

ROLE PLAY AS AN ALTERNATIVE METHOD FOR TEACHING SPEAKING IN ESP CLASS*

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ABSTRACT

Speaking is perceived to be one primary target of the L2 learners including those in ESP. To achieve this target, appropriate methods of teaching are required. This study aims to describe the use of role play as an alternative for teaching speaking especially to the students in ESP. It is a literature review which attempts to present ideas concerning the benefits of role play, the stages of implementation, and also the limitations in practice. Journal articles and book references are mainly the source of this study. Role play can function as an effective method that any ESP teachers can use in their teaching practice. It gives students more chances to act and interact with their partners and also lightens up the atmospheres and brings liveliness in the classes. Moreover, it enhances the students' positive attributes such team work, confidence and critical thinking that make them more aware of the usefulness and practicality of English. Six stages of using role play for teaching practice are alternatively proposed. They cover (1) deciding the teaching material, (2) selecting the situation and creating the dialog, (3) teaching dialog for role play, (4) having students practice the role play, (5) having students modify the situation and dialog, and (6) evaluating and checking students' comprehension. Though role play may serve a good alternative, it may also be time consuming and pose problems of logistics and space. Considering its many benefits, role play can be a good alternative for teachers to vary their teaching practice.

Keywords: teaching speaking, ESP, role play

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