

This research investigates whether role-play is useful in enhancing the speaking skills of a group of secondary 5 students. You have been invited for an interview which should take approximately 10 to 15 minutes. There is no possibility of harm associated with participating in this research.

Your involvement in this study is completely voluntary. Should you choose to withdraw, there will be no negative repercussions. All details regarding you will remain confidential.

The results of this study will be analysed and written in a thesis and a presentation. Your responses will be kept confidential and anonymous.

If you would like to obtain more information about this study, do not hesitate to get in touch with Miss Sehrish at telephone number _____ or their supervisor Dr Ma Qing at telephone number _____

In case you have any concerns regarding this research, please contact the Human Research Ethics Committee by email at hrec@eduhk.hk or by mail at the Research and Development Office, The Education University of Hong Kong.

Thank you for your interest and for being a part of this study.

Sehrish
Principal Investigator

THE EDUCATION UNIVERSITY OF HONG KONG
Department of English Language Education, Faculty of Humanities

CONSENT TO PARTICIPATE IN RESEARCH

Enhancing Secondary Hong Kong Students' Speaking Skills with the Use of Role-Play Activities

I give my consent to participate in the above-mentioned research project that is being supervised by Dr Ma Qing and conducted by Miss Sehrish, both of whom are staff/students affiliated with the Department of English Language Education in the Faculty of Humanities at The Education University of Hong Kong.

I am aware that the findings of this research may be used for future research and could be published. Nonetheless, my privacy rights will not be violated, and my personal data will be kept confidential.

I have read the attached information sheet and understand the research protocol. I am also aware of the potential risks and benefits of taking part in the study. My decision to participate in this study is of my own accord.

Additionally, I acknowledge that I reserve the right to ask questions about the research procedure and can withdraw from the study at any point without any negative implications.

Hereby,

☐ I **provide** my consent to participate in the specified research.

☐ I **decline** to take part in the above-mentioned research project.

Signature: _____

Appendix 9.4 : Evaluation on role play (interview questions)

1. What is your mother tongue?
2. How many languages do you speak?
3. What were your feelings about the role-play activities?
4. Do you think the role-play has improved your speaking skills?
5. Do you think role-play has improved your vocabulary?
6. Have you gotten more confident after doing the role play?
7. Are you more willing to speak in front of your class compared to before?
8. How would you rate your speaking skills?
9. Are you more able to express your emotions?
10. Would you like to learn speaking using role-play activities?
11. How would you like to learn English speaking?

Appendix 9.5 - information sheet and consent form for school

THE EDUCATION UNIVERSITY OF HONG KONG

Department of English Language Education, Faculty of Humanities

CONSENT TO PARTICIPATE IN RESEARCH

Enhancing Secondary Hong Kong Students' Speaking Skills with the Use of Role-Play Activities

Date: _____

Dear Principal _____,

I, Sehrish, am a student studying in the BA (LS) & Bed (EL) at The Education University of Hong Kong, who is currently conducting a Honours Project in my final. This research investigates whether role-play is useful in enhancing the speaking skills of a group of secondary 5 students. There is no possibility of harm associated with participating in this research.

To conduct the research, I would like to seek your consent for conducting interviews with 10 Secondary 5 students and questionnaire with 46 students from classes 5A and 5C. All details regarding the participants will remain confidential. The results of this study will be analysed and written in a thesis and a presentation. The responses will be kept confidential and anonymous. I fully understand that consent must be obtained from the placement school before I conduct the research. Otherwise, I am not allowed to collect or use them. Thank you very much for your consideration of my request in advance.

Yours sincerely,

SEHRISH

SEHRISH

Student of The Education University of Hong Kong

I agree/ do not agree# to let ___SEHRISH_____ (name of student in full) conduct interviews and questionnaires.

Special Instruction (if

any): _____

_____/_____/_____

Sign: _____

Appendix 9.6: Lesson activity materials (week 1)

The Education University of Hong Kong

- **Run Time:** 70 mins
- **Grade Level:** Secondary 5
- **Unit Name:** Workplace Communication
- **Number of Lessons:** 2
- **Number of Students:** 18
- **Student Language Ability:** A1- A2

Learning Objectives:

By the end of this lesson, students should be able to

- Role play as a salesperson to persuade their classmates to buy their travelling agency's tour package
- Use at least one persuasive device- rhetorical question or alliteration while advertising their product

Previous Knowledge:

- Persuasive devices

Lesson 1&2				
Time (minutes)	Procedure	Interaction mode	Purpose	Materials

2 mins	1.	<p>Pre-stage</p> <ul style="list-style-type: none"> ● Greeting & settling in <p>T welcomes the class and informs Ss that they will be role-playing as a salesperson to persuade their classmates to buy their agency's tour package for which they will have to come out and present.</p>	T-Ss	To welcome Ss and inform them of their agenda for their lesson	<p>PPT</p> <p>Catering for diversity worksheet- slogans, rhetorical questions and guiding questions</p> <p>Peer evaluation form</p>
4 mins	2.	<ul style="list-style-type: none"> ● Questionnaire (pre-test) <p>T informs Ss that they will have to complete an online questionnaire in which they would have to answer a few questions regarding role-play.</p>	T-Ss	To get their feedback on the role-play activities	Padlet
10 mins	3.	<ul style="list-style-type: none"> ● Activating students' prior knowledge <p>T starts the lesson with a travelling agency tour package advertisement. T will ask Ss to carefully watch the advertisement and to keep these questions in mind:</p> <ol style="list-style-type: none"> 1. What company ad is this? 2. What is the purpose of this ad? 3. Who is this ad for? 4. Will you join this tour? 5. How are they persuading people to buy this tour package? <p>After watching the ad, T asks Ss if they were able to answer these questions. T</p>	T-Ss Ss-T	To analyze an authentic ad so they have an idea on how to advertise	

10 mins	4.	<p>goes through the questions with them.</p> <p>Teaching 2 persuasive devices</p> <ul style="list-style-type: none"> 2 persuasive devices- Alliteration and Rhetorical questions <p>T introduces these two devices with Ss by describing and providing them with authentic examples:</p> <ol style="list-style-type: none"> alliteration - the first letters of the words are the same e.g. Coca Cola, Chupa Chups, Dunkin Dounuts, BlackBerry Rhetorical questions- a question that does not require an answer but is asked to make a point e.g. 'Who wouldn't want to be a millionaire?'/ 'Wouldn't you feel happier if you could wear what you wanted to school?' 	T-Ss	To provide Ss with authentic examples of persuasive devices used in advertisements	
8 mins	5	<ul style="list-style-type: none"> Understanding the format and features of the advertisement that they will produce <p>T then informs Ss of the situation of the task in which they have to pretend they are the salespeople of a travelling agency, and they have to advertise their tour package to persuade their classmates to buy it.</p> <p>The Ss can include the following items:</p> <ol style="list-style-type: none"> Slogan 	T-Ss	To provide Ss with the context of their task	To provide

		<p>2. Rhetorical questions 3. Alliteration 4. Company name 5. Information of their tour 6. Why should people join this tour package?</p> <p>After going through all these sub-topics, T gives Ss 20 mins to brainstorm their ideas then they will have to come out and present and persuade their classmates to join their agency's package.</p>	Ss-Ss	<p>them with some guiding questions so they can brainstorm</p> <p>To allow Ss time to prepare for their presentation</p>	
15 Mins	6	<p>Students group work</p> <p>T pass the iPad to Ss and demonstrates how to use the padlet. T informs Ss they can either draw on the Padlet or use notes to draw and then upload it onto the Padlet. T informs Ss after they are done, they have to come out and persuade their classmates.</p> <p>T goes around the classroom and provides support to the Ss.</p> <p>T reminds Ss that only a few mins are left. They should tidy up their answers and prepare to come outside and present.</p>	Ss-Ss/T	<p>Allow Ss to collaborate with one another</p>	
20 mins	7	<p>Students' presentation</p> <p>T gives each group an evaluation form and</p>	Ss-Ss/T	To engage	

1 min	8	<p>they are assigned to one specific group to whom they must give comments. E.g. -</p> <ul style="list-style-type: none"> -group 1 will give a comment to group 3 -group 2 will give a comment to group 4 -group 3 will give a comment to group 2 -group 4 will give a comment to group 1 <p>Ss can ask the group questions about their products.</p> <p>T gives general feedback to each group after presenting.</p> <p>● Conclusion</p> <p>T concludes the class and recaps that they played a role of a salesperson today.</p>	T-Ss	<p>Ss to listen to their Ss presentation</p> <p>To wrap up</p>	
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Workplace communication

Being a travelling agent

In this lesson we will:

1. Advertise a travel agency- using rhetorical questions and alliteration
2. <https://www.youtube.com/watch?v=MkQBOumQiw0>

Advertisement

To sell a product

To give information about the product.

To persuade you to buy the item

01.

What should we include in a advertisement?

The purpose- To sell product

Audience- but to who??

Age

Gender

Likes/Dislikes


1. Company name
2. Slogan- Nike's Just to Do It or McDonald's I'm Lovin' It

 I'm lovin' it

 JUST DO IT.

Persuasive devices

- Alliteration[頭韻]
Starting with the same letters

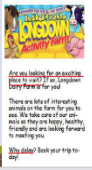


Rhetorical questions-a question that does not require an answer

"Want to lose 15 kgs in 2 weeks?"

Rhetorical Question Starters

Why wouldn't you...?	Have you ever wondered...?
Do you want this...?	Do you think that...?
Would you...?	Why not...?
Are you looking for...?	Are you tired of...?
Is it time you...?	



Let's take a look at one

Do you want...

- an island adventure?
- a relaxing spa treatment?
- a luxury cruise?

Rhetorical questions

Attention-grabbing phrase

Discounts till 30th April

Company name
Rainbow Travel

Slogan

Your task

You work at a travel agency.

You are you have to plan a new travelling package and persuade your classmates to buy it.

LET'S BRAINSTORM!

Task: To make advertise your agency

1. What is your travel agency's name? *Contact information*
2. Where will your trip take place?
3. When will your trip begin?
4. Who can join your trip?
5. How much will the trip cost?
6. Why should we join your trip? (why is it more special than the other agency) *Information of the trip*

Use attention-grabbing phrases

Turn your next trip into a Royal ball

Special offer- buy 2 adult ticket and get 1 free child ticket

80% DISCOUNT UNTIL 30/04/2020

Want to know the best way to travel?

Attention grabbing phrases

MAKE YOUR DREAMS INTO REALITY

Group: _____

Date: _____

Group No. _____

	Yes	No
Will you join this travel agency?		
Are there any rhetorical questions?		
Language <ul style="list-style-type: none">• Can understand what their travel agency is about(yes)• Cannot understand what they are talking about (no)		
Two things I liked about this group presentation	1. _____ _____ 2. _____ _____	
One thing they can improve is.....		

Appendix 9.7: Lesson activity materials (week 2)

The Education University of Hong Kong

- **Run Time:** 70 mins
- **Grade Level:** Secondary 5
- **Unit Name:** Workplace Communication
- **Number of Lessons:** 2
- **Number of Students:** 18
- **Student Language Ability:** A1- A2

Learning Objectives:

By the end of this lesson, students should be able to

- Role play as a salesperson to persuade their classmates to buy their products
- Use at least one persuasive device- rhetorical question or alliteration while advertising their product

Previous Knowledge:

- Persuasive devices

Lesson 1&2				
Time (minutes)	Procedure	Interaction mode	Purpose	Materials

2 mins	1.	<p>Pre-stage</p> <ul style="list-style-type: none"> ● Greeting & settling in <p>T welcomes the class and informs Ss that they will be persuading their classmates to buy their product for which they will have to come out and present.</p>	T-Ss	To welcome Ss and inform them of their agenda for their lesson	<p>PPT</p> <p>Catering for diversity worksheet- slogans, rhetorical questions, and guiding questions</p> <p>Peer evaluation form</p> <p>Padlet</p>
8 mins	2.	<ul style="list-style-type: none"> ● Activating students' prior knowledge <p>T starts the lesson with an Apple watch series 8 advertisement. T will ask Ss to carefully watch the advertisement and to keep these questions in mind:</p> <ol style="list-style-type: none"> 1. What company ad is this? 2. What is the purpose of this ad? 3. Who is this ad for? 4. Will you buy this product? 5. How are they persuading people to buy the product? 6. What is their slogan? 7. Any rhetorical questions? <p>After watching the ad, T asks Ss if they were able to answer these questions. T goes through the questions with them.</p>	T-Ss Ss-T	To analyze an authentic ad so they have an idea on how to advertise	
10 mins	3.	<p>Recap</p> <ul style="list-style-type: none"> ● 2 persuasive devices- Alliteration 		To provide	

20 Mins	5	<p>selling</p> <p>6. Why should people buy your product?</p> <p>After going through all these sub-topics, T gives Ss 20 mins to brainstorm their ideas then they will have to come out and present and persuade their classmates to buy the product.</p> <p>Students group work</p> <p>T pass the iPad to Ss and demonstrate how to use the padlet. T informs Ss they can either draw on the Padlet or use notes to draw and then upload it onto the Padlet. T informs Ss after they are done, they have to come out and persuade their classmates.</p> <p>T goes around the classroom and provides support to the Ss.</p> <p>T reminds Ss that only a few mins are left. They should tidy up their answers and prepare to come outside and present.</p>	Ss-Ss	To allow Ss time to prepare for their presentation	
20 mins	6	<p>Students' presentation</p> <p>T gives each group an evaluation form and they are assigned to one specific group to whom they must give comments. E.g. - group 1 will give comment to group 3 -group 2 will give comment to group 4</p>	Ss-Ss/T	<p>Allow Ss to collaborate with one another</p> <p>To engage Ss to listen to their Ss presentation</p>	

5 min	7	<p>-group 3 will give comment to group 2 -group 4 will give comment to group 1</p> <p>Ss can ask the group questions about their products.</p> <p>T gives general feedback to each group after presenting.</p> <p>Conclusion - questionnaire (post-test) T informs Ss that they will have to complete an online questionnaire in which they would have to answer a few questions regarding role-play.</p>	T-Ss	To wrap up	
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Week 2 lesson materials

English advertising slogans	Cantonese translation
Can we interest you in a ... ?	我們可以讓您對.....感興趣嗎？
All the smart money is going on ...	所有聰明的錢都在進行.....
This is a trendy item.	這是一個非常受歡迎的項目。
Perhaps you would like to consider ...	也許您想考慮.....
Keeps you feeling and looking young	讓你感覺和看起來年輕
How could you be without a ... ?	你怎麼能沒有.....？
You're never too old/young for a ...	你永遠不會太老/太年輕...
An eye-pleasing item	賞心悅目的單品
Enjoy the fantastic beauty of ...	享受令人驚嘆的美麗.....
Make an impression with ...	給人留下深刻印象.....
Blends beauty with performance	將美麗與性能融為一體
You can't lose with a ...	你不能輸...
A practical choice	一個實用的選擇



"Think different"



"Open happiness"



"Go further"



"Just do it"



"I'm lovin' it"



*"Can you hear
me now?"*

Rhetorical questions	反問
Why wouldn't you....?	你為什麼不呢....?
Do you want to....?	你想要_____嗎...?
Would you..?	你會.....嗎?
Are you looking for...?	您在尋找.....嗎?
Why not...?	為什麼不...?
Do you think that ...?	你認為.....?
Are you tired of...?	你是否厭倦了...?
Have you ever wondered...?	你有沒有想過.....?



Guiding Questions

What is this product for? 這個產品是乾什麼用的？

Who can use this product? 誰可以使用這個產品？

Why should people buy this product? 人們為什麼要購買這個產品？

How much is it? 多少錢？

When should we use this product? 我們什麼時候應該使用這個產品？

Peer evaluation form

Group: _____

Date: _____

Group No.

	Yes	No
Will we buy this product?		
Are there any rhetorical questions?		
Language <ul style="list-style-type: none">- Can understand what they are selling- Cannot understand what they are talking about		
Two things I liked about this group presentation		
One thing they can improve is.....		

Workplace Communication

Learning objectives:

1. Persuade your classmates to buy their products
2. Use at least one persuasive device- rhetorical question or alliteration while advertising their product

Let's watch an advertisement

<https://www.youtube.com/watch?v=8w0g0g0g0g0>

1. What company ad is this?
2. What is the purpose of this ad?
3. Who is the target audience for this ad?
4. Will you buy this product?
5. How are they persuading people to buy the product?
6. What is their slogan?
7. Any rhetorical questions?

Let's look at the Advertisement

What is company ad is this?
-Apple

What is the purpose of this ad?
- To persuade people to buy the new watch

Who is this ad for (customers)?
- People who are concerned about their health - mostly adults

How are they persuading people to buy this product?

Any rhetorical questions? How about the slogan?



Do you're taken up running?

The future of health is on your wrist.

Slogan
-a short and striking or memorable phrase used in advertising.

Rhetorical Questions
- a question asked in order to create a dramatic effect or to make a point

Persuasive devices

1. Alliteration (韻頭)

Words starting with the same letter



Rhetorical questions-a question that does not require an answer

"Who wouldn't want to be a millionaire?"
"Wouldn't you feel happier if you could wear what you wanted to school?"

Rhetorical Question Starters

Why wouldn't you...?	Have you ever wondered...?
Do you want to...?	Do you think that...?
Would you...?	Why not...?
Are you looking for...?	Are you tired of...?
Is it time you...?	

Are you looking for an exciting place to visit? If so, Longdon Dairy Farm is for you!

There are lots of interesting animals on the farm for you to see. We take care of our animals so they are happy, healthy, friendly and are looking forward to meeting you.

Why delay? Book your trip today!

Your task

You are a salesperson, you have to advertise a new product. You have to persuade **your classmates (who are going to be customers)** to buy the product.

What kind of product?



Who are your customers?



What is your company name and slogan?



Why should we buy your product?



Does it make you want to buy this product?