
The Effect of Role-Play Techniques on Learning English Structures by Iranian Adult EFL Learners at Elementary Level

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Role-play is a useful technique to vitalize the teaching and learning atmosphere, awaken the interests of learners, and make the language acquisition exciting. So this thesis mainly targeted how to apply it successfully in teaching English language structures (grammar) and take the most advantage of it. This study tried to find out whether role-play techniques affect the acquisition of English structures by Iranian EFL adult learners at the elementary level. The participants were 60 elementary English language learners at Mojtamae Fanni Tehran in Rasht, Guilan. They were all native speakers of Persian. The sample groups of this study were girls aged 18 to 30. In order to homogenize the sample population and make sure they are at the same English proficiency level, Quick Placement Test (QPT) was administrated to all learners in the group. Then they were divided into two groups each containing 30 participants. Then both groups had Oxford Test of Grammar as their pretest. The control group had conventional method (direct method) of teaching grammar but the experimental group had the treatment of role-play techniques. After the treatment sessions were over the test of grammar was repeated to measure to what extent each group had been affected by the treatment. The results showed that utilizing role-play techniques in teaching English language structures has positive effect on learning English grammar.

Keywords : Role-play,EFL,English grammar,Elementary level

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