ABSTRACT

Larsen-Freeman pointed out in her book, Techniques and Principles in Language Teaching, "Role-plays are very important in the Communicative Approach because they give students an opportunity to practice communicating in different social contexts and in different social roles" (p. 137, Larsen-Freeman, 2000). The purpose of this study is to identify the use of role-playing, one of the mostly-used language teaching approaches, in general high school EFL students' English Learning. The study is based on an 18-section after-school activity, i.e. HUMUN, organized by a general high school in the southern Taiwan. The participants in this study were 26 first-year students from the high school in Cha-i, Taiwan. All of the participants studied English totally for six years at a formal school system, i.e. three years in primary schools and three years in junior high schools. Every two of the participants chose the roles as the representatives of a particular country to form a small MUN (Model United Nation), and these MUN delegates were asked to discuss, negotiate and argue about different issues in the classroom. Since the HDMUN club is still under processing while writing up this study, this presentation will focus on the literature perspectives about the use of role-playing in EFL learning as well as the background and procedure of constructing the HDMUN club in an EFL high school class.

Keywords: role playing, MUN activity, and general high school EFL students

REFERENCES


